

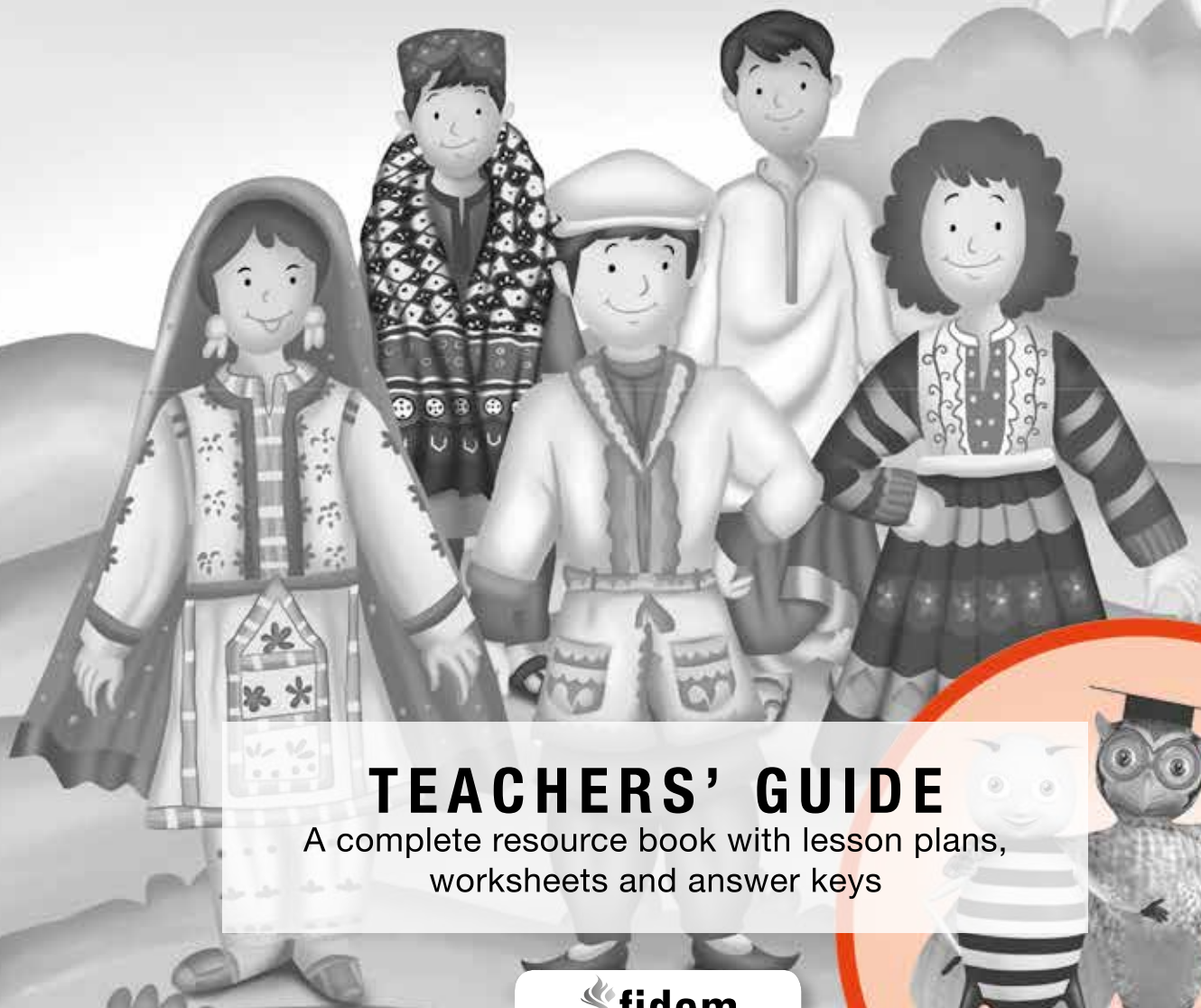


SOCIAL STUDIES

for juniors

Book 4

Pakistan Edition

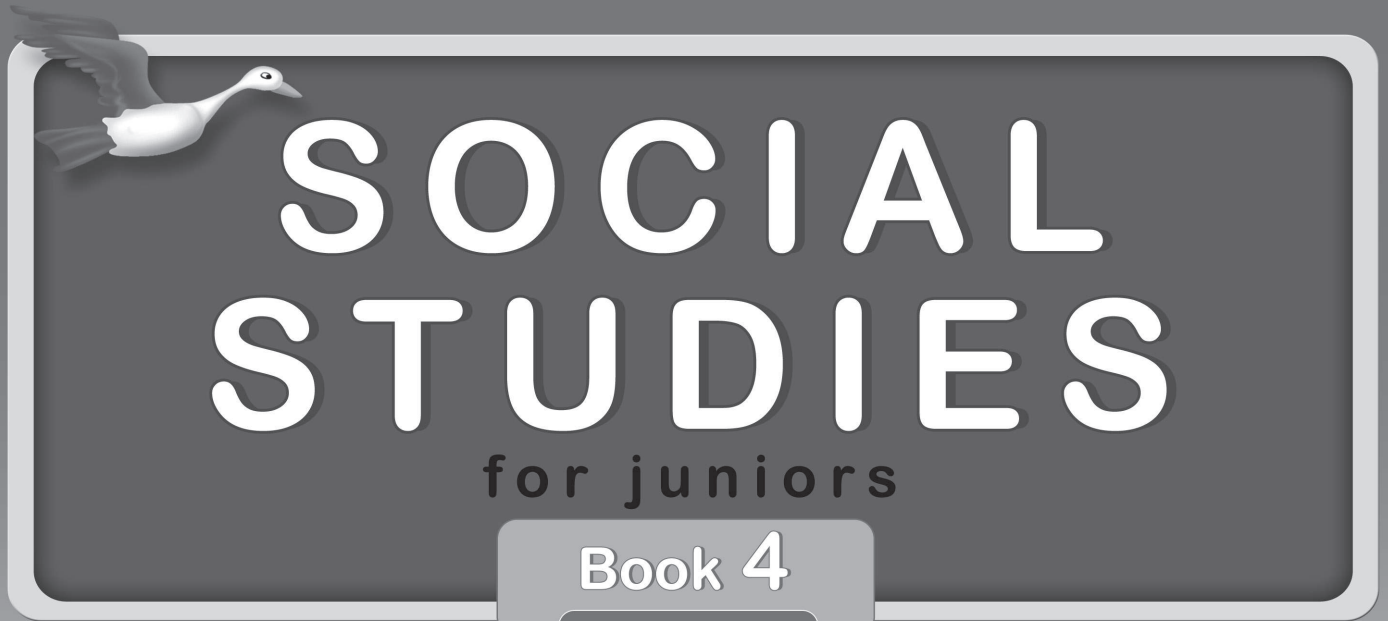


TEACHERS' GUIDE

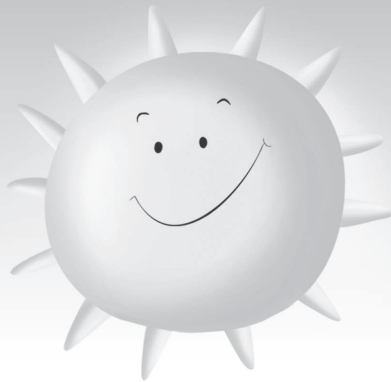
A complete resource book with lesson plans,
worksheets and answer keys

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TEACHERS' GUIDE



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Introduction

Social Studies is the study of various integrated disciplines such as geography, religion, sociology, history, science and civics. The primary purpose of teaching Social Studies is to help young people develop the ability to make informed and reasoned decisions for becoming good citizens. The Teacher's Manual has been developed to equip teachers with relevant knowledge and strategies to make learning and teaching enjoyable.

Purpose of the Teachers' Guide

This Guide has been developed to:

- assist teachers in conducting a lesson,
- provide teachers with additional information and facts on the topics,
- give ideas for making teaching and learning enjoyable, interesting and useful.

How to use the Guide

- Each chapter has been divided into different sections: teaching points, key terms, skills and values to be learnt, interesting facts, warm up, discussion, textbook tasks and assessment. These are just general suggestions that can help in conducting the lessons successfully.
- Suggested activities given in the Guide will help teachers conduct the lesson in a creative and interactive way which will develop students' observation, imagination and critical thinking skills.
- It is not necessary to use each and every suggested activity in the Guide. The teacher should select and choose judging the class environment and the level of the students. Teachers are free to improvise.

Lesson Plans



Teaching of this chapter aims at covering some key aspects related to family. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the concept of family; its different forms such as, immediate family, nuclear and extended family. Discuss the characteristics of a family, for instance, they share their work, cooperate with each other, help out in the work, take care of each other, parents work to earn livelihood, support each other financially, emotionally, physically, etc.

Explain the significance of family; discuss its role in the entire society. Discuss the relationships in a family. Elaborate how new relationships are formed? Discuss how we grow; how growth and development changes our ways of thinking, acting/behaving, and living.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: comprise, immediate, extended, values and dissimilarities. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Greet and welcome your pupils in their new class with energy and introduce yourself.

Teacher: *Hmm, this was all about my family. I would like you to introduce your family to the class. Who would like to talk about his/her family?*

Step 2: Ask the class to volunteer and share something about their families. Call one or two pupils to talk about their families. Ask the pupil while he introduces his family, what is the best thing you like about your sister/brother, who are you more closer to? Ask these questions so the pupil appreciates his relationships and indirectly understands how important each member is.

Writing task

Step 1: Following the oral interaction, engage the class in some creative activity; in a task that allows them to express themselves.

Teacher: *Ok! Well, these (two pupils – use their names) talked about their families. We all want to talk about our families, isn't it? Lets do some task.*

Step 2: The task may ask them to write a paragraph on one of the following:

- their families, size and form
- introducing the members
- some description about them
- what is something special about their family

You may add some more points if you wish to. You may ask the class to depict their family through some interesting drawings, poem or in any creative way.

Step 3: Once they have completed, ask each student to share his/her work with the rest of the class. Time the activity.

Reading for comprehension

Step 1: Divide the students into pairs. Ask the students to read the chapter highlighting the main points and then answer the task A of the 'Things you know' section.

Step 2: Once the whole class is done, ask the questions in class and let the students raise their hands to answer. This way all the students will mark the right answers and correct the wrong answers.

Step 3: Repeat the same instructions for Task B, C and D.

You may change the pairs if you feel the need to.

Discussion

Step 1: Write the word 'value' on the board and elicit from the students the meaning of the word.

Step 2: Explain to the students what values are: they are a person's belief about what is right and wrong and what is important in life. Then ask the qualities that are important to them. Start by giving an example that for you respecting the elders is an important value. You can also give other examples like not telling lies, being on time, being kind, etc.

Step 3: Allow the students to think and come up with their values. If they can not think of any, ask them to individually list down five values they like or think they should adopt.

Step 4: Once the class has written their values. Now ask each student to share two of the most important values on his/her list. Tell the students that these will be the class values for the next week, and after that we will adopt two new values. This way the class will learn and practice two values per week.

Answers

Task A (page 9)

1. parents, siblings and grandparents
2. uncle/aunts and their families
3. love, support and care
4. values and customs
5. festivals

Task B (page 10)

1. False
2. False
3. True
4. True
5. False

Task C (page 10)

Learning values – family elders

Extended family – relatives who meet occasionally

Joint family – all living together

Habits – change with time

Family – love and care

Task D (page 11)

1. A family consists of people who are related to us.
2. In earlier times every family member had a different role to play. The men would usually work and take important decisions for the family. But today, the roles have changed. Both parents work, and do the household chores together, and make family decisions mutually.
3. A) bhai b) bhai c) behan d) behan e) ami and abu f) khala g) mamu h) taya
abu

Teaching of this chapter aims at covering some key aspects related to the rules of having fun. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the importance of playing games: indoor and outdoor games. Discuss how games have changed over time. Highlight the importance of making rules while playing.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: indoor and outdoor games, ancient, invented, athletes, and adventure. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Begin the lesson with a brainstorming activity; write 'games' on the board and ask the class what comes to their mind when they think of the word 'games'? As they respond, jot down their answers on the board.

Step 2: With the help of the class, start sifting the games. Use question cues, what games look similar to you? Let the class respond. How are they similar? Raise leading and probing questions.

Explain

Once the class has shared their views, explain the types and/or forms of the games. Some games such as cricket/hockey/football are played and competed in teams, while tennis/badminton/table tennis are played individually or in pairs. Games are also categorized as to where they are played; in an open field such as baseball/cricket/skiing or inside an arena/court/hall such as ice hockey/squash. Some games involve full body movement such as cricket/soccer/skiing whereas; some games can be played while sitting in one place, such as card and board games (Monopoly, Ludo, Scrabble, Poker, Rummy, crosswords, brain teasers, etc.), computer games (Solitaire, Xbox, Candy Crush). These days' digital games are more in vogue, more and more children and adults are into playing video games on the computer/TV or phones.

Discussion

Step 1: Hold a discussion in the class about sports, how they are played, famous games, etc. Begin

by eliciting about the pupils favourite sport. Ask them about what sports they like to watch and play.

Step 2: Talk about some indigenous games they play; how do they play? What are its requirements? Lead the discussion towards the point where they can share something about rules. If some pupils are interested in talking about cricket, for instance, ask them whether they follow the same rules as followed in the standard international cricket. If not, how do they modify and why?

Step 3: Elicit from the students the advantages of playing by the rules and how it can help in enjoying the game.

Reading for comprehension

Use the chapter for reading; the previous activities have already developed their interest and drawn their attention towards the topic. Time the reading and ask the students to highlight the important points while reading. Once they have completed reading the chapter, ask them to complete the tasks A, B and C of the 'Things you know' section.

Reading for key words

Step 1: Select the words from the text first and ask the pupils to locate them in the lessons. Instruct them to do it individually and time the task.

The key words may include;

- growing
- mind
- indoor
- outdoor
- playground
- hopscotch
- marbles
- lego
- school
- disc-throwing
- ancient
- participated
- individually
- team
- coaching
- fixed
- court
- climb
- score athletics
- track
- pole-vault
- adventure
- slide
- rafting
- navigate
- streams
- Olympic
- motto
- Greece
- bronze

Step 2: Ask the students to make a glossary at the end of their copies where they write all the difficult words and their meanings. Make them use the class dictionary to find the meanings of the difficult words.

Assessment

Use the task D to assess the comprehension of the pupils. Instruct the pupils to answer the questions on their own.

Answers

Task A (page 15)

1. Baron Pierre de Coubertin
2. Olympia
3. Javelin, long jump, high jump and pole vault
4. Swimming, disc throwing and running
5. Two

Task B (page 16)

1. False
2. False
3. True
4. True
5. False

Task C (page 16)

Gold medal – first position

Tennis – outdoor game

Carom board – indoor game

Athletics – races

Skiing – adventure sport

Task D (page 17)

1. 'Citius–Altius–Fortius' which means faster, higher and stronger.
2. Indoor games are played inside a closed area, whereas, outdoor games are played outside in the open.
3. Following the rules is very important. Even if we play with our friends, we should all follow the rules that have been decided at the beginning of the game. If we do not follow the rules, sometimes we end up fighting with each other.
4. We should play with everyone because it is fun when we have more people to play with.

Teaching of this chapter aims at covering some key aspects related to food and its sources. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the sources through which we obtain food items. Discuss the chain process involved in the provision of food items from fields to the consumers. Explain and discuss the crops and other food items grown and produced in Pakistan.

Explain livestock and fisheries. Elaborate their share in the food supply. Discuss its consumption and other utilities.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: greengrocer, fertile, ploughing, produce, wholesaler, and livestock. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Start the lesson with elicitation; seeking in their prior knowledge to link with new set of information. Hence, you may inquire about the difference between grocer and greengrocer.

Teacher: *Do you know the meaning of grocer and greengrocer?*

Class: Yes,.....

(in the case of no, first explain the meanings of these two.)

Teacher: *Hmm, good! Can you differentiate the items from the following list sold by a grocer and greengrocer?*

Throw these words at the students and ask them to answer immediately:

- 1) chocolates
- 2) onions
- 3) strawberries
- 4) baked beans
- 5) cereal
- 6) packet of chips
- 7) apricots
- 8) bread
- 9) honey
- 10) teabags.

Team reading

Step 1: Use the chapter for team reading. Divide the class into groups and assign two paragraphs to each group to read. Instruct the pupils to read a paragraph followed by writing the key points. Similarly, read the next paragraph and jot down some key points from it. Encourage them to write in their own words.

Step 2: At the end of the reading, collect feedback from the groups as to what they learnt from the paragraphs. Ask each group to present only on one chunk or the paragraph.

Step 3: Now talk about what your pupils shared; appreciate them and provide correct input. Explain the chapter in simple and easy manner; illustrate your points with examples and use visuals and board effectively.

Assessing reading

Use the task B of the 'Things you know' section to gauge how far the pupils were successful in comprehending the content. Instruct the class to do it individually.

Activity: Presentation

Step 1: Divide the class into four groups. Assign a topic to each group: (1) varieties of fish found in Pakistan, (2) livestock farming in Pakistan, (3) famous fruits of Pakistan and where they are exported, and (4) Main food crops of Pakistan.

Step 2: Ask the students to research on the given topics, find pictures, facts and present it to the class. Give each group 5 to 7 minutes each for their presentations. They can either make a poster or a presentation.

Answers

Task A (page 21)

1. True 2. False 3. False 4. True 5. True

Task B (page 21)

1. A farmer sells his crops to a wholesaler in a big market/mandi.
2. The main crops of Pakistan are apples, melons, chickpeas, apricots, date palms, onions, mangoes, sugarcane, rice and wheat.
3. Birds like chicken and ducks are also raised in poultry farms. They produce eggs and meat.
4. We get milk, meat, wool, leather, etc. from a cattle farm.
5. Karachi in Sindh, and Gwadar in Baluchistan.

Teaching of this chapter aims at covering some key aspects related to water and its sources. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the sources through which we obtain water, why is water important for survival and the concept of water cycle. Discuss the chain process of where tap water comes from by making a rough map or flowchart. Explain and discuss the difference between fresh and salty water with examples. Elaborate on the water supply, conservation, and how water pollution is affecting human and marine environment.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: clanking, utensils, definite, freshwater, condenses, potable, hazardous, and marine pollution. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Start the class by writing the word water on the board. On the left side give the heading, 'its sources' and on the right side write 'its uses'.

Step 2: Elicit from the students the sources of water, or if you think it's easier to start with the uses of water, begin the discussion from there. Ask the students to answer, write the points on the board.

Step 3: As the list continues, the students will realize that there are indefinite uses of water, whereas, the sources of water are very limited. This will make them understand the concept of scarcity of natural resources.

Reading for meaning

Instruct the class in attempting the 'Things you know' tasks using the textbooks. Do the tasks A, B and C only.

Pass instructions to complete the tasks by referring to the chapter. Time the activities; at the completion of each task, collect feedback from the class then move to the next task. Monitor and facilitate the pupils.

Next, explain the chapter following the aspects mentioned in the teaching points.

Presentation

Step 1: Split the class into groups and assign each group a topic to present. The topics may include;

- Water sources
- Water cycle
- Supply of water to households
- Water pollution

Step 2: Encourage the pupils to read the chapter thoroughly and other sources too, to garner more information related to their topics. Also, suggest the pupils to use props, illustrations, charts and other visuals in their presentations.

Step 3: Allot time to each group to present their work to the class explaining each topic carefully with examples.

Assessment

Use the task D of 'Things you know' to assess each individual's comprehension level.

Answers

Task A (page 27)

1. purification plants and desalination
2. water pollution
3. desalination
4. evaporation and precipitation
5. water pollution

Task B (page 28)

1. true
2. true
3. false
4. False
5. true

Task C (page 28)

1. saline – sea water
2. colourless – water
3. vapour – tiny droplets
4. tube well – underground water
5. impurities – pollution

Task D (page 29)

1. Water from ponds, rivers and seas evaporate to form clouds and these clouds form rain. This is called a water cycle. The water cycle describes the continuous movement of water on, above and below the surface of Earth.
2. About seventy percent of our body is made up of water.
3. Cholera, jaundice, typhoid, and diarrhea.
4. The reasons for water pollution are bathing humans and animals in the water, washing clothes and utensils, throwing household waste, throwing dead bodies of animals, adding sewage and chemicals from houses and factories, and accidental oil spills in the ocean.
5. Saline seawater is turned into fresh water through a process called desalination but this is a very expensive process.
6. In many places near the sea, saltpans are constructed to trap seawater and prevent it from flowing back. During the monsoon, seawater moves up inland and fills up the pans. This water is trapped in these pans. When the water evaporates, a huge amount of salt is left behind. This is how we get salt from seawater.
7. The harmful effects of water pollution are that it may cause allergies and water-borne diseases. Plants and animals may drink this water and become infected and unhealthy. Fish and other water animals may die disrupting the balance in nature. Insects and other bacteria start making such water their breeding place.

Teaching of this chapter aims at covering some key aspects related to the sources of clothes. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain and discuss cloth; talk about variety of clothes available and discuss their uses. Explain and identify the different makes of clothes - highlighting the process of making cloth from its source. Discuss the different mediums involved in making the clothes, for example, domestic level, cottage industries and at industrial level.

Explain how cloth made from different fibers affects in different weather conditions.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: raw materials, chemicals, cash crop, irrigation, and synthetic. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: The teacher can either make or put a picture of a school uniform on the board emphasizing on the details (buttons, collar, pocket, etc.).

Step 2: Ask the students where did they buy their uniform from? Start making a flow chart with their responses. Most will give a name of a uniform shop. Then ask them where did the shop get it from, they will say from a factory, ask them who works in this factory, who makes them? The tailor cuts them, and stitches them, but where does the cloth come from? It comes from another weaving factory? Is it a single color cloth? If not, then who colors it? It goes to the dyer to dye. So where do the single threads that are put together to make a whole piece of cloth come from? From another factory that spins the cotton that is collected by the farmers from the cotton plant.

Step 3: In the end you will see a flow chart on the board clearly showing the stages of making clothes. The whole class will get involved in this activity and understand the process easily.

Reading for comprehension

Begin with the task D of 'Things you know'. Doing this task first will enable pupils to get familiarize with the text.

Assign the task to the class; we suggest you do it as an individual task. Time the task, too. Once the class completes the task, check their answers and provide correct feedback.

Reading for details

Now, assign the task A. This will help form the general idea of the lesson and assist in processing information.

Reading for key information

Next, assign the task B. This task will reinforce the acquired information from the text and support in attaining more clarity and sharpen their critical reading skills.

Use the task C to provide the pupils an opportunity to develop inference, summary and synthesizing skills. Assign the task to the pupils to do it on their own with the help of the lesson if required.

Activity: Map of Pakistan

Step 1: Divide the class into groups. This can activity can be done in two classes. In the first class the teacher can tell the students to collect pictures of different cultural clothes in Pakistan, of different crops grown in Pakistan, etc.

Step 2: Give each group a chart paper. Instruct them to draw a big map of Pakistan on it.

Step 3: Each group can then paste the pictures or draw pictures according to the province. Allow them to think as a group and be creative in presenting their artwork.

Answers

Task A (page 33)

1. light
2. dark
3. weather and diseases
4. saliva of an insect called silkworm
5. cotton and silk

Task B (page 34)

1. false
2. false
3. true
4. true
5. true

Task C (page 34)

1. To cover ourselves and protect ourselves from different weather conditions.
2. Cotton, jute and fax from plants. Wool and silk is obtained from animals.
3. Synthetic fibre can also be mixed with natural fibres like cotton and jute. Such fabrics are known as blended fabrics.
4. Natural fibres are made from animals or plants whereas, synthetic fibres are made in factories through chemical processes. Synthetic fibres are strong, light and shiny and are also less expensive and last longer.
5. We wear light cotton clothes in the summer as they keep us cool. In winter we wear dark woolen clothes to keep ourselves warm. In the rainy season we wear raincoats made of waterproof material to protect against the rain.

Teaching of this chapter aims at covering some key aspects related to the different types of houses. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain and discuss the need for shelter. Describe how humans in past would seek shelter. Illustrate some of the dwellings humans would make in ancient times (caves, in jungles on trees, etc). Describe the materials used in olden eras – grass, wood, mud; and how in the civilized societies people would construct their houses for shelter, for instance, in Moen jo Daro.

Discuss the common materials used in the constructions like mud, stone, wood, timber etc. Explain the significance of materials like wood, stone and brick. Illustrate the process of making bricks, cement and their reasons for being used in construction.

Discuss how the construction of shelters is adjusted with the local environmental conditions.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: inhabited, inventions, ruins, architecture, skyscraper, and architect. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Use pictures of ancient and different types of houses and elicit from the class about the difference in each of them. For example, show a picture of house made of wood, a house made of mud, a house in cave/mountain and the picture of Moen jo Daro. Raise questions, for instance, can you note the difference in each house? What are some differences in these houses?

Step 2: Elicit from the students the type of housing they see around them and why do humans/animals need houses.

Teacher: *So what do you think of a roof made of iron sheet? Can you think of some pros and cons?*

Pros: cost effective. affordable

Cons: oven baked under the sun, can't resist against strong winds and rain

Teacher: *What kinds of roofs are built in your houses? Have you ever noticed? Do you know something about RCCs? have you heard this term before?*

The idea of raising such kind of questions is to promote critical thinking in the pupils. No worries if you cannot hold a good discussion around these questions, you may assign them as some homework once you are done with the lesson. Ask the class to search and explore to learn the answers of these questions.

RCCs means reinforced cement concrete, which is a way of construction where steel and cement are both used for construction.

Activity: 3D model of a house

Step 1: Divide the class into four groups. Give each group one of the following topics:

- a) Mud house
- b) Slant roof house
- c) Skyscraper
- d) Brick house

Step 2: The students will be given a week, before the next class, to collect all the construction material they need to build a 3D model of the above houses. They need a base to place their houses on. Give them a list of possible things they might need for the 3D model, for example, hard chart papers, glue, sticks, colors, paints, pieces of carton box, bamboo sticks, etc. First ask them to brainstorm, research and make a list of things they will need. Hold the activity in the next class so they have enough time to collect the materials required.

Step 3: Give them enough time in class to make their houses.

Step 4: Once they have completed, ask each group to present the model to the class and ask them to explain the purpose of their house.

Textbook tasks

Use 'Things you know' tasks effectively; ask the class to attempt task C individually, instruct them to read the chapter to do the task C.

After the completion, listen to the pupils' responses. First, let maximum numbers of pupils share their answers for one; if you want to encourage thinking, inquire why they think the answer is, for example, pottery. Then move to next item. Try to collect responses of all the pupils especially the weak pupils and/or the pupils sit in the rear part of the room.

Following the task C, assign the task A. You may divide the class into pairs to complete the task. After the task A, instruct the pupils to attempt task B.

As the class is engaged in reading and attempting the exercises, monitor and facilitate them; note their comprehension strategies, guide and support them in scanning, inferring, etc.

In collecting feedback – pupils’ responses follow the same strategy mentioned under the task C.

Answers

Task A (page 40)

1. skyscrapers
2. design
3. Jericho
4. Hot and dry
5. Clay

Task B (page 40)

1. true
2. false
3. true
4. false
5. true

Task C (page 41)

1. Materials used to build a house are bricks, stone, clay, fibres, glass, wood, etc.
2. Houses are built to suit the climate or weather conditions of the place in which they are built. In hot and dry regions, buildings have thick walls of stone or mud. The roofs are flat or shallow domes so the outside heat doesn't come in easily. Whereas, in hot wet climate houses are built on stilts or poles. They make the roofs of their houses steep and slanting to allow the rainwater to slide off easily.
3. A very tall-multi-storeyed building is known as a skyscraper.
4. Architects and engineers have to design the buildings in a manner that endure that they are safe for the residents.

Teaching of this chapter aims at covering some key aspects related to mapping places and things around us. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain and discuss the way we spot places to reach to our desired destinations, like we follow signposts, and/or mark and note the nearest, famous landmarks. Illustrate with examples, for instance, if I want to go to my uncles house, I know that after the supermarket, I take a left turn on the main boulevard. In the boulevard, there is a big neem tree, etc.

Describe the plan of an area; the need of it, its significance and its availability at numerous public places, internet, etc. Explain and illustrate 2D and 3D with visual aids.

Explain what a map is, its need, function, and significance; also explain and describe the types of maps widely used. Describe and discuss the common features of maps such as, keys and symbols.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: landmark, two dimension, three dimension, political maps, thematic map and picture map. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Show a pictorial map of an area that shows the key places (station, bus terminal, parks, lake, residential area, mosques, sports ground, market, airport, railway) such as the one given in the lesson on page 44 against the heading 'Keys and Symbols'. Do not provide the map key and ask the pupils to guess the places with the help of pictures.

You may use 4 or 5 different maps and divide the class into groups. Hand one to each group and instruct them to determine the places on the maps.

Activity: School map

Step 1: Divide the students into groups/pairs. Instruct them that the school is hosting an open house

and they have to make a school map for the guests. The orientation will be held in one of the rooms. The students have to choose which room and give directions accordingly. These maps should clearly show the hallways, the principal's room, the staff room, the parking area, the cafeteria, the playground, music room/art room, the toilets, etc.

Step 2: Give them fifteen to twenty minutes to make their maps. Ask them to give directions to the main room where the orientation will be held.

Step 3: In the end the students can present their maps to the class. The students will notice that each group has made the map differently, although it is the same building.

Step 4: Elicit from the students that why do we need maps. What is the importance of maps, and what do they help us to do. Likewise, countries and cities also have maps. Museums, and architectural sites have maps.

Activity 2: World map

Step 1: Divide the class into groups of two or three.

Step 2: Give each group a world map. Or you can ask them to draw a world map on a big chart paper, preferably A3 paper size.

Step 3: Give a topic from the following list to each group:

- a) Famous landmarks of the world (man-made wonders of the world)
- b) Capitals of major cities of the world
- c) Forests/natural resources of the world (lakes, rivers, forests, minerals, etc)
- d) Mountains of the world
- e) Wild life of different countries of the world

Step 4: The students will research and collect pictures to be put on the map. Give them enough time to complete their maps.

Step 5: Each group will present their maps to the class clearly showing their given topics. This will help them learn practically the different types of maps.

Textbook tasks and assessment

To assess (comprehension) learning, you conduct a classroom test based on the 'Things you know' tasks.

Answers

Task A (page 46)

1. True 2. False 3. False 4. True 5. True

Task B (page 46)

1. 2D 2. symbols and colours 3. keys 4. 2D 5. seven

Task C (page 46)

1. A bird in the sky sees every object below in two dimensions (2D). This means that objects on the ground look flat. But someone standing on the ground sees the same object in three dimension (3D), this means they can see the height of the object as well.
2. Drawing something smaller or bigger than its real size but keeping the same shape is called drawing to scale.
3. A large scale map depicts a small territory. This map shows the minor details of the area, like the buildings and roads, etc. Whereas, a small scale map depicts a large area, such as an entire country.
4. The objects on a map are shown using symbols and colours. A symbol is a picture on the map that stands for something in the real world.
5. The different types of maps are:
 1. Relief maps: show the shape of the land
 2. Political map: shows countries, and their capitals and borders.
 3. Thematic maps: tell us interesting facts about different regions
 4. Picture map: tells a story without a key because pictures are used in them instead of symbols

Task D (page 47)

Relief map – shape of land

Picture map – pictures

Thematic map- facts of regions

Weather map – weather

Political map – countries

Teaching of this chapter aims at covering some key aspects related to public property and our role as citizens. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Define public property and assets; discuss it in details. Explain that any property or entity owned by state and shared by the masses is called public property. Discuss our role as sensible and responsible citizens; we need to preserve and protect public places, building, and assets. Name and identify some local places, buildings and services that fall in public category. To elaborate further and to create cognizance, give example of their institutions' property, buildings and assets. Also, emphasise on their significance and pupils' responsibility in maintaining them in best condition.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: public property, monuments, memento, and world heritage site. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Prepare questions that develop linkages with the content of the lesson. You may start off with; Do you know who owns the desk/table/chair? Some possible responses are, Sir/Madam (the owner or principal's name), school, government, etc. Raise some probing question, such as, who owns this bag/diary/book? (pointing towards something that belongs to you). In order to develop clarity, you may raise more questions.

Step 2: Elicit from the students about the ownership of common property like roads/parks/sea/etc. Pupils' response might vary.

Plenary

Now, explain that anything owned and rendered by state is public property, place, building or service. Elaborate the point with examples. Raise questions in order to check pupils' understanding. Give examples of public and private property. For example the street lights, the roads, the trees on

the roads, the parks, stadiums, hospitals, monuments, government schools/colleges, lakes, mountains, are all public property, they are owned by the state.

Then define and discuss personal things. Anything that comes in the boundary of your house is your personal property. You have paid the government and bought this piece of land to build your house. Your school bag, stationary, uniform is all personal property.

Reading comprehension

Reading for key words

Select some key vocabulary terms from the lesson. Write them on the board and instruct the class to highlight them in their books. They may use colour to mark them or underline them.

This can be done as an individual task. Time the task, too.

Reading for details

Now, assign the task A from the 'Things you know' section. This will help form the general idea of the lesson and assist in processing information.

Reading for key information

Next, assign the task B. This task will reinforce the acquired information from the text and support in attaining more clarity and sharpen their critical reading skills.

Extended tasks

Activity 1: Community research

Assign a small research task. Ask them to find out public parks, hospitals, libraries, monuments and services and facilities available in their town, immediate community or city. The pupils are required to develop a list that contains five names for each category and then present it to the class.

Activity 2: Newspaper article/ Blog

Step 1: Instruct the pupils to write a short note on the role of a responsible citizen with regard to public property and assets.

In the note, the pupils should share how we can play our part in maintaining and protecting public property and assets. Discuss significance of public property and assets for a country.

Step 2: Once completed, the students can read out their articles in the class so they learn from each other.

Answers

Task A (page 51)

1. false
2. false
3. false
4. true
5. true

Task B (page 51)

1. A building or area of land that is owned by the government of a country is known as public property.
2. A world heritage site is a place such as a forest, monument, building or a city that is considered to be of great cultural or natural importance for everyone in the world in general. Pakistan has a few world heritage sites: (1) Moenjo Daro ruins, (2) Fort and Shalimar gardens in Lahore, (3) Monuments at Makli, (4) Rohtas Fort.
3. We should keep them clean, not break the windows or scratch it.
4. Monuments are important because they remind us of an event or some famous person in our history.
5. The government takes care of public property but as citizens we should also take care of them.

Teaching of this chapter aims at covering some key aspects related to the different modes of transportation. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Discuss modes of transport. Identify and name the animals used as means of transport for both humans and other needs. Explain why animals were the only source of transport in olden times. Elaborate each animal's need for different routes, for instance, camels were used for extremely long routes especially in deserts and donkeys and mules for long and rough routes. Explain the luxurious and royal transport in ancient times – horses and elephants were used by kings, queens, etc.

Define the era of invention; discuss the advancement in industries (1400 to 1800) which led to the invention of the wheel that created a reason to invent carts, bicycles, etc. Connect these points to modern means of transport. Name and identify the first modern means of transport. Explain how the invention of engine and complex machines gave birth to motor based vehicles/transport.

Explain the means of transport; road, air and water. Identify the vehicles/transport used for each means. Discuss the transport used for delivering and dispatching goods.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: tongas, velocipedes, road network, steam locomotives, and bus conductor. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Show a picture of a camel to the class and ask them what is the purpose of the camel? Use questions to draw pupils' attention and develop their interest. For instance, can you think of some uses of a camel? Are camels still used today for transport? Can you think of a place where camels/horses/donkeys are still used for transportation?

Step 2: Write their responses in bullet points or a cloud form neatly on the board. To reinforce the idea, now show the picture of an elephant and ask about it.

Teacher: *Do you think humans use elephants for their work?*

Teacher: *What work do we take from them? Or How do they help? Why don't we use elephants or donkeys or horses anymore?*

Let the students answer these questions. They will realize that some modes of transportation cannot be used in cities due to shortage of space and the pace of life.

Step 3: Elicit from the students modern modes of transportation.

Textbook tasks

Assign the 'Things you know' tasks A and B to the class. Use the textbook tasks to assess the pupils' learning. Instruct the pupils to complete the tasks individually and independently.

Team reading aloud

Use the chapter for reading aloud in groups. Divide the class into groups and assign a part of the chapter to each group. Instruct them to read their part in the group, discuss it, give some examples, and add more details if they feel to. Further, ask all the groups to present their part before the class.

Comprehension assessment

After the team reading activity, assign the task C to the individuals. This will serve you as a classroom test to assess your pupils' comprehension.

Answers

Task A (page 58)

1. tongas/carriages
2. elephants
3. boat/motorboats/ships
4. aeroplane
5. single rail

Task B (page 59)

1. True
2. False
3. True
4. True
5. True

Task C (page 59)

1. Some of the animals that are used for transport are: reindeers, horses, donkeys, elephants, camels, mules, and oxen.
2. Horses, camels and elephants were used in ancient battles and wars.
3. We need money to pay for the fare.
4. Modern means of transports are:
 - a) road transport which includes cars, buses, railways
 - b) water transport includes ships, boats, motorboats
 - c) air transport includes aeroplanes, helicopters, rockets, and spacecraft.
5. The three international airports of Pakistan are: (1) Jinnah International airport in Karachi, (2) Allama Iqbal International airport in Lahore, (3) Islamabad International airport in Islamabad, (4) Multan International airport in Multan, (5) Sialkot International airport in Sialkot.

Teaching of this chapter aims at covering some key aspects related to traffic control and the importance of rules/laws. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Discuss rules and their significance, especially rules for traffic. Link it to why it's important to have rules in general, like previously discussed in the 'fun and fight at play' chapter. Discuss the massive flow of vehicles on the roads and management of traffic. Explain how traffic rules, signals and police help in managing traffic. Explain and discuss some of the traffic symbols.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: rules and laws, carelessness, accidents, intersections, and pedestrian. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Use visuals to begin the lesson. Show an accident of two vehicles smashing into each other and hold small talk about it.

Step 2: Talk to the class about the cause of this accident; inquire as why they hit each other. Listen to pupils' response and implicitly develop significance of following rules.

Step 3: Then show a video clip of a busy avenue; the clip shows how smoothly massive flow of traffic smoothly moves following the traffic light. Use another clip that shows the flow of traffic is directed and controlled by a traffic cop. Talk about the smooth flow; elicit how and why traffic is moving smoothly.

This clip will help you draw attention of pupils towards traffic signals and traffic police.

Lead-in

Based on the warm up, hold a discussion with the pupils about importance of following rules, traffic signals, and traffic police. Use question cues to encourage pupils to participate, discuss and share. Some possible cues are; do you think rules are good? Why should we follow them? How traffic

signals, police support in the flow of traffic? What is the purpose of these traffic laws? How do we encourage people to follow these rules/laws?

Reading comprehension

Reading for key words

Select some key vocabulary items from the lesson. Write them on the board and instruct the class to highlight them in their books. They may use colour to mark them or underline them.

We suggest you do it as individual task. Time the task, too.

Reading for details

Now, assign the task A (on page 63). This will help form the general idea of the lesson and assist in processing information.

Reading for key information

Next, assign the task B (on page 63). This task will reinforce the acquired information from the text and support in attaining more clarity and sharpen their critical reading skills.

Activity: Safety brochures

Step 1: Instruct the pupils to develop an informative brochure. The brochure underlines the significance of obeying rules, highlight some traffic rules, and mention some common traffic symbols.

Step 2: This task can be done in groups or pairs. Encourage the pupils to think creatively and identify traffic rules that are closely linked to our daily life experiences, are mostly ignored and require considerable awareness, such as no horns near mosques, hospitals, schools, follow speed limit, use of helmets etc.

Step 3: Each group/pair can then present their brochures to the class.

Answers

Task A (page 63)

1. not obeying traffic laws
2. zebra crossing
3. regulate
4. traffic symbols
5. two

Task B (page 63)

1. Traffic laws help us move on the road in the safest way and avoid accidents.
2. Traffic signals help in regulating traffic while traffic symbols help by warning about what lies ahead.
3. Always walk on the footpath, look to the left and right before walking or crossing the road, and always cross the road on zebra crossing.
4. The traffic police issues penalty tickets when people are caught breaking traffic laws.
5. Some rules to be followed while driving are: (1) always drive on the left side of the road, (2) keep within the speed limit, (3) wear a helmet or fasten the seat belts, (4) do not use mobile phones while driving, (5) follow the traffic rules.

Teaching of this chapter aims at covering some key aspects related to the different modes of communication. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Define communication and discuss its need. Explain how humans communicate – use verbal, non-verbal, signs and symbols. Discuss the sources used as modes of communication. Discuss how in most ancient times humans would communicate – the pre-literacy era; identify the materials used for communication. Explain how communication has evolved – the alphabets.

Explain the different modes of communication; letters, books, telephones, emails, chats, WhatsApp, texting, Facebook, etc. Discuss the change in modes of communication after industrial and technological advancement. Discuss the inventions, such as telephone, fax machine, etc. Talk about the break through since humans harnessed satellites and the birth to the internet.

Explain the modes of communication to cater masses widely. Identify the sources used in mass communication – television, radio, newspaper, internet, social websites, mobile phones, and the different applications that we use today for communicating. Explain how communication has changed; people prefer texting over calling, the trend of always being connected, etc. Talk about the pros and cons of modern communication.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: smoke signal, communicate, hieroglyphics, entertainment and broadcast. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Enter the class without using any words instead use sign language to give instructions to the students; to sit, stand, be quiet, close the door, clean the board, clap to make them silent, etc.

Step 2: Give the students a couple of minutes to understand what is going on in class, while you write communication in the centre of board. Then ask the students what did your actions mean? Were the

students able to understand what you were trying to tell them through sign language? Most students will say yes.

Step 3: Then ask them and brainstorm the different modes of communication; sign language, talking, texting, emailing, writing, etc. If this is how humans communicate, how do animals communicate? How do we know that our pet is hungry when it can't communicate with us? Make them think for themselves. Do not always give them answers. Leave them with probing questions.

Activity: Modes of communication

Step 1: Divide the students into groups or pairs. Ask them to make a list of the modes of communication that they have noticed around themselves.

Step 2: Then discuss each group's list with the class. If they have missed out a mode, tell them. For example they might forget that newspaper is also a mode of communication, so are books, etc.

Let them try; do not insist on accurate information. The idea is to familiarize them with this aspect so they can comprehend the information.

Reading for presentation

Use the chapter for reading aloud in groups. Split the class into groups and assign a part of the chapter to each group. Instruct them to read their part in the group, discuss it, give some examples, and add more details if they feel to. Eventually, ask all the groups to present their parts before the class.

Reading for comprehension

First, assign task B (on page 70) to reinforce the memorization for some vocabulary terms used in the lesson.

Next, assign the task A and C (on page 69 and 70). This will help form the general idea of the lesson and assist in processing information.

Assessment

Task D (on page 71) can be used as an assessment.

Answers

Task A (page 69)

1. smoke signals
2. Alexander Graham Bell
3. clay
4. flatten reeds
5. 1939

Task B (page 70)

Fax – printed material

Teleprinter – typed messages

Portable – radio phone

Computer - internet

Books – printed copies

Task C (page 70)

1. True
2. False
3. True
4. False
5. False

Task D (page 71)

1. We need to communicate to express ideas, exchange thoughts, send messages and receive information.
2. When we speak into a phone, our voice is changed into an electrical signal. This signal travels down a wire and is turned back into sound by the phone at the other end. Long distance calls travel through cables which have been laid under the sea.
3. A television broadcasts all sorts of programs.
4. Some written forms of communications were, (1) hieroglyphics used in Ancient Egypt, and (2) tablets used to keep records over 3000 years ago.
5. The first books were written by hand. Monks or scribes copied them. They were very rare and expensive as very few people could read or write at that time.

Teaching of this chapter aims at covering some key aspects related to weather and climate. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Define weather and discuss its different types. Define climate and explain different climatic conditions. Explain the difference between weather and climate. Explain how changes in weather and climate affects human life, environment, and geography of the world.

Identify and explain factors and elements that form a particular type of weather; discuss them in detail. Determine the instruments and tools used in measuring them.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: weather, atmosphere, dynamic, climate, thermometer, barometer, hygrometer, precipitation, and condense. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Use the change in the local weather as a basis to start the lesson, for example, if it is the start of winter or weather has turned hot at the time you are teaching this chapter. Begin by talking about this change;

Teacher: *So, is it cold in the morning? or Isn't it very hot out? (in case of hot sunny days of summer)*

Pupils: *Yes, it is.....*

Teacher: *Do you have any clue as how this happens?*

Pupils: *...its the weatherchange in temperature.....*

Teacher: *Ahh, hmmm, ok, so it is change in weather, right?*

Reading comprehension

Reading for details

Assign the task A (on page 76) to the students. This task will reinforce the acquired information from the text and support in attaining more clarity and sharpen their critical reading skills.

Activity: Weather report

Step 1: Split the class into groups and assign each group a topic from the lesson to present.

Encourage the pupils to read the chapter thoroughly and other sources too, to garner more information related to their topics. Also, suggest the pupils to use props, illustrations, charts and other visuals in their presentations.

Step 2: Instruct each group that they are reporters from different news channels reporting the weather conditions in different parts of the country/city. Encourage them to make their presentations funny, professional, serious, creative, etc. Let them plan their own presentations out but assist them where they need help.

Answers

Task A (page 76)

1. The elements of weather and climate are: temperature, humidity, cloud cover, precipitation, sunshine, wind, and pressure.
2. Atmospheric pressure can be defined as the force exerted by a column of air due to its weight at a particular place on the Earth's surface.
3. Direct rays of the sun give more heat than the slanting rays. This explains why the equatorial regions are hot and high latitude regions are cool.
4. Days are very hot and nights very cold in the deserts because there is no cloud cover. During the day the sun reaches the land directly hence it becomes really hot, whereas at night there are no clouds making the night cooler.

Task B (page 77)

1. culture
2. barometer
3. Coriolis force
4. Latitude

Teaching of this chapter aims at covering some key aspects related to the different civilizations that existed in Pakistan. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain to the students why history and why exploring the past is important. Elaborate on the notion that history doesn't mean that people of that time were not aware of modern technology and modern ways of living, but that they were advance in their own areas. Explain to them the concept of modernity, and how we classify certain things as modern and certain things as old fashioned/or historic. Explain the two oldest civilizations in Pakistan and their discoveries, survival and ways of living.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: pre-historic, archaeological, excavations, inhabited, and civilizations. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Start with a question, when was Pakistan created?

Students will reply: *14th August 1947*

Teacher: *How do we know? Who gave us this piece of information? None of us were present at that time?*

Students: Some students might say that their grandparents told them, or they read in a book, or its history.

Teacher: *Does it really matter if we know about these important dates? Why are they important?* Allow the students to think for a few seconds, let them come up with their thoughts. You don't need to give them an answer, let them do the thinking.

Then ask them, do you remember any important figure from our history? Most will say Jinnah, Ghandi, Nehru, Fatima Jinnah, etc.

This ice breaker will get them involved in the class and will start making them think about Pakistan's history and give them a general/vague idea about the importants of history in our lives.

Time line

The easiest way to teach history is to make a time line on the board.

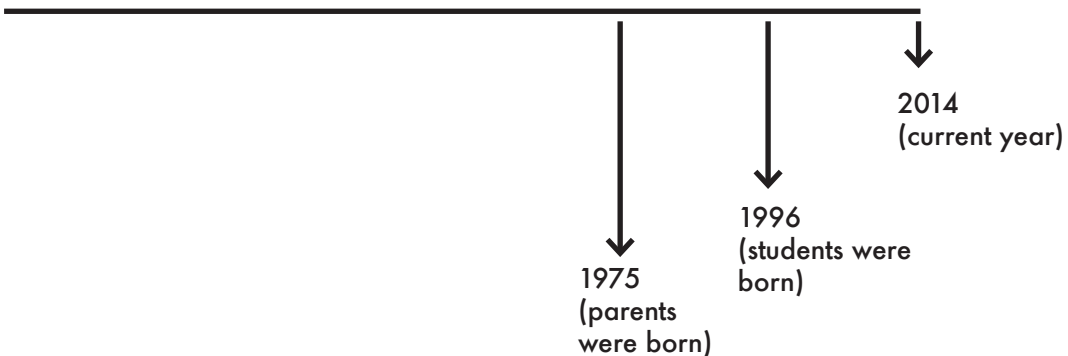
Step 1: Make a straight horizontal line cutting through the center of the board.



Step 2: Mark the current year at the right end of the line.

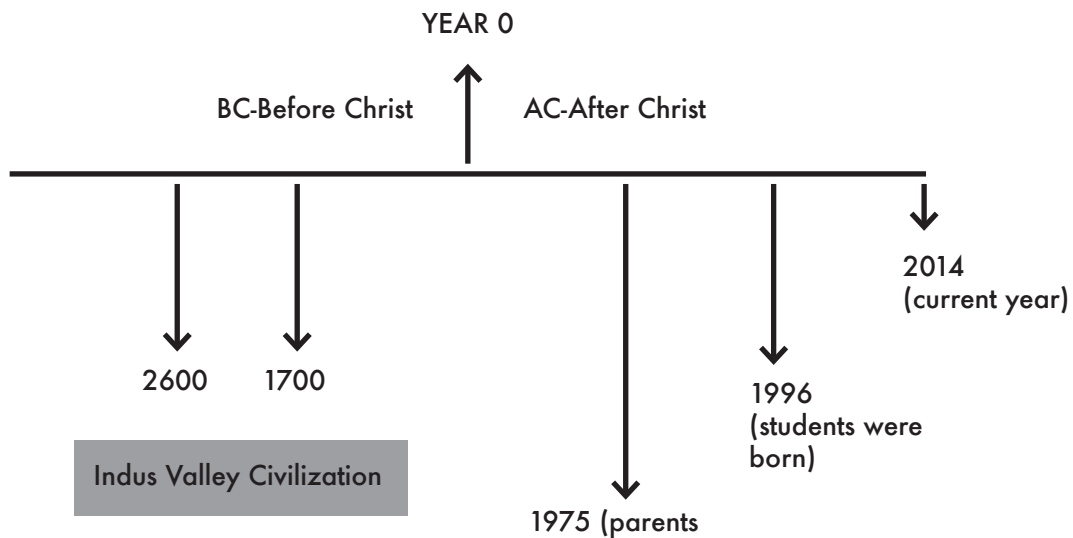


Step 3: Ask the students when were they born? Roughly mark that on the time line too. Then ask about their parent's birth year, grandparents, etc. Mark a common/average year on the time line.

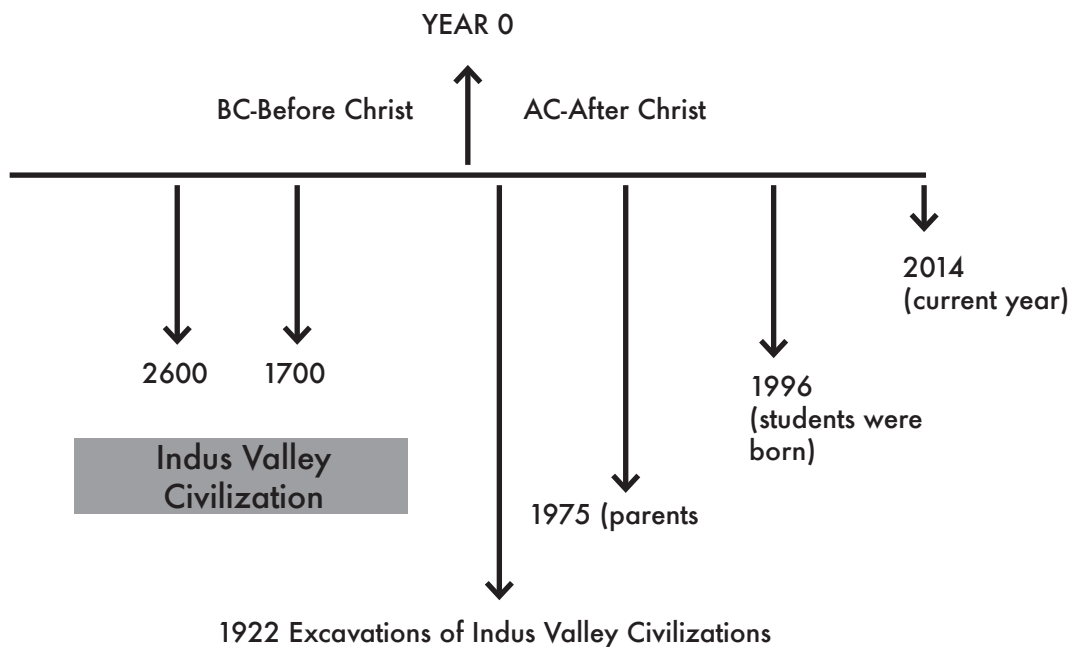


Step 4: Then ask them important dates about Pakistan's creation/history. Keep adding that to the time line. For example you can add 14th August 1947, then 23rd March 1940. Just to give the pupils a visual idea about dates. This will help them understand the concept of dates and historic years easily.

Step 5: Ask the students if they know of any ancient civilizations in Pakistan? Some might say Moen Jo Daro, Harrappa, etc. Before marking that, tell them the difference AC and BC. AC in simple terms means after Christ, that means its 2014 years after Christ. And BC means before Christ. Mark Year 0 on the time line.



Step 6: After marking the Indus valley civilization on the time line. Stop for a minute. Then read from the textbook about the features of the civilization. As soon as you come across a date in the text, add that to the time line. For example the excavations were first conducted in 1922. Emphasise on the date, and tell the students that it was nearly 4000 years later people discovered these two major cities.



Step 6: As you go through the features of the civilization start listing them on the board.

For example: The twin cities were famous for their drainage system. Imagine, a drainage system nearly 4500 years ago? Allow the students to think and comment. Talk about the main occupation and how both men and women used to wear ornaments. This shows it was a rich city. They had a way of communication too, and to record their history; they developed a system of writing and recording on tablets.

Step 7: Explain Gandhara Civilization to the students, tell them that they were followers of Buddha. Mark the dates on the time line while reading the text from the book. Inform them that the Gandhara civilization was part of Mahajanapadas, it was kingdom of sixteen civilizations. Gandhara was one of them.

Step 8: Once the chapter is complete. Look at the time line, if the students want they can copy it. Highlight the importance of history and how it affects our lives today. Have a light discussion.

Activity 1: Archaeologists for a day

Step 1: Divide the students into groups. Tell them that they are archaeologists for a day and have recently found an important archaeological site. They have to present their work in a press conference.

Step 2: Ask the students to research on any one civilization and make a presentation. Paste pictures and write description about every picture. Or make a PowerPoint presentation and inform the whole class about certain civilizations and their main features.

Step 3: As a group they can present their work to the class. The class can act as reporters asking different questions about that civilization.

Activity 2: Visit a national monument or museum

If Possible, arrange a visit to any national monument or Museum.

Activity 3: Travel brochure

Step 1: The students are tour guides for an archeological site/civilization.

Step 2: They have to design brochures that can promote tourism of any civilization. They can make some myths to attract tourists.

Step 3: They can then present their brochures to the class. Encourage them to be creative.

Activity 4: Role Playing

Step 1: Make the students imagine that they are tour guides for these civilizations. Give them a civilization each, and tell them to create their own imaginary scene where they take the whole class through a tour of the area of the civilization and inform the class about the occupation, clothes, living conditions, houses, communication of the people of that time. This role playing activity can be done in groups of two or three. Or they can present the information in any creative way they want; a TV

reality show where one student becomes an archeologist and the other is the host. Or two students have recently visited the place and are sharing their experience with the rest of the class.

Reading for assessment

Ask students to read the chapter carefully and complete task A and B (on page 82 and 83) from the 'Things you know' section. This will help them retrieve what they have understood and read in the book. While reading, tell them to highlight/underline the main points in the text.

Answers

Task A (page 82)

1. Pakistan
2. 1922
3. Trade was the main occupation of the people of the Indus Valley.
4. Wheat, rice, barley, fruits and vegetables were the food grains cultivated by the people of Indus Valley.
5. Gandhara civilization inhabited in the areas of Peshawar, Swat, Charsadda, Taxila and Jalalabad in Afghanistan.
6. The people of Gandhara were peace loving and spent their lives in worship of their Kings and their religion. The system of language was the earliest form of Buddhist scripture. Prakrit was the language used by these people. They lived in houses of clay and stones, but as the ages progressed, clay pottery and statues soon became a representation of the artwork by the people.

Task B (page 83)

1. Mohenjo Daro
2. Indus Valley
3. Mahajanapadas
4. Civilizations

Teaching of this chapter aims at covering some key aspects related to the Muslim rule in the subcontinent. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain to the students how Islam spread in the subcontinent and the major dynasties/empires that ruled. Emphasise on the impressions these rulers/dynasties left behind and how it impacts our life today.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: pirates, idolatry, succession, innovations and co-exist. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Start with a few probing questions.

Teacher: *How do you think that the Muslims reached the subcontinent or present day Pakistan and India? Does anyone know?*

Students might give some vague answers, but listen to them carefully.

Teacher: *Who build the Taj Mahal? And when was it built?*

Students will probably know the answer to who built it but not when it was built.

Teacher: *Has anyone heard of the Shalimar Bagh? Or the Red fort in Lahore? Or the Badshahi Mosque in Lahore? Has anyone visited any of these sites?*

Let the students share their experiences and their visit details.

Teacher: *So now lets study about how we have all these beautiful monuments and who built these?*

Task

Reading for presentation

Divide the class into three groups. Give a topic to each group; the Ghaznavid Rulers, the Dehli Sultanate, and the Mughal Empire. Instruct them to read their sections carefully. While they read, divide the board vertically in three sections and give each section the above headings. Once the students are done reading, ask the first group to come present, the main points of the Ghaznavid rulers. As they present, write the main points on the board. Repeat the same for the other two groups. In the end the class will have all the main points on the board and the teacher can summarize them for the students understanding in the end.

Here is a format of how the teacher can do the illustration on the board:

GHAZNAVID

RULERS

DATES:

ORIGINS:

ROUTE THEY TOOK:

MAIN/FAMOUS

RULERS:

MAIN INFLUENCE:

MONUMENTS THEY

BUILT:

DECLINE:

DEHLI SULTANATE:

DATES:

ORIGINS:

ROUTE THEY TOOK:

MAIN/FAMOUS

RULERS:

MAIN INFLUENCE:

MONUMENTS THEY

BUILT:

DECLINE:

MUGHAL EMPIRE:

DATES:

ORIGINS:

ROUTE THEY TOOK:

MAIN/FAMOUS

RULERS:

MAIN INFLUENCE:

MONUMENTS THEY

BUILT:

DECLINE:

Reading for comprehension

Ask students to read the chapter carefully and complete Task A, B and C from the 'Things you know' section. This will help them retrieve what they have understood and read in the book. While reading tell them to highlight/underline the main points in the text.

Activity 1: Role Playing

Each student or a group can be given each important ruler from the chapter. For example one student can be made Shahab ud Din Ghori, who will then present his era, important dates, impact and area. The group can prepare props and portray the personality accordingly.

Activity 2: PowerPoint Presentations

The class can be divided into groups and asked to find pictures and important events of the three empires mentioned in the chapter and then present it to the class.

Activity 3: Illustrations

The students can take some chart papers and illustrate the given topics (3 empires; Ghaznavids, Mughals and Dehli Sultanate) in any way they want. These charts can then be put on the class walls. Encourage students to illustrate their work creatively.

Answers

Task A (page 90)

1. Abi Suffrah
2. Turkic
3. Ghazna
4. African and Tughluqs
5. Innovations and South Asia

Task B (page 90)

1. Muhammad Bin Qasim invaded India for trade and to spread Islam.
2. The Ghaznavids were people of Turkic tribes who had conquered all of Persia up to the Caspian Sea, Afghanistan and much of modern day Pakistan. Sultan Mahmud Ghaznavi was a ruler of the Ghaznavid Empire, he was the first king to be given the title of 'Sultan'.
3. Iltutmish and Balban were the most eminent rulers of the Slave dynasty.

Teaching of this chapter aims at covering some key aspects related to the government of Pakistan. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain to the student who is responsible for the running of the country, who manages it, how it's managed and how are these people elected. Elaborate on how a legislative body, executive body, the judiciary and the provincial government works. Explain each branch in detail with illustrations.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: government, federal, constitution, assembly, senate, hierarchy, executive and provincial. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Start with a question and make sure each student answers it.

Teacher: *If you were the president of the country what change would you make? Or what's the first thing you would work on? Or ask them, if you were made the President for one day what would you do?*

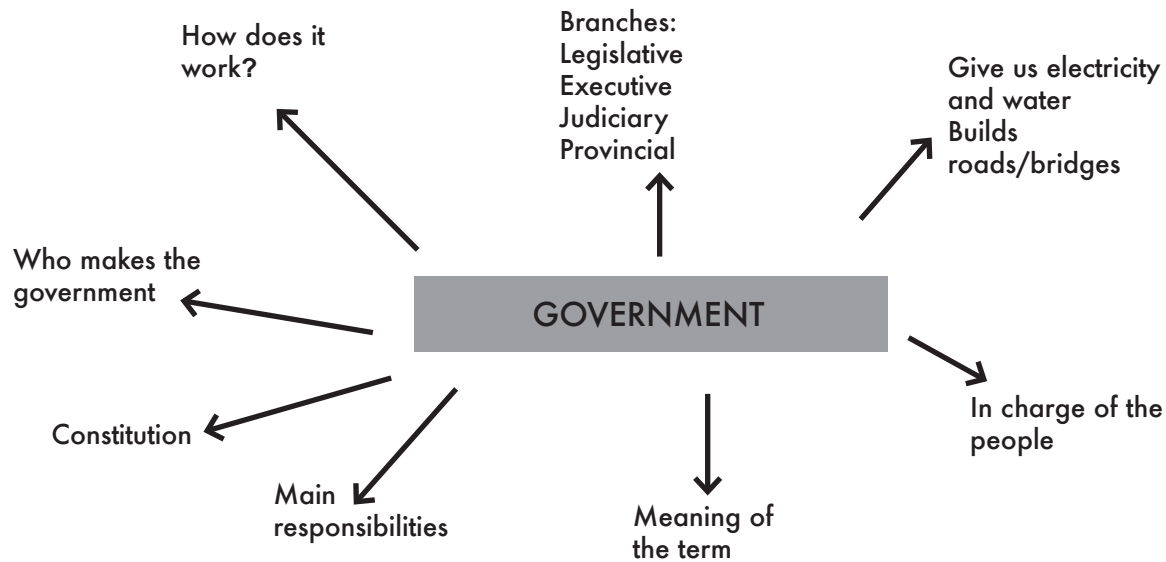
Let each and every student respond and give his idea. You may write them on the side of the board to summarize in the end. Once the whole class has responded. Then ask the students:

Teacher: *So if you will improve the education system/finish corruption/eliminate poverty/etc then who will construct roads? Who will make sure the street lights are on during the night? Who will make people follow the laws? Make them think of all the other things they didn't mention in their answers. This will allow them to think of all the other important tasks of the government.*

Activity: Role play

From pages 92-93 there is a conversation between a teacher and students. Give each role to a student and instruct them to read when their name comes. There are a total of seven roles, make the students to volunteer to chose a role. Then ask them to read from the book. The role of the teacher should also be given to the student. At the end of the conversation, ask the rest of the class what they understood from it.

While they are role playing, the teacher can write government in the center of the board and write the main points around it as shown below:



Activity 2: Writing a constitution

Step 1: Explain to the students that in order to run a school successfully the Principal with the help of the teachers and the administration staff needs to make certain rules and laws. Ask the students to give a few examples of the rules they follow in school. For example, coming to school on time, not eating during the classes, showing respect to teachers, not littering, etc. Once they have given examples, ask them what happens if they don't obey these rules? Are they punished? Who punishes them?

Step 2: Likewise, a country also needs a set of laws which are written in the constitution. It includes all important matters such as how much power the president has, how will elections be held, the tenure of the government, how the country runs, etc.

Step 3: Ask the students to write a sample constitution for the country. Let them make simple rules, which they think will help in the successful running of the country.

Activity 3: Government tree

Make a tree on the board with three branches.

Explain each branch in detail with examples. Tell the students that each body/branch has a different role to play but each is very important for the smooth running of the country.

Reading for comprehension

Ask students to read the chapter carefully and complete Task B (on page 97) from the 'Things you know' section. This will help them retrieve what they have understood and read in the book. While reading tell them to highlight/underline the main points in the text.

Reading for presentation & reinforcement

Divide the class into four groups. Give them the following topics: 1) Legislative 2) Executive 3) Judiciary, and 4) Provincial Government. Instruct them to go through their sections and highlight the important points. Then a member of the group can stand up and present the important points of the topic to the class.

Quiz activity

Give the students enough time to go through the chapter carefully for a quiz activity. While they are going through the lesson, prepare short quiz questions for the class. Here are a few suggestions:

- 1) Which constitution is Pakistan following right now?
- 2) The main law making body of the Legislative branch is called?
- 3) Which is the highest court of Pakistan?
- 4) The senate is made up of how many members?
- 5) What is the main responsibility of the Prime Minister?
- 6) Who is the current President of Pakistan?
- 7) How many provinces does Pakistan have?

This session will help students understand the chapter better and if the answers are wrong, they will get a chance to look into the book and give the correct answer.

Answers

Task A (page 96)

1. True 2. False 3. False 4. True 5. True

Task B (page 97)

1. People vote to select their representatives that make up a government.
2. The government makes rules for the country and these rules are called laws. The government makes sure that people follow these rules. It also protects its people and provides them facilities such as resources and opportunities. It also has the responsibility of defending the country and its borders.
3. The Supreme Court is the highest court in Pakistan.
4. The Federal Shariat Court is equal to the Supreme Court and has its own chief justice. This court makes sure that the Supreme Court and all the other courts of Pakistan make decisions according to the laws of Islam.
5. The Governor represents the federal government in each province.

Teaching of this chapter aims at covering some key aspects related to the population of a country. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain to the students the concept of population, how it's calculated, and why it's important to know the number of people living in a county/city/area. Elaborate on why there is a population growth. Briefly explain the concept of migration.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: population, census, employed and migrate. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Ask any student to stand up and count the number of people in the classroom.

Step 2: Then ask another student if you can double the number of students in this class. Is it possible? If yes, how will the students fit? Where will they sit? Are there enough tables and chairs? Is one teacher enough for the double number of students? Will the class become too stuffy? Are the current students willing to accommodate the new students?

Ask them these questions and listen to their answers. Let them pour their thoughts.

Step 3: Then ask them what do you think is the population of this school? Likewise, ask them what is the population of this area? City? Country? So who counts the population of the city or the country? And how is it done? Let them think.

Activity 1: Brainstorming

Step 1: Divide the class into groups of four/five. Tell them that they work for the government and they are given the task of building schools and hospitals in the city of Karachi. They have to present a detailed report to the President emphasizing on how they calculated the number of schools/hospitals needed, areas, and the condition of the already existing schools/hospitals. Allow the students time to brainstorm and assist wherever they need help.

Step 2: After they have completed the task, ask each group to present and give justifications for suggesting the numbers.

Reading for comprehension

Ask students to read the chapter carefully and complete task A and B (on page 102) from the 'Things you know' section. This will help them retrieve what they have understood and read in the book. While reading tell them to highlight/underline the main points in the text.

Answers

Task A (page 102)

1. 170 million
2. census and people
3. workers
4. two
5. population

Task B (page 102)

1. Census is the count of the number of people living in the country.
2. Population Census Organization
3. The information collected from the census helps our government to plan for a better future of the country and for people living there. The government can plan ahead for schools, hospitals, transport, health, and lots of other things if it has enough information. It also tells the number of people who will need jobs in the next ten years, on the basis of this the government can plan to provide job opportunities.
4. The main reasons for population growth in a city are (1) migration and (2) births.
5. We can help census workers in collecting the information by cooperating and providing them correct information.

Teaching of this chapter aims at covering some key aspects related the famous personalities in Pakistan and their qualities. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching Points

The teacher will explain the meaning of the term hero and heroic acts in detail. Emphasise on the fact that a hero doesn't need to belong to a certain family or class, but he/she could be anyone from amongst us too. Explain to the students the traits that make a person famous; there could be good and bad. Emphasise on the importance of choice and how we chose who we want to be inspired by.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: heroes, courageous, humanitarian, and governor. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Ask the students the following questions:

Teacher: *Who is a hero? What are the qualities of a hero? Can anyone be a hero? Or do you have to belong to a certain family to be a hero? Why are some people famous and not the rest? What makes them famous?*

Let the students' think and respond, and the teacher should appreciate their comments.

Ask them if they can name a few famous personalities of the world or Pakistan.

Reading for comprehension

Ask students to read the chapter carefully and complete Task A and B (on page 109) from the 'Things you know' section. This will help them retrieve what they have understood and read in the book. While reading tell them to highlight/underline the main points in the text.

Reading for discussion

Ask different students to read about the different personalities given in the textbook. After reading about the personality, conduct a brief discussion with the class about his/her personality, reasons for fame, and titles/awards received.

Activity 1: Be Famous

Step 1: This is an individual activity. Each student has to think that if he/she had been famous, what would they be famous for?

Step 2: Give the students five minutes to think about it, and then ask them to present it to the class. Appreciate their efforts and in the end ask the students to vote for who gave the best presentation.

Activity 2: Collage

Ask students to make a collage on the life of their favorite personality. Showcase the charts and collages in a class exhibition.

Activity 3: Fieldtrip

Arrange a fieldtrip for the students to EDHI foundation and ask them to observe the way they function and how charity begins at home. Ask students to write a short note on what impressed them the most and share their opinions on how the daily operations can be improved at this charitable foundation.

Answers

Task A (page 109)

1. Edhi
2. Hamdard
3. Sitar-e-Jurat
4. Shaukat Khanum
5. Ata ur Rehman

Task B (page 109)

1. Abdul Sattar Edhi is known for his non-profit social welfare organization, the Edhi Foundation. It is recognized for its humanitarian services, helping and giving aid to the needy during situations of crisis and social relief. He has been honoured the Shield of Honour by the Pakistan Army, Nishan-e-Imtiaz by the Government of Pakistan, Lenin Peace Prize by the Government of USSR, the Ramon Magsaysay Award and International Balzan Prize as well.
2. Sir Hakeem Saeed founded the Hamadard University. He authored over 200 books on several subjects in Urdu and English. He also set up Idarae Saeed to preserve and promote research efforts.
3. Mehdi Hassan received Gorkha Dakshina Bahu award from Nepal.
4. M.M. Alam shot down four enemy aeroplanes in less than thirty seconds in a jet-powered aeroplane.
5. The major achievements of Dr. Atta ur Rehman are that he has contributed over 840 research publications in the fields of organic chemistry. His contributions in the field of natural product chemistry have also privileged him to be entitled for contributing in the encyclopedia.
6. Imran Khan was the captain of Pakistan's cricket team who led the country towards victory in the Cricket World Cup of 1992. His personal record in cricket is also an example for many players around the world, scoring 3807 runs and 362 wickets in Test cricket as an all rounder becoming one of the few cricketers to be given the title of All-rounder's Triple in Test match history.

Teaching of this chapter aims at covering some key aspects related to the geography of Pakistan. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain to the students the importance of geographical location of Pakistan. Elaborate on the physical features of Pakistan; the mountains, plateau, rivers, deserts, and plains.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: tributaries, mangroves, mountain ranges, highlands, and peak. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Teacher: *What makes a country beautiful?*

As the students respond, write each comment clearly on the board. Some students might say mountains, rivers, valleys, plants, animals, etc. After the brainstorming session is complete, get all the students attention on the board and ask them if Pakistan has some or most of these features. Make them name and count the beautiful geographical features of Pakistan. If a student has said a beautiful lake, tell them about the Khanpur Lake in Punjab, or the Kangan Valley in the north or the Karakoram mountain ranges in the north.

Activity: Map

Step 1: Give a map of Pakistan to each student before starting the lesson.

Step 2: Slowly read the chapter, and as you finish a section, help the students mark the physical feature on the map. For example, as the teacher reads about the Indus river, stop at the end of the paragraph and make the students mark the five rivers on their maps. Repeat the same for the other features. Encourage the students to use different colors so their maps look attractive once completed. In the end ask the students to give a title to their maps.

Researching for presentation

Divide the students into groups and ask them to present the physical features of Pakistan in a creative way. Give them time to research. They can either give a PowerPoint presentation, or write a poem, or

make a few illustrations, or a 3D map of Pakistan. Encourage them to be creative.

Reading for comprehension

Ask students to read the chapter carefully and complete Task A, B and C from the 'Things you know' section. This will help them retrieve what they have understood and read in the book. While reading tell them to highlight/underline the main points in the text.

Answers

Task A (page 116)

1. 3200 km
2. Thar Desert, Baluchistan Plateau
3. Cholistan
4. Baluchistan
5. Himalayas

Task B (page 117)

1. Himalayas
2. Karakoram
3. Hindu Kush
4. Tirich Mir
5. Pamir Mountain Range

Task C (page 117)

1. The Indus River is Pakistan's longest river. The other rivers like Jhelum, Sutlej, Ravi and Chenab meet the Indus at a place called Panj-Nad. It flows into the Arabian Sea in the south of Pakistan. Plains are located around the Indus River. These are suitable for agriculture and most of the population of Pakistan lives there. These plains are divided into two sub-regions:
 - a) Lower Indus Plain is situated between the Thar Desert and the Baluchistan Plateau. It is a fertile land with trees as well as shrubs and some mangroves.
 - b) Upper Indus Plain spreads large and wide through the five rivers of Punjab. This area has snow-capped mountains, the Thal desert and Hindu Kush Mountains. These plains are also fertile with lush greenery and forests.
2. Cholistan desert, Indus Valley desert, Kharan desert, and Thar desert.
3. Thar desert
4. Mount Everest
5. 796,096 square kilometres

Teaching of this chapter aims at covering some key aspects related to natural resources of Pakistan. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching Points

Explain the term natural resources with examples. Emphasise on the two types of resources; renewable and non renewable. Explain the concept of scarcity of resources and the need to conserve natural resources. This will help students understand the interdependence of human beings, plants and animals.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: natural resources, renewable, non-renewable, photosynthesis, preservation and conservation. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Ask the students to look around the classroom and name five things that they can see. Write their answers on the board. Some students will say chairs, tables, windows, blackboard, soft boards, duster, chalks, markers, bags, etc.

Step 2: Highlight one answer and ask them to think about what it is made of? Who made it? Where is it made? For example look at the chair, and ask them where does the wood come from, where do the nails come from, the polish, etc? The students will reply that the wood comes from the trees. Stop at this comment and ask them whether the world has infinite trees? Let them think over this and start the lesson.

Reading for comprehension

Ask students to read the chapter carefully and complete Task A, B, C and D from the 'Things you know' section. This will help them retrieve what they have understood and read in the book. While reading tell them to highlight/underline the main points in the text.

Researching for understanding

The students can be divided into groups and given five minutes to go in the playground and look for five renewable and non renewable resources that they can see around them. When they return ask them to share their observations with the rest of the class, correct them where need be.

Answers

Task A (page 123)

1. coal and petroleum
2. soil, air, water, sunlight
3. forest, metal, petrol, minerals
4. cleaning and cooking
5. sun

Task B (page 124)

1. False
2. True
3. True
4. False
5. False

Task C (page 124)

Forest – timber

Wind – sail boat

Coal – fossil fuel

Clay – fine particles

Water – hydroelectric power

Task D (page 125)

1. The two forms of resources are: renewable and non-renewable resources.
2. Solid, liquid and gas.
3. Forests are important because they provide us with oxygen, wood, fruits and medicine.
4. Soil is made up of stones, sand, clay, dead plants and animals.
5. A windmill is a machine that is powered by the energy of the wind.
6. Sun is the prime source of energy on the Earth. All life forms get food energy from plants or the Sun. Solar energy has been trapped by humans for many years and is used to cook food, heat water, run cars and fans.

Teaching of this chapter aims at covering some key aspects related to the conservation and preservation of natural resources. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the importance of not wasting anything be it tangible or non tangible. Discuss each resource in detail and ask for suggestions for its conservation.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: famine, starvation, deforestation, and recycle. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Teacher: *Have you heard of Mothers day? Fathers Day? Grandparents day? Teachers Day? Independence Day? What is the purpose of celebrating these days?*

Most students will say yes, and they will give reasons for it being celebrated.

Teacher: *Does anyone know why and when do we celebrate the 'Earth Day'?*

Wait for the students to respond.

Teacher: *It was a day created to make people aware of the importance of keeping the planet healthy and clean. It is celebrated every year on the 22nd of April. Why do we need an earth day?*

Let the students come up with answers. Let them come to the conclusion themselves that the earth has limited resources and we need to conserve for the future generations.

Discussion

Ask the students if they have ever faced a shortage in their house of any type? Maybe water, electricity, gas, fuel? Most of them will agree. Prepare a Powerpoint presentation of pictures of the world suffering from different shortages, show pictures of Africa where people don't have food to eat or water to drink, and also include pictures of areas that are famine stricken. Go through the pictures in the class with the students and ask them how they feel. Let them be thankful for all that they take for granted.

Activity: Imagination station

Step 1: Make the students imagine that water has finished in the school. The Principal calls the water tanker and asks for a tanker of water. The man replies that there is no water. So you have to do without water for a day at school. When you go home, and your mother tells you there is no water at home so don't waste a single drop of water. You complain to her that there was no water in school and now at home. The same situation is repeated for a few days. The drinking water at home is now being used for basic needs. But since it is also short in the market, hence, its being used very carefully.

Step 2: Elicit from the students how a world will be without water.

Teacher: *So students before we reach a time where there will be a shortage of water, why don't we all put in an effort to not waste water or another natural resource that we have?*

Step 3: Make a list of ways we can conserve water on a daily basis. Let the suggestions flow in and emphasise that it is very important that we don't waste food/water/fuel/gas/electricity because they are limited in supply and the demand is ever increasing.

Step 4: The students can then write a suggestion each on a strip of paper, which can be then collected and pasted on a single chart paper and put on the class board.

Researching for presentations

Step 1: Divide the class into groups of three or four, and one of the following topic to each group.

1. Air pollution
2. Energy depletion
3. Overflowing landfills
4. Rain forest destruction
5. Vanishing species
6. Water pollution

Step 2: Ask the students to research thoroughly make a 5-7 minute presentation on their given topics. They should have done enough research to answer any questions the other groups have about their particular topic. The presentations should not only include the definition of the topics but also the reason behind it, and suggest solutions to avoid it.

Step 3: Present their research to the class.

Reading for comprehension

Ask students to read the chapter carefully and complete task A, B, and C (on page 130 and 131) from the 'Things you know' section. This will help them retrieve what they have understood and read in the book. While reading tell them to highlight/underline the main points in the text.

Answers

Task A (page 130)

1. CNG
2. CFL
3. Turn off
4. Water
5. Eat

Task B (page 130)

1. False
2. True
3. True
4. False
5. False

Task C (page 131)

1. We should save natural resources because they are non-renewable.
2. We can save water by not wasting it. We should turn the taps off when not in use. We can use a bucket and a mug to bathe instead of a shower. Rainwater harvesting is also an important method of saving water.
3. We can reduce the wastage of food by preparing it in small quantities, only taking that much that we can eat, leftovers should be stored properly.
4. CFL are compact fluorescent lights that save energy by using less electricity.
5. The major steps that we should take to save and protect our environment are:
 - Stop the cutting of trees
 - Plant more trees
 - Reduce, reuse and recycle
 - Reduce the amount of paper we use
 - Recycle old products that can be reused again



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1) Match the following:



○

○

Rugby



○

○

Tennis



○

○

Table Tennis



○

○

Football



○

○

Basket Ball

My family

Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.2) Draw the flag of Australia and Pakistan?



Q.3) Solve the jumbled words below.

- SURTLAAIIA
- ANTAKIPS
- RHETROB
- STRESI
- MROTHE

Q.4) Where would you like to go for vacations? Give two reasons why?

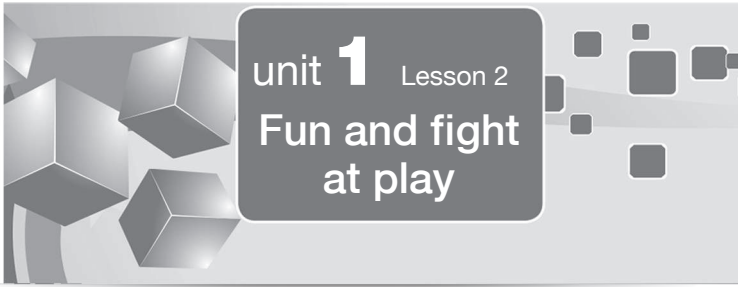
Ans. _____

Q.5) Name a few games that you play with your family?

Ans. _____

Q.6) Do you have any family rules that you follow in your family? Write 2-3 of them.

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1) Write three indoor games that you play with your family?

Ans. _____

Q.2) Write three outdoor games that you play with your family?

Ans. _____

Q.3) Circle the correct spelling

- Basketball Ballbaskte Basketball
- Bclim Climb Clmib
- Skining Sgkiin Skiing
- Hospstch Hosptch Tchchspo

Q.4) Fill the missing letter

- Olym __ ics
- C __ ubet __ n
- Hi __ e
- St __ dium
- R __ ngs

Q.5) List down the names of your favourite games.

Ans. _____

Q.6) Name five famous athletes around the world and mention which sport are they famous for.

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Circle which of the following do you get from the green grocer.

• Apples

• Potatoes

• Baked beans

• Bread

• Onions

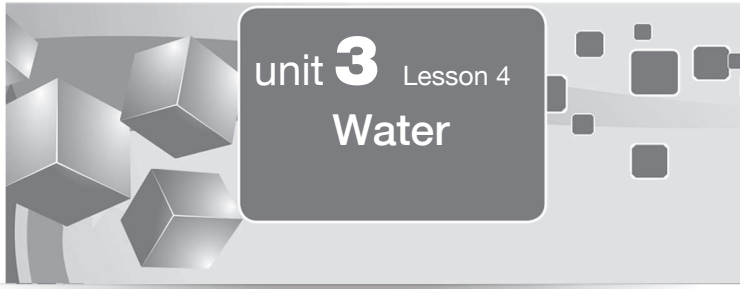
• Green chillies

• Carton milk

• Mangoes

• Butter

• Tinned fruit



Name : _____

Class : _____

Date : _____

T. Sign : _____

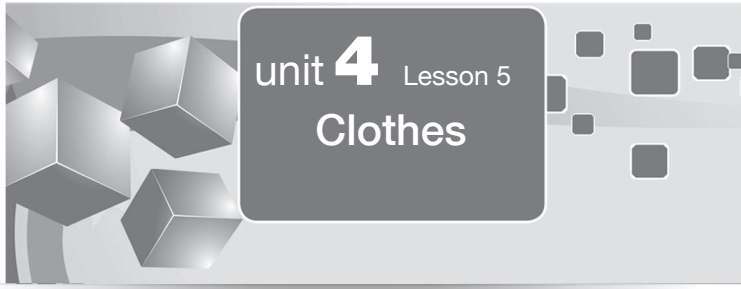
Q.1) Make a list of all the different ways you and your family use water?

Q.2) What is water pollution? Also state some reasons for it.

Q3) Put the letters in the right order to complete the sentence!

1. All living things need _____ to live. (tawer)
2. When water evaporates, it travels into the air and becomes part of a _____. (dlocu)
3. Less than 1% of all the water on the earth is _____ water. (hersf)
4. We _____ water in the liquid form. (kindr)
5. When harmful substances get mixed with water, it is called _____.

(Retaw – lluntopoi)



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1) Write/Draw the stages of making clothes.

Ans.

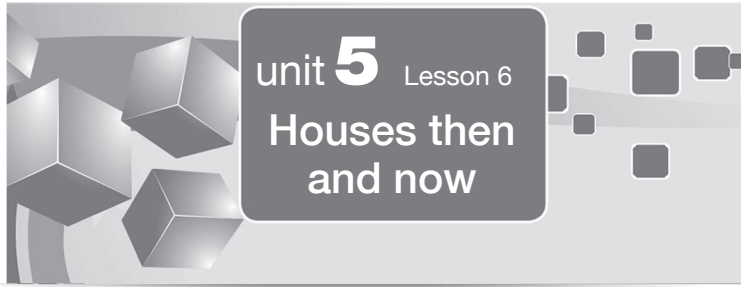
Q.2) Unscramble the following words:

- Fresbi
- Toeton
- Lanpts
- Tuje
- Veanigw

Q.3) Where do the following fibres come from:

- 1) wool
- 2) silk
- 3) cotton
- 4) Nylon
- 5) Flax

Q4. Write/draw briefly how silk cloth is made. Clearly identifying and labeling each process.



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 What are some of the materials used to construct houses?

Q2) Fill in the blanks.

A very tall multistoried building is known as _____. As more and more people begin to crowd into cities there is lesser place to _____ separate houses for _____.

(Everyone, build, skyscraper)

Q3) Name a few tallest buildings around the world. Mention their countries and cities.

Houses then and now

Name : _____

Class : _____

Date : _____

T. Sign : _____

Q4. Crossword

House then and now

Y	D	E	S	X	U	X	R	W	S	C	S	P	V	S
Q	R	E	S	I	D	E	N	T	S	T	Q	B	K	T
V	W	C	I	R	M	T	X	D	N	H	R	O	Q	I
C	Y	T	J	R	S	K	N	E	S	T	C	Y	S	S
I	L	K	R	T	O	S	M	E	P	U	H	C	R	E
H	X	I	T	J	U	T	U	S	M	L	G	P	E	V
H	C	I	M	K	R	Q	S	N	X	E	X	E	P	A
N	O	I	T	A	S	I	L	I	V	I	C	J	A	C
V	B	U	P	T	T	D	F	U	T	E	I	F	R	T
P	R	A	E	T	Z	E	T	K	N	L	I	G	C	J
C	I	R	E	B	M	I	T	O	B	B	U	L	S	L
E	C	L	A	Y	I	N	T	A	R	N	I	M	Y	P
X	K	V	Y	O	T	S	C	E	V	Z	G	J	K	T
H	S	N	M	Y	E	Q	S	F	B	K	P	M	S	Z
T	O	A	H	B	A	H	Q	Z	S	H	P	I	G	F

- APARTMENTS
- BRICKS
- CEMENT
- CIVILISATION
- CLIMATE
- FIBRES
- RESIDENTS
- SKYSCRAPERS



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1) Write the names of three types of map?

Ans. _____

Q.2) Match the following

• Political Maps	tells us interesting facts about different regions
• Thematic Maps	show countries their capital cities and their borders
• Picture Maps	tell us story without a key because are used in them instead of symbols

Q.3) Draw a detailed map of your school, showing clearly each room, staff room, bathrooms, playground, etc.

Name : _____

Class : _____

Date : _____

T. Sign : _____

Mapping places

Royal Palace Floor Plan

Write your name at the top of the Royal Palace Floor Plan map (next page) and follow the instructions below.

1. When you enter the palace through the front door, you are in the living room. Label this room LIVING ROOM and draw a sofa in it.
2. As you walk to the east from the living room, you enter the royal TV room. Label this room TV ROOM and draw a television in it.
3. The largest room in the palace is the Queen's bedroom which is at the north door of the TV room. Label this room QUEEN'S BEDROOM and draw a bed in it.
4. Directly north of the Queen's bedroom is the queen's closet. Label this room QUEEN'S CLOSET and draw a dress in it.
5. Directly west of the Queen's closet is the library. Label this room LIBRARY and draw a book in it.
6. The east door of the Queens closet is the bathroom. Label this room BATHROOM and draw a bathtub in it.
7. Directly west of the living room is the kitchen.
Label this room KITCHEN and draw a stove and refrigerator.
8. The dining room is shaped like a circle from the north door of the kitchen.
Label this room DINING ROOM and draw a table in it.
9. If you walk west from the kitchen there is an alleyway, leading to the kings bedroom.
Draw a bed in it.
10. If you're in the King's bedroom and look to the south, you'll see the King's closet. Label this room KING'S CLOSET and draw a shirt in it.
11. Outside the palace, just south of the front door, is a sidewalk. Draw the sidewalk leading up to the front door.
12. The King and Queen decide to build a secret room in their palace. They will hide their jewels in this room. It will be a small room that is directly east of the queen's bedroom.
Draw the secret room and label it SECRET ROOM. Draw a crown in this room.

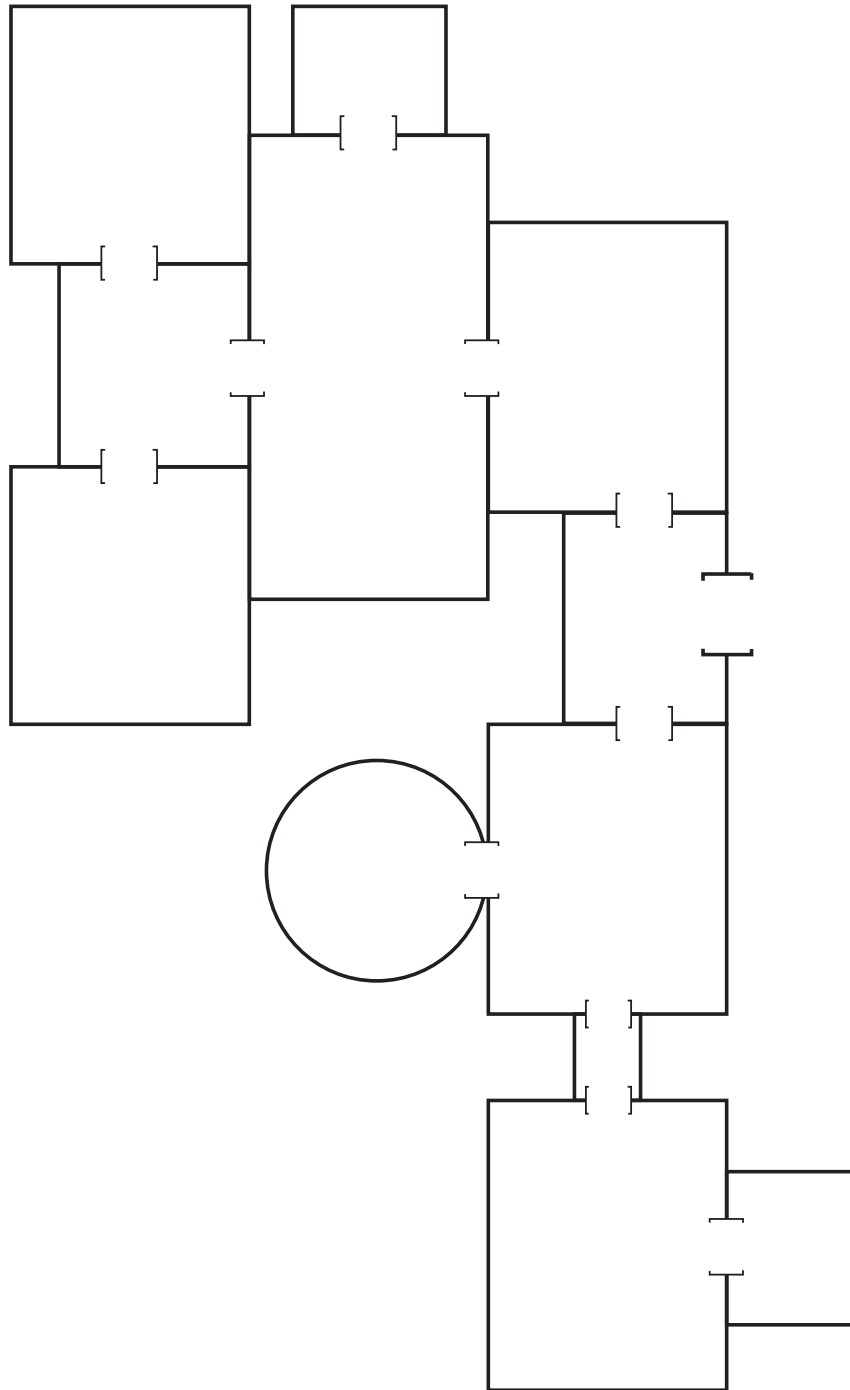
Mapping places

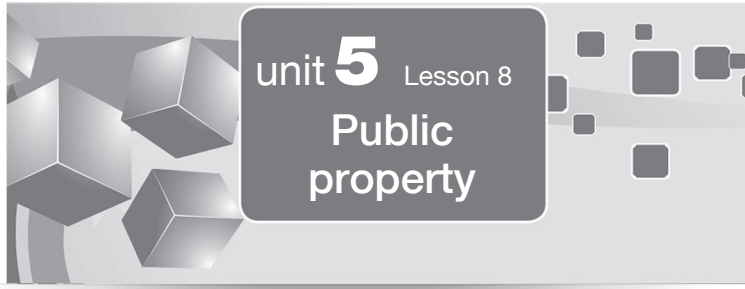
Name : _____

Class : _____

Date : _____

T. Sign : _____





Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1) Write at least five famous monuments of Pakistan?

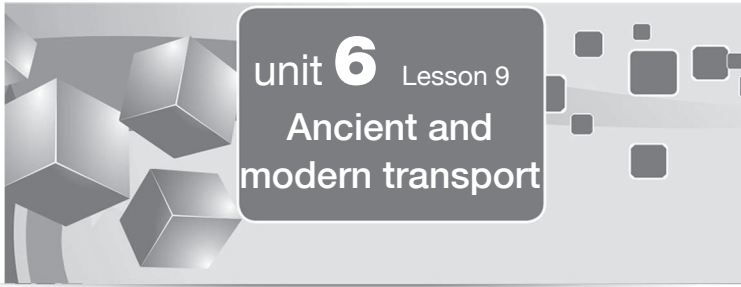
Ans. _____

Q.2) What are the advantages of having public schools?

Ans. _____

Q.3) Write five ways we can take care of the public properties in our city/country?

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1) Write the names of the animals that we use for transport?

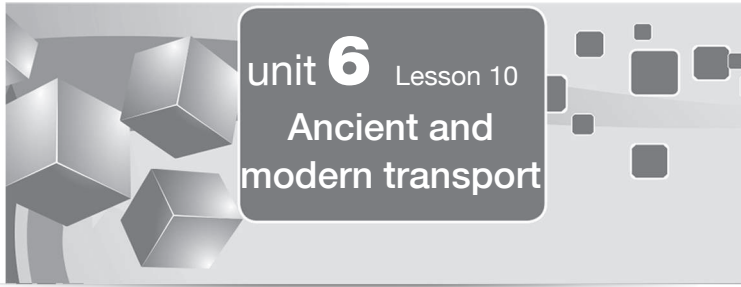
Ans. _____

Q.2) Give 3 examples of each:

a) road transport

b) air transport

c) water transport



unit **6** Lesson 10
Ancient and
modern transport

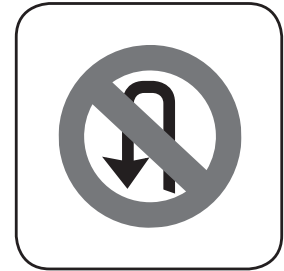
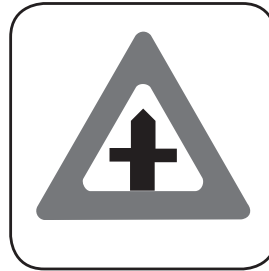
Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1) Write the name of the signs choosing from the box below.



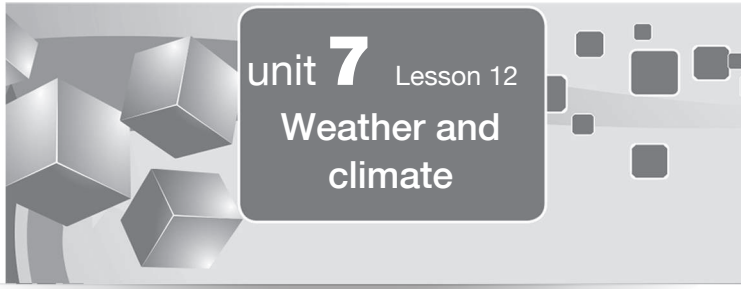
No Entry, T-Junction, Stop, No Crossing, Two Ways, No U-Turn,
Warning, No Parking, Steep Hills, Slippery Roads

Q.2) Write the rules a driver must follow while driving.

Ans.

Q.3) Write 'C' for Cyclist and 'D' for Driver which of the following rules apply to them.

- 1) Always ride on the left of the road.
- 2) Always drive on the left side of the road
- 3) Use indicator to show the direction you want to turn
- 4) Give hand signal to show the direction you want to turn



Name : _____

Class : _____

Date : _____

T. Sign : _____

1. Give at least two differences between weather and climate.

2. Write down the elements of weather and climate.

3. What instruments are used to measure the following:

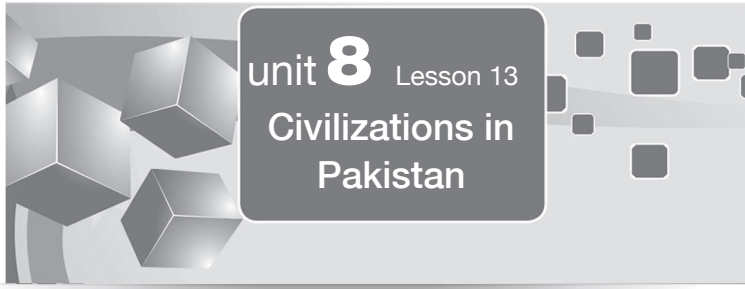
Pressure= _____

Humidity= _____

Wind= _____

Temperature= _____

Precipitation= _____



Name : _____

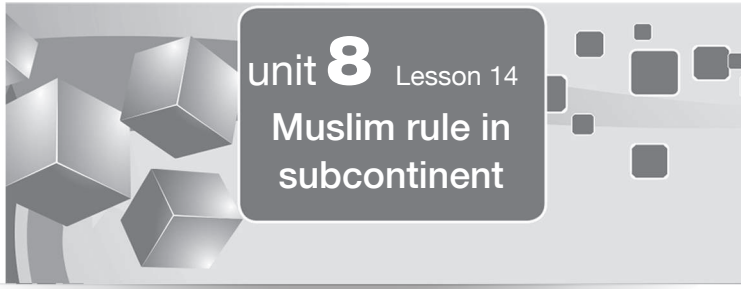
Class : _____

Date : _____

T. Sign : _____

**Q1. Write briefly four differences and similarities between the two civilizations:
Gandhara and Indus Valley.**

Q2. Who is an archaeologist?



Name : _____

Class : _____

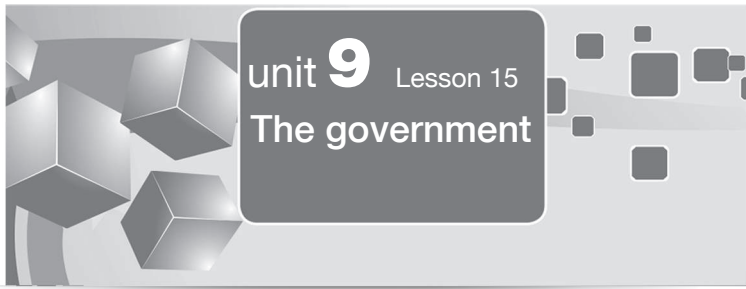
Date : _____

T. Sign : _____

Q1. Write what were the following Mughal emperors famous for:

- a) Akbar
- b) Jahangir
- c) Shah Jahan
- d) Aurangzeb
- e) Humayun

Q2. Name five monuments that the Muslim rulers built in Pakistan and India in the olden times.



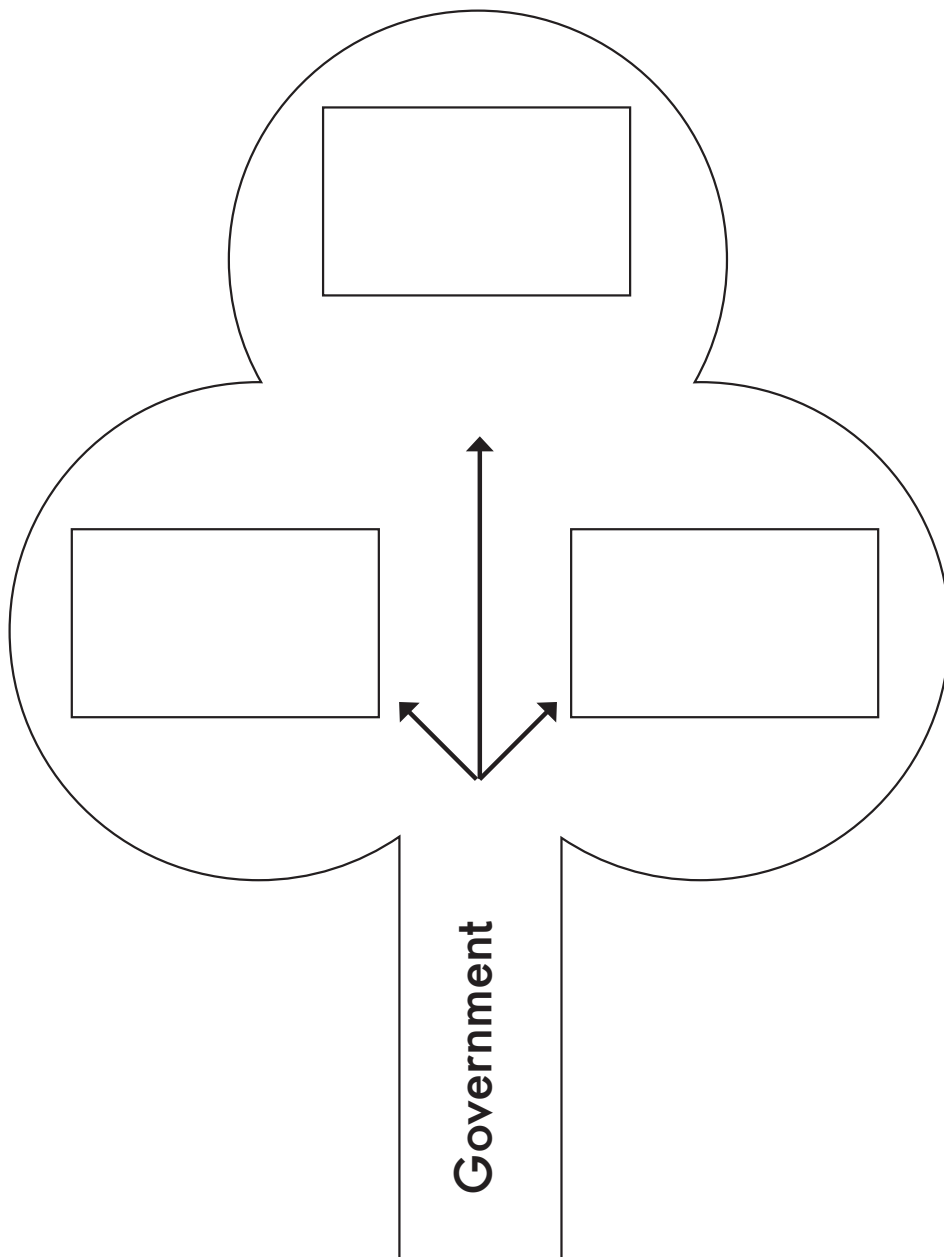
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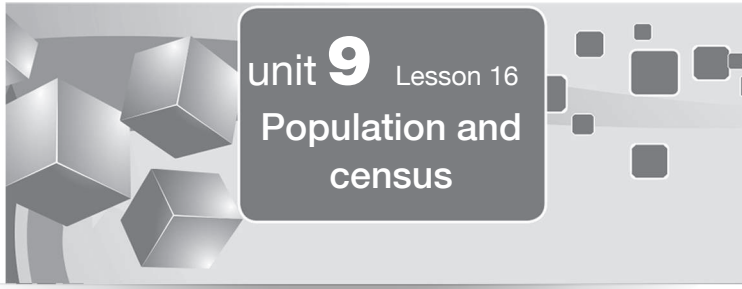
Class : _____

Date : _____

T. Sign : _____

Write the names of the branches of the government and their main functions.





Name : _____

Class : _____

Date : _____

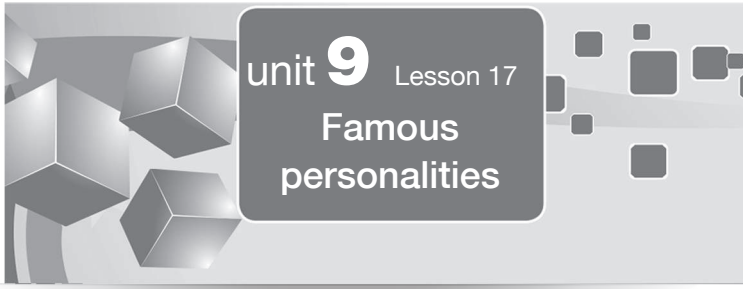
T. Sign : _____

a) Make a pie chart of the population of a school:

- 1) Teachers 13%
- 2) Girl Students 42%
- 3) Administrative staff 8%
- 4) Boy students 35%
- 5) Helpers 2%

Q2. Give three reasons why some cities are more crowded than the others.

Q3. Give three solutions to the increasing population in your city.



Name : _____

Class : _____

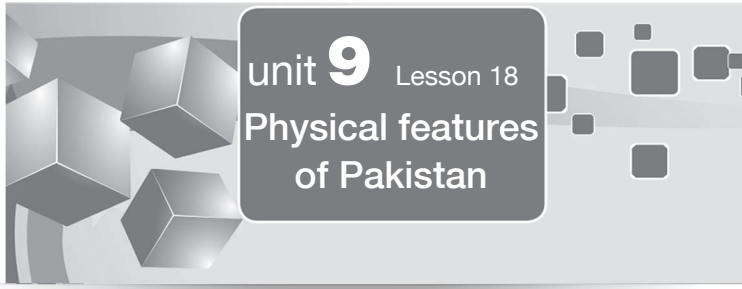
Date : _____

T. Sign : _____

Q1. Who is a hero to you?

Q2. What qualities of a person makes him or her a hero? List a few.

Q3. Write about three personalities (apart from those mentioned in the book) who you would consider as a hero.



Name : _____

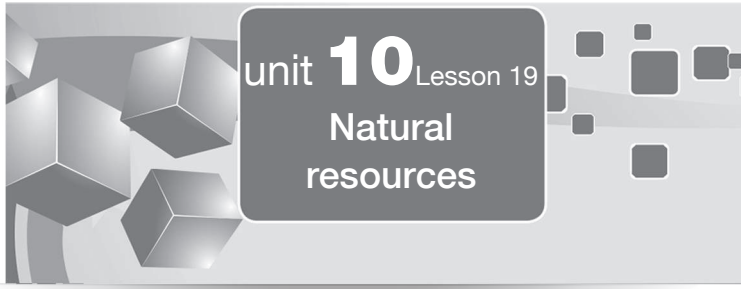
Class : _____

Date : _____

T. Sign : _____

On a map of Pakistan, mark clearly each of the following:

1. the five rivers
2. the Himalyas
3. the Hindu Kush range
4. Baluchistan plateau
5. Cholistan desert
6. Mangroves in the south
7. Thar desert
8. Juniper forest



Name : _____

Class : _____

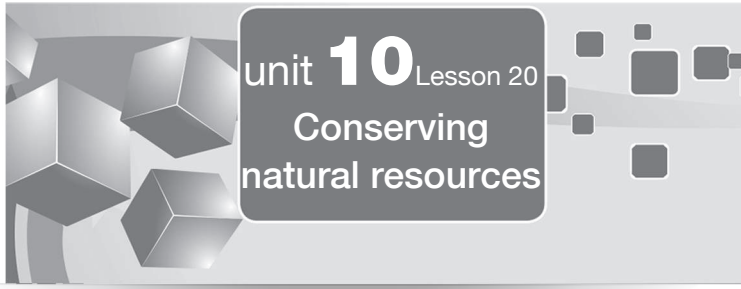
Date : _____

T. Sign : _____

Q1. Write five renewable and non-renewable resources.

Q2. Name three different ways of creating electricity in Pakistan.

Q3. Draw a windmill and write the benefits of using windmills for energy.



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q1. Make a poster clearly exhibiting the dangers of not conserving/preserving natural resources.

Q2. Write five ways of saving fuel.

Q3. What is deforestation? What are the main reasons for it and how can we prevent it.

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