

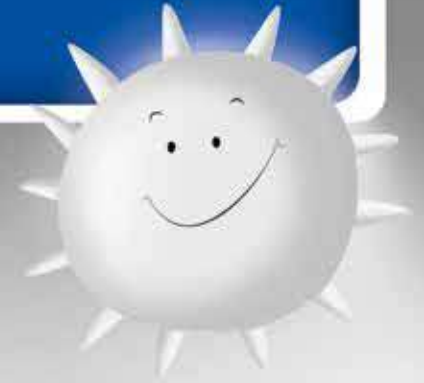


SOCIAL STUDIES

for juniors

Book 5

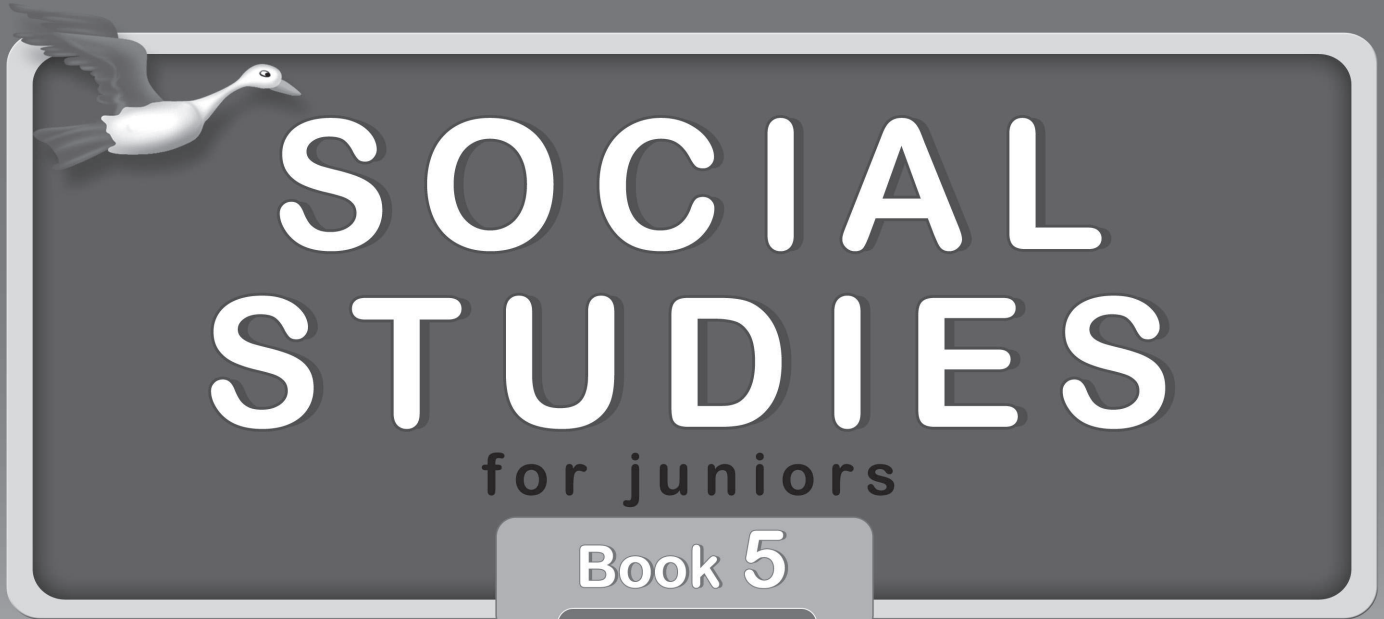
Pakistan Edition



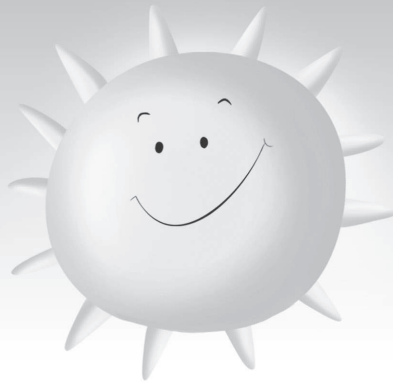
TEACHERS' GUIDE

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





TEACHERS' GUIDE



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Developed by:
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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 Guide 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



Family tree

Teaching of this chapter aims at covering some key aspects. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them. We encourage you to add more details and information only if your pupils are capable enough to assimilate and process the knowledge and information.

Teaching points

Explain the concept of family tree, roots of family. Make them understand what are maternal grandparents and paternal grandparents i.e. (parents of mother and father). Discuss the love and affection of grandparents how they take care of their grandchildren. Explain the significance of giving love and respect to our family members. Discuss the importance of sharing and helping out our family members.

Warm up

First greet and welcome your pupils in their new class with energy. Introduce yourself. Before starting the topic allow the children to say few sentences about their family. Talk about their grandparents any memorable story they used to tell. Ask your pupils anything interesting about their parents or grandparents.

Key terms

Drill the following terms: **migration, livelihood, native country emigrants, immigrants, refugees, disasters.** Encourage the students to use these words during discussions.

Discussion

Move the discussion onto family systems like joint family and nuclear family. Ask your pupils to exchange their views on different family systems. Encourage the class to compare village life and city life. Discuss the objects we can see in villages and big cities.

Explain other aspects of the family. Talk about the earning member of the family and relate it to various jobs. Introduce types of jobs people do to earn a living. Discuss that some jobs are transferable e.g. in banking, army etc.

Allow the class to share their views. Discuss the lifestyle of various cities of Pakistan and lifestyles in few other countries. Talk about village life and city life. Give an explanation of citizenship and immigrants.

Writing task

Following the oral interaction, try to engage the children to write a list of jobs they like and write lines about their favourite profession. Children can note down the names of important cities of Pakistan. You may add more points if you wish to. You may ask to draw a diagram of their family tree by mentioning names of their family members.

Reading task

Reading for comprehension

Use the lesson for developing comprehension. You may divide the pupils in pairs to complete the task A of 'Things you know' while they read the lesson.

Once they complete task A, collect and check their response provide, feedback and guide them what they did wrong. In same manner, instruct the pairs to complete all tasks; you may change the pairs if you want it.

Answers

Exercise A

1. family tree
2. emigrants
3. refugees
4. nuclear
5. great-grandfather

Exercise B

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

Exercise C

- small family – less people
- big family – more people
- grandparent's parents – great grandparents
- refugee – homeless
- aunt – father's sister

Exercise D

1. People who move into a particular country to live there are called immigrants.
2. People who move out of their native country or region to live in another one are called emigrants.
3. People usually shift from place to place for better job opportunities and better living conditions.
4. In a joint family, each member has to share everything with more people. In a nuclear family people have to share everything with less number of people.
5. Abdul had never met his cousins as they had emigrated to Sydney, Australia. Abdul lived in a nuclear family and children from nuclear families usually do not know many of their close relatives.

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Teaching points

Introduce Helen Adams Keller as a model personality for physically challenged people. Explain what is meant by physical disabilities and how people face their challenges.

Ask the class if they have ever met a disabled or special person. Explain the causes of physical disabilities. Sometimes it happens due to serious illness or sometimes it is by birth.

Make them understand we should give respect to these people and consider them as special people, and help them as a community and on an individual basis.

Discuss the life of Helen Keller, how she received education, and that she was the first deaf and blind person to get a university degree.

Warm up

Before starting the actual topic, allow the pupils to discuss physical disabilities. Explain what are physical disabilities and its causes as well. If possible show some objects used by special people, for instance a wheel chair, white stick for the blind, hearing aid tool for deaf people. You may raise questions related to the lesson.

Key terms

Pupils will be asked to highlight the difficult words in their book. Explain the meanings of the words in simple language. Some of these are: **incurable, communicated, autobiography, measures, determination, challenges, visually impaired, physically challenged.**

Discussion

Build a discussion to talk about types of disabilities and their causes. Discuss the life and education of Helen Keller. Explain that deaf and dumb people communicate through sign language. Helen was also blind, so think how difficult it must have been for her to communicate with others. Discuss the role of a good teacher like Anne Sullivan in helping Helen to understand the world around her. Steer the discussion towards how blind people read. Explain the Braille system was invented by Louis Braille, to help visually challenged people read by feeling raised dots on the surface of the page.

Move your discussion to provide them knowledge about the books written by Helen Keller.

Discuss how brave and bold people live with challenges and compete others in various fields of life. Raise questions to assess their understanding. Inquire whether they have ever assisted any person with special needs. How? Make them realize we should take extra care of these special people by making public places comfortable for them. Many people use wheel chairs because they cannot walk properly. Visually challenged people use a white stick. Allow the students to exchange their views. If possible you may take them to the library or computer lab to show some visuals of special people performing various activities.

Discuss the cricket team of blind people, how they played and won matches, and ask them to think of other examples.

Reading for comprehension

After introducing the key words, allow the pupils to read the text in pairs.

Textbook tasks

Once the class is done reading, ask the pupils to complete 'Things you know', Exercise 'A' and 'B' in pairs.

Task C will be done through acquired knowledge gain from the text provided after doing, check their answers and give positive feedback.

Extended task

Written assignment

- Students will develop 'Points to remember' based on important information provided in lesson. and note them down in their exercise books.
- Additionally, you can ask the pupils to prepare a brief informative booklet on the life and work of Helen Keller.
- You may ask the students to do some writing. Link this activity with 'Things to do'.

Answers

Exercise A

1. 1880
2. Perkins school
3. Louis Braille
4. University degree
5. *The Story of My Life*
6. 12 books

Exercise B

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

Exercise C

1. Anne Sullivan taught Helen how to read words by spelling the words out on her arms. Gradually, she even learnt how to sense words by touching the lips of speaker.
2. Helen Keller still remembered as a great author and one of the most interesting characters of the twentieth century. She is best remembered as a spokesperson for people with physical challenges.
3. Some important lessons we have learnt from the life of Helen Keller is that a person should be able to face challenges in life. Like Helen killer, we should overcome our handicaps or physical challenges with hard work and determination.
4. Braille system is a method of reading for blind people in which they feel and touch the dots to recognize words and letters.
5. The government can take measures to support physically challenged people in many ways e.g. we can provide ramps placed alongside staircases, we can provide special kinds of toilets in public places, arrange and book special seats for travelling and much more.
6. Make a small group with your friends. They can list down three things that you cannot do very well. Now see if anyone in your group can teach you how to improve in that area. Write down their suggestions to help out special/physically challenged people.

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Teaching points

Explain the meaning of the term ‘preservation’ and various types of food we eat. Discuss the characteristics of different food including its taste. Make them understand what bacteria and fungi are. Talk about the effects of spoilt food on our body. Give an explanation of how food gets spoilt, and why it is necessary to eat clean and cook food. Give example of raw food, fresh food and dry food.

Make them understand different ways of food preservation.

Allow the class to exchange their views about the different food they like and dislike.

Key terms

Ensure that pupils understand the following terms: **preservation, bacteria, fungi, storage perishable, traditional, famine, wastage, drought.**

Explain the meaning of these terms as they come up in the lesson. Drill them regularly and ask students to use it in their conversations.

Warm up

Before starting the actual topic, allow the pupils to talk about healthy and junk food. Provide them opportunity to exchange their views about unhygienic food and its effect on our body. Talk about different types of diseases due to eating spoilt food.

If possible, show them some real examples tinned food, frozen, pickled, dried food. Show them dried fruits like figs (*injeer*) and raisins (*kishmish*).

Discussion

Hold a discussion about various types of food preservation styles e.g. dry, storage, cold storage frozen food, tin food etc. Ask pupils to exchange their ideas on advantages of food preservation. Conclude the discussion on the importance of not wasting food and resources. Discuss famine as a consequence of food shortage.

Writing task

Following the oral interaction, engage the students in writing down the list of diseases and their causes. Allow the class to compare hygienic food and unhygienic food. Ask the pupils to name some raw food and fresh food. They can list down the names of seasonal fruits and vegetables.

Ask the class to write a short note on various types of food preservation styles.

Reading task

Reading for comprehension

Involve the class into reading tasks to develop comprehension skills. Use task 'A' of 'Things you know'. Divide the students in groups to read and understand.

At the end of the reading session, collect feedback from the groups as to know what they learnt from the paragraphs. Now talk about what your pupils shared, appreciate them and provide correct input. Explain the chapter in a simple and easy manner; instruct the students to complete all tasks.

Students can work in groups or pairs. Encourage discussion amongst them.

Ask them to do the "Busy Bee" task in pairs. Discuss why they chose their responses.

Related Activities

- Set a corner in the class, showing clear illustrations of hygienic food and unhygienic food.
- Take the pupils to the science lab and show some particles of bacteria on various uncovered fruits and vegetables through the microscope.
- Ask the students to find out about famine and countries which have been affected by famine. They can present their findings to the class.
- 'Things to do' may be given as an interesting group project. Modify the task by encouraging students to do the activity practically by making pickles. The teacher can demonstrate in class and the students can bring their own jars and label them with their names, and set them up in class.

Answers

Exercise A

1. Bacteria and fungi
2. Sun drying
3. Dry storage
4. Salt
5. Vinegar and sugar

Exercise B

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

Exercise C

1. Apple – jam
2. Mango – pickle
3. Milk – pasteurization
4. Fish – drying
5. Meat – smoke

Exercise D

1. Food spoils because of bacteria and fungi present in the air.
2. The food may have a bad smell, its appearance may change and fungus can be seen growing on food in the form of a mould.
3. We will get sick and suffer from dysentery, typhoid, cholera or food poisoning which can cause pain in the abdomen, diarrhoea, vomiting and fever.
4. Dry and cold storage, packing food stuff in polythene bags, sun drying, packing food in cans, freezing, adding preservatives, heating and boiling.
5. We should buy and eat food according to our needs and preserve food properly to stop wastage.
6. Food habits sometimes change due to advancement in science and technology and faster modes of communication, and an overall change in lifestyle.
7. When people do not get enough food to survive for a long time, it is known as famine. Famine may be natural (when it does not rain for a long time) or man-made.

Exercise - E will be completed by the pupils independently. Answers may vary.

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Teaching points

Explain and discuss Pakistan as an agricultural country. Explain the term agriculture to them as the cultivation of soil, production of crops and raising livestock (animals) for food, and to manufacture goods. Describe the types of crops which grow in our country. Make them understand seasonal crops (i.e. rabi and kharif crops). Talk about the major crops of Pakistan. Name the fruits grow in Pakistan. Identify the crops grow in various provinces of Pakistan. Give them knowledge about our cash crops which are exported from our country. Discuss the process of cultivation. What are the major crops of Pakistan. Talk about the types of mangoes grow in Pakistan

Key terms

Ensure that pupils understand the following words: **cultivation, irrigation, essential, fiber, producer, kharif, rabi, irrigation, cash crops.**

Explain the meaning of these terms as they come up in the lesson. Drill them regularly and ask students to use it in their conversations.

Warm up

Show them a map of Pakistan's provinces and allow the children to identify and name each province. Talk about various fruits we find in our country. Show them real samples of maize, mangoes, sugarcane, and other if possible.

Ask few questions about various provinces to assess pupils' prior knowledge e.g. *In which month is the season hot in Pakistan? Which are the rainy seasons in Pakistan? What is the monsoon season?*

Discussion

Allow the pupils to exchange their knowledge and views about major crops of Pakistan. Ask them about which fruits are grown locally. Lead the discussion towards the point where they can share the climatic conditions of various provinces for instance, ask them which province is called the fruit basket of Pakistan.

Give them information that Pakistan is one of the largest producers of *kinnow* and oranges in the world. Mango is our national fruit and it is also a main fruit crop of Pakistan.

You can ask the pupil in which provinces, are grown/cultivated in which provinces. Children can talk

about their favourite fruit commonly found in Pakistan. During the discussion raise questions to check and assess their knowledge.

Team reading

Divide the class into groups and assign a task to each group. Instruct them to read their part in groups, discuss it and exchange more information with each other. Further, ask all the groups to present their assigned portion before the class. Write the new vocabulary introduced in the lesson on the board. Ask the students to underline the difficult vocabulary in their book.

Textbook task

Assign '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.

Comprehension Assessment

After the team reading activity, assign task C to the pupils. This will serve as an informed classroom evaluation to assess pupils' understanding.

Related Activity

- Ask the students to prepare a booklet on crops of Pakistan by pasting pictures of crops or attaching a sample in small plastic bag/packet.
- Arrange a cultivation activity in school garden by putting a maize and few vegetables seed to grow
- 'Things to do' may be done as a group activity.

Answers

Exercise -A

1. Agricultural 2. winter, summer, 3. Punjab 4. third largest 5. basket

2. Exercise - B

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

3. Exercise - C

1. Rabi crops are sown in winter and cultivated in summer. Kharif crops are sown in summer and cultivated in early winter.
2. Punjab produces most of the wheat.
3. Mango (our national fruit), grapes, apricots, apple, dates, peaches, pomegranate, papaya, bananas, cherry, *kinnow*, oranges, *cheeko*.
4. Sugarcane is an important crop around the world because it is a source of sugar used in many products.
5. In Sindh, cotton cultivation starts in April and picking starts in August. In Punjab, it is usually grown in May or June and is picked in September or October.

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Teaching points

Highlight that Pakistan is an agrarian country. Explain the water resources and types of irrigation methods which supply water to our fields. Discuss uses of water and its importance in our daily life. Give them information that our planet Earth is known as the blue planet as one fourth of earth is water.

Use a globe to identify blue colour as water. Use charts and illustrations to explain the points under discussion.

During the explanation raise related questions to assess their knowledge. Ask them if they have seen a well in real life . Explain the ancient system of water storage of how people used to store water in deep wells. Talk about dams and barrages in Pakistan which are made to store water.

You may explain the method of the tube well system, and make them understand that tube wells are an advanced system of irrigation. They work using electricity and diesel. Talk about rain water harvesting, for instance how we can store rain water in rooftop tanks for later use. It can be used for watering our crops and other important uses.

Make sure that you allow the pupils to express their views and share their background knowledge.

Key terms

Select the key words from the lesson. Important words include: **irrigation, tube well, natural sources, artificial sources, well, barrage, canal, channel, ground water, run-off water, remote, reservoirs, dams, erode, scarce.**

Write the words on the board. Repeat each word aloud and ask the pupils to repeat after you, make them understand the meanings of the new vocabulary. Give examples and use the words during discussions.

Warm up

Before starting the actual topic, activate prior knowledge of the students and discuss the uses of water. Ask the students about the sources of water. If possible show pictures of different types of wells and people fetching water, and let the students anticipate what the topic will be.

Discussion

Explain that no life can exist without water. Hold a discussion on how we get water. *What are different sources of water? How do you get water in your homes? Do you think water is supplied so easily in villages with plantations and farms?* Bring the discussion to the point that students understand that Pakistan is an agrarian country. Explain what irrigation means and that Pakistan has the largest irrigation network in the world. Discuss how we irrigate our crops. Allow the pupils to share their knowledge about dams and barrages in Pakistan. Provide them opportunity understand how canals are used for irrigation. Make sure that the students are clear about the difference between dams, barrages and canals.

Discuss that electricity is also important for irrigation because tube wells run with electricity and diesel.

Discuss that a canal network is also considered an artificial river to irrigate the crops.

You may add the additional information if you want. Allow the students to explore more details in the computer lab.

Textbook task

Divide the class in small groups . Assign each group a section/ portion to read. Provide a chance to each group to read the text with understanding. Later tasks A and B will be completed from 'Things you know'.

Task C will be done through acquired knowledge gained from the text provided.

Extended task

Written assignment

Ask the students to develop 'Points to remember' based on important information provided in lesson and note them down in their exercise books.

Additionally you can ask the pupils to prepare an informative presentation about famous dams in Pakistan. You may provide the pupils maps of Pakistan on which they will mark the dams and barrages.

Alternatively, divide the students in pairs and provide an atlas. Quiz them about the location of different dams and barrages.

Related Activity

Arrange a free-hand poster competition about the landscape of Pakistan.

OR

Divide the class in small groups and assign each the task of presenting a different method of irrigation used in Pakistan.

They can do the 'Things to do' activity as a class project.

Answers

Exercise A

1. 97%
2. hand pumps
3. canals
4. water
5. electricity

Exercise B

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

Exercise C

1. Rain water is saved/collected on rooftop tanks for later use, during dry season.
2. We obtain groundwater from wells. Wells can be dug wells and tube wells.
3. Agricultural lands in Pakistan are mostly irrigated through wells, dams, channels and canals.
4. Usually the main canal is divided into branches, which are further divided into distributaries or smaller branches that allow flow water from one place to another so that fields close to rivers can be irrigated easily through network of canals.
5. Pakistan is a dry country and does not get much rainfall, so we need to keep an alternative supply of water for the crops. Dams and barrages are source of water storage. Many times, when there is not enough supply of water for irrigation, dams and barrages are the main source of irrigation.

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Teaching points

Explain the meaning of habitats. Give them information that animals and plants can survive according to the suitable conditions of a place. Discuss the climatic conditions of various regions in Pakistan, for example, the Northern region of our country is usually cold.

Some regions are hot, some are dry/wet. Regions with greenery are known as ecological zones, it is a place suitable for wildlife.

Raise questions related to the topic. Allow the children to share their views. Provide them knowledge that there are 5000 species of wild plants are found in Pakistan, whereas there is a large variety of wild life.

Give them information about the wildlife in the Northern Areas. Discuss the types of shrubs and herbs found in our country. Categorize and identify animals as: herbivores, amphibians, vertebrates, invertebrates and mammals, found in the different regions of Pakistan. Give examples and show pictures. Allow the pupils to explore more fact about wildlife in Pakistan.

Key terms

Ensure that pupils understand the following terms: **habitat, coniferous, ecological zone, vegetation, resident, survival, tropical, abundant, rodent**. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Before introducing the topic, provide a chance to elicit their previous knowledge.

Write the word 'home' on the board and ask them to say whatever comes to their mind. Write all responses on the board. Focus on words like 'comfort', safety, parents, family, games, etc.

Show them flash cards with different animals. Ask where each one lives/or the kind of home it has. Why do you think these animals live in these places? It's because they find everything of their comfort: food, shelter and protection. The places where they find these basic necessities are called habitats.

You may arrange a video session to show wildlife in Pakistan.

Divide the class groups and ask each group to collect pictures/posters of different species, for example types of birds, mammals, reptiles, amphibians, sea animals, invertebrates and herbivores found in Pakistan.

Discussion

Hold a discussion on natural habitats, by asking the questions about climatic conditions in different regions of Pakistan.

You can use a map and pictures of different regions of Pakistan so that the students can see what the landscapes hosting different species of animals looks like.

Discuss the wildlife in Pakistan, and animals found in different regions of our country. Remember to ask students to identify the different areas under discussion on the map of Pakistan: Northern Areas, western lands, Indus region, etc. Give them knowledge about herbivores and carnivores found in western lands.

Remember to raise relevant questions to assess their background knowledge. You may ask the name of animals and birds commonly found Pakistan. Discuss that animals are divided in various categories i.e. mammals, birds, reptiles, amphibians, sea animals and insects.

Develop critical thinking, ask the pupils to participate and share their views.

Textbook task

Reading for comprehension

Allow the pupils to read the text in pairs. They will explain to one another what they have understood. Discuss with the entire class. Once the class will be done reading ask the pupils to complete, tasks A and B of 'Things you know'.

Extended task

Written assignment

You may design a task that pupils to develop a pictorial chart showing wildlife in different regions of Pakistan. Pupils will work in groups. They can collect as many pictures as they can of animals and make a presentation before the class. Put up their work for display in the classroom.

Alternatively, the pupils can design an interesting brochure on the wildlife of Pakistan for tourists.

Guessing game

An engaging game of 20 Questions may be played.

Think of any wildlife animal found in Pakistan, based on what you have discussed with the students. Now, everyone else will try to guess what the animal is only by asking 20 questions. These questions should be ones that require a Yes/No answer, such as: *Is it a vertebrate or invertebrate? Does it live in the mountains?* Of course, they cannot give the names of animals and ask if it's the correct one or not!

Once the pupils become more familiar with the names, habitats and characteristics you can play the more advanced version of the game:

On small pieces of paper, write the names of different animals you have discussed. Instead of you asking the students to guess, ask one student to come up a piece of paper, while the others guess which animal it is.

Answers

Exercise A

1. Pakistan 2. Himalayas 3. western, Karachi 4. Baluchistan

Exercise B

Mammals	- 188
Species of birds	- 666
Species of reptiles	- 174
Amphibian species	- 16
Species of insects and invertebrates	- 20,000

Exercise C

- 1.

Birds	Herbivores	Carnivores
Alexandrian parrot	Nilgai	Golden jackal
Myna	Wild bear	Red fox
Barn owl	Asiatic wild ass	Bengal fox
Black kite	Sindh wild goat	Jungle cat
Hoopoe	Nilgai antelope	
Red-vented bulbul	Blackbuck	
Rock pigeon	Indian rhinoceros	
Partridge	Chinkara gazella	
Shikra		
White vulture		

2. Herbivores like dromedary camel, goitered gazelle, Indian crested porcupine and long eared hedgehog are found.

Carnivores found in western lands are: Asiatic cheetah, sand cat, carocal, blanford fox, striped hyena and wild cat.

3. Plant life near the river Indus is abundant. Its tributaries allow much vegetation to grow and flourish. Plants like kikar, mulberry and sheesham are the most found trees near Indus plain.

4. Mahseer the national fish and the river Indus dolphin are the aquatic animals found in Pakistan.

5. National tree: deodar cedar
National amphibian: Indus Valley toad
National bird: chukar
National Aquatic animal: Indus River dolphin

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Teaching points

Explain and discuss the meaning of conservation, explain what we mean by conservation of animals and plants. Show the pictures of animals which are no longer exist on Earth, for instance: Irish deer, dinosaurs etc. as shown in the book.

Give them information about few birds which are in endangered explain the meaning of *endangered*. Allow the pupils to exchange their knowledge.

Show the diagram of food chain on the board. Provide them knowledge and explain that big animals eat small animals.

Discuss the fact that human beings, plants and animals depends on each other, for instance we get oxygen from plants. We get many other things form the plants too, like food, oil, wood etc.

Plants are used in medicine. Many animals eat plants. Some animals depends on trees and plants for shelter. Human being depend on many animals for food.

Talk about the term deforestation. Explain the significance of forest and jungles. Allow them to share their views.

Key terms

Ensure that pupils understand the following terms: **conservation, extinct, endangered, deforestation, stretches, generate.**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Before starting the actual topic ask a few questions to reinforce their previous knowledge. You may show flash cards of animals and birds which no longer exist.

Prepare a few objects with the help of junk material e.g. empty bottles and jars. Decorate them to use as a flower vase. Motivate the children to recycle used material to make different objects using their creative skills.

Discussion

Discuss the importance of animals and plants. Talk about extinct animals and birds. Discuss why plants and trees are important for human beings and animals.

Discuss how plants and animals are useful for us, and why we need to protect our plants and animals.

Discuss the effects of deforestation make them understand conservation means to protect or take care of our wildlife.

To provide more clarity and link with the lesson, show a poster of few non existing animals and birds. Discuss the causes why these animals are becoming endangered. Ask them to think about deforestation and its consequences on wildlife why it is important to save wild life.

Discuss what do we get from plants encourage the students to discover/research more facts related to the topic.

Talk about the recycling of the junk material give them example how can we protect and take care of our earth you can add more tips to recycle the used materials if you want.

Textbook tasks

Reading Comprehension

Involve the class into reading tasks to develop comprehension skills. You can try jigsaw reading in pairs. Each student will read one portion and then explain it to their partner. Both pupils will discuss what they have read before moving on with the rest of the chapter. At the end of the readings, collect feedback from the groups to know what they learnt from the paragraphs.

Now talk about what your pupils shared, appreciate them and provide correct input. Explain the chapter in simple and easy manner, instruct the students to complete all tasks with understanding. They will then do tasks A and B of 'Things you know'. Students can work in pairs to attempt tasks C and D as well.

Writing task

Following the oral interaction engaged the students to write down the list of animals in endangered, to attempt task 'D'.

Extended task

Written Assignment:

Ask the pupil to list down some points to save our planet 'Earth' from pollution.

Alternatively, you can ask the pupils to prepare and present an awareness poster on conserving forests. Display them in the classroom.

Group Activity

You can arrange an Earth Day in school. Hold an activity on plantation. Provide them to sow seeds in school garden to grow more plants. They can conduct cleanliness campaigns to create awareness about keeping their environment clean.

Answers

Exercise A

1. 41%
2. Endangered
3. Plants
4. 12–15
5. areas set aside for the protection of wildlife

Exercise B

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

Exercise C

1. Human beings, plants and animals depend on each other for various reasons. Humans need oxygen from plants to breathe. Many animals need plants to eat and for shelter. We get many things from plants. Most of the food we eat comes from animals and plants.
2. We need to protect endangered animals so that they do not become extinct.
3. Forests are cut down to make more space to grow crops and to buildings and industries.
4. Conservation means to protect and take care of our assets, like the flora and fauna.
5. Extinct animals means that these animals are no more on the earth. Endangered animals are on risk they are short, and they are vanishing from the earth.
6. Deforestation means the process of cutting down the plants and trees.

Exercise D

The students can do this in small groups or pairs as a research task in the library, or use the internet.

Exercise E

Answers will vary. Provide support to the students.

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Teaching points

Explain and define kinds of maps by showing few samples of maps. Describe how to read maps and how to find the geographical location of a place (country). Talk about the four compass directions (north, south, east and west) by using a compass. Make them understand that a grid refers to the vertical and horizontal lines on a map used to find a place.

Give an explanation of longitude and latitude lines and their use to check out prime time. Explain equator as an imaginary line to divide the Earth in two equal halves. Show an illustration of compass directions on the board.

Identify the location of different countries by using an atlas. Determine the border lines of the country.

Allow the class to exchange their views about countries and their capitals. Provide information about climatic conditions of countries situated in the north and in the south. Allow the pupils to identify Pakistan on the world map.

Use teaching aids such as flash cards, visuals, and flags during your discussion.

Key terms

Ensure that pupils understand the following terms: **globe, compass, meridians, longitude, latitude, key/legend, scale, symbol**. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Before announcing the topic of the lesson, show the students a globe and world map. Ask the pupils to identify the location of Pakistan and its neighbouring countries. Practical demonstration can be done in the class for pupils' support.

Allow the pupils to check the geographical location of Pakistan and other countries. You can ask them their specific locations with respect to Pakistan, e.g. *Which are the countries situated in the north and south of Pakistan?*

Provide them ample opportunities to use a globe and compass (a tool to check directions).

Discussion

You may know pass around a compass, so that pupils can gain hands-on experience. Ask them to find objects in the room and ask them which direction they are situated.

Ask questions related to the topic for example the graphical location of European countries and countries situated in the northern part of the world. You may ask them to observe the equator on the globe and see how it 'divides' the Earth into equal halves.

Discuss how day and night are formed due to the movement of Earth around the Sun. A physical demonstration can be done to clarify the concept.

Define prime meridian timings. Pupils can use chart paper, maps, a globe and scale to practice.

Extended Practice

To enhance pupils' understanding and to sharpen their map reading skills, ask the students to work on an outline map of Pakistan.

Instruct them to show the four provinces of Pakistan. Identify the directions/location (N,E, W, S) and names of the neighbouring countries of Pakistan. Instruct them to show the key places and symbols, alongside the map, ask them to develop a key for the map.

Textbook tasks

Reading for comprehension

To increase pupils' knowledge about the kinds of maps and scales, engage them in group reading. Assign each group a section of the lesson ask them to read the given part carefully. Underline the difficult vocabulary. You can invite children in front of the class to discuss what they have read.

Writing task

After assessing the reading comprehension, ask the pupils to prepare notes about the lesson. Briefly cover the important points of the lesson. Later they will note down the points in their exercise book.

You may assign the ' Things You Know', tasks A and B to the class.

Classroom activity

Draw a route map of 'My way to school' with signs and symbols.

Prepare a cut-out model of a world map on a thermopore sheet in 3D, showing the lines of longitude and latitude to locate various countries. This can be merged with the 'Things to do' exercise.

Answers

Exercise A

1. graphical
2. compass
3. longitude, poles
4. vertical lines
5. Greenwich

Exercise B

1. A map is a graphical representation of a specific area of land.
2. A map does not represent the actual shape of the Earth. A globe is a 3 dimensional representation of the Earth as a sphere.
3. Lines of latitude are horizontal lines drawn east to west.
Lines of longitude are vertical lines drawn north to south.
4. A compass rose is a tool present on maps showing directions North, South, East, West. Some compass roses show intermediate directions like southeast, southwest, northeast and northwest. Most maps have a compass rose marked 'N' for north.

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We encourage you to add more details and information only if your pupils are capable enough to assimilate and process the knowledge and information.

Teaching points

Explain the meaning of physical features of the Earth in simple words with examples. Discuss what scientists believe how Earth was formed. Define what the Earth's crust is. Explain the three main layers of the Earth: crust, mantle and inner core.

Help them understand what the mantle of Earth is like. Define the core of the Earth. Explain that Earth is made up of land and water i.e. (3 parts water and 1 part of land). Show the illustrations on the board.

Provide them the information that large continents cover large portions of land. Water area includes large islands and island groups i.e. (ocean and seas found on the surface of the Earth). Introduce the word topography and help them define characteristics of land forms.

Give them information about few countries situated on an island. During the explanation, raise questions related to various land forms. Allow the class to exchange their ideas with classmates.

Key terms

Ensure that pupils understand the following terms: **continents, landforms, erosion, eruption, topography, plateaus, valleys, plains, tributaries, creeks, cliffs.**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Motivate the class towards the topic with an open-ended discussion.

Ask if they have ever seen mountains. *Can you describe a mountain?* Elicit responses and encourage the students to use appropriate adjectives.

Show illustrated charts of different landforms. Listen to the pupils' responses and assess their knowledge. Arrange a video clips on the physical features of Earth. Allow the pupils to participate during the interactive session.

Discussion

Based on the warm up, hold a discussion on the physical features of the Earth. Define what is meant by Earth's surface. Discuss different types of landforms.

Make them understand how volcanoes are formed. Explain what hills and what mountains are, encourage the pupils to exchange their knowledge.

Give them information about highest mountain peaks. Discuss the Himalayan range. Talk about the climatic conditions of different places.

To explain valleys, give them examples of land surrounded by hills and mountains. Encourage the pupils to participate and discuss the information they know. Use pictures and drawings to illustrate your point during discussions.

Allow the class to discover/search out more facts about Earth. You can add more if you want. Show them maps of landforms so that they can see the varying topography of particular regions in the world. Explain that Pakistan is blessed with rich mountainous terrains, desert, plains, valleys, and rivers. Talk about the river Indus and its tributaries Jhelum, Chenab, Ravi, Sutlej.

Textbook tasks

Allow the pupil to read the content of the lesson in pairs and complete 'Things you know' tasks A and B. Task C will reinforce the acquired information from the text and will support in attaining more clarity to understand the given content.

Extended task

Illustration and Writing

- a) Design a task that requires pupils to develop pictorial charts on types of landforms. Students will work in groups. Assign each group a particular landform to work on and present to the class.
- b) Instruct the class to prepare an informative brochure on the related topics. This could be done with particular reference to different land forms found in Pakistan, as the task is illustrated in 'Things to do'.

Answers

Exercise A

1. seven 2. mantle 3. landform 4. moving 5. mountains / hills

Exercise B

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

Exercise C

1. The three layers of the Earth are: inner core , mantle and crust
2. When molten rock from deep inside the Earth rises to the surface and lava pours out from volcanoes. Sometimes the molten lava does not break through the surface. As the Earth's plates move towards each other, the sediments deep below are squeezed up to form mountain ranges.
3. Rain, underground springs, mountain streams, and by the melting of glaciers and ice .
4. Most land forms are created through erosion due to rain and wind and also because of weather conditions. Sometimes the eruption of volcanoes and earthquakes shape the land.
5. Valleys are low land surrounded by hills and mountains.

Exercise D

Cliff - plateaus

Grassy plains - low land areas

Canyon - steep sides

Valleys - v or u shape

Erosion - wind and water

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Teaching points

Ask few questions to reinforce their previous knowledge related to physical features. Explain that all the places in the world have different features. Distinguish between climate and weather. Make them understand climate is how the conditions of the weather remain over a specific time of the year in different regions.

Discuss that the temperature of the place changes due to its physical features. Discuss the weather of various places, for instance places above sea level are usually cooler as compared to plains.

Discuss the factors which affect the climate such as direction of wind, distance from the sea, distance from the equator.

Allow the pupil to share their real experiences of different weather. Provide them knowledge about various regions of the Earth. Support your explanation with a globe.

Give them knowledge of different regions such as tropical, dry, moderate, continental and polar regions. Discuss climatic conditions of these regions

Key terms

Ensure that pupils understand the following terms: **altitude, moisture, humid, tropical, moderate, continental, stability**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

To introduce the topic, you may ask the pupils to prepare a weather chart showing symbols, to identify types of weather for examples, sunny, cloudy, windy, rainy etc.

Alternatively, you can use the projector to show the visuals of different regions to motivate the pupils towards the lesson.

Discussion

Build a discussion on types of climate in different regions. Describe what is climate and its effects. As we move towards the poles, the rays of the Sun become slanting. Explain why the temperature changes in different regions. Discuss the factors which are responsible for climatic change. Raise question to promote critical thinking. You may ask for instance: *How does the direction of the wind affect the climate? Why temperature drops and air becomes cooler as we go higher above the sea level?*

Move on to talk about the features of various regions for instance: the tropical zone, dry and barren land, and moderate lands as a mix of tropical and desert regions.

Describe how we can protect our climate by plantation. Encourage the pupils to share the background knowledge. Talk about global warming and what is its dangerous aspect on the life of millions of people living close to the sea.

Reading task

Reading comprehension

Involve the class in reading tasks to develop comprehension skills. At the end of the readings, collect feedback from the class as to know what they learnt from the paragraphs. Now talk about what your pupils shared, appreciate them and provide correct input.

Textbook task

Allow the pupils to complete task A and B of 'Things you know'. Students can work in groups or pairs.

Extended task

Written assignment

Additionally you can ask the pupils to prepare an informative booklet about factors affecting climate in different regions.

Answers

Exercise A

1. Areas 2. Particular 3. Climate 4. East 5. Global warming

Exercise B

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

Exercise C

1. Climate is different from weather because weather changes daily or over short spans of time, while climate refers to the conditions over a longer period of time in a particular region.
2. The factors which determine the climate of different areas are: the distance of the region from the equator, the direction of the wind, and the distance from the sea level.
3. Climatic zones of the world are tropical, dry, moderate, continental and polar.
4. The temperature at the equator is high because the equator directly receives sun rays.
5. The green house effect refers to the warming of the Earth caused by the man-made pollutants, especially harmful chemical pollutants in the air. This causes warming of the Earth, just like plants in a greenhouse. This warming causes the polar caps to melt. The drastic changes in the weather of the world is a result of the green house effect.
6. We can save the climate by reducing the wastage and pollution of natural materials We can make our climate healthy by growing more plants to get fresh air/oxygen.

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We encourage you to add more details and information only if your pupils are capable enough to assimilate and process the knowledge and information.

Teaching points

Talk about rainforests and why the ratio of rain is high in these regions as compared to desert regions. Describe the three main regions of Earth. Identify the countries near the equator. Show world map and point out equatorial regions, desert regions and polar regions

Discuss the climatic conditions of all the regions. Discuss the life of humans, animals and plants, in different regions. Describe location of continents and their climatic effects. Discuss and ask what rainforests are. Give them knowledge about plants and animals found in different regions.

Explain how temperature changes in different regions. During the discussion raise questions to involve the pupils. Make them understand what the equatorial regions are.

Describe the climate of these regions. Discuss why the temperature remains hot in these regions throughout the year.

Define deserts as dry and barren land. Ask them which are the main deserts in the world? Describe why climate is extremely hot and dry in deserts.

Talk about types of plants and animals found in the desert. Ask questions to assess their understanding. Describe life in polar regions and how people survive there. Give the information that polar regions are ice-covered regions; they remain wrapped up with a layer of ice throughout the year.

Discuss a few common animals and plants found in polar regions. Describe the lifestyle of people in polar regions. Define igloo. Explain how an igloo (house of Eskimos) is made of ice.

Remember to refer to illustrations of regions under discussion. Allow the pupils to share their knowledge.

Key terms

Ensure that pupils understand the following terms: **equatorial, shrubs, densely, climbers, notable, fascinating, survive, species.**

Explain the meaning of these terms as they come up in the lesson and ask students to use them in their conversations.

Warm up

Arrange a video session from national geographic if possible, or show visuals to motivate the children towards the topic.

Show an illustrated map of the world and identify the regions near the North and South pole, places near the equator, and places with rainforests. Ask them if they can identify the countries these regions fall into.

Discussion

Build a discussion by showing some visuals and start asking the pupils to express their views about the life in different regions of the world. You may ask how Earth is divided in different regions according to their geographical locations.

Discuss and define equatorial regions Explain that they are usually very hot because these regions receive direct rays of sun throughout the year. Allow the pupils to share their views on factors affecting climatic of different regions.

Hold a discussion to express their knowledge about how is the life in different regions. Ask questions:

Which type of plants are found in a rainforest?

Name five big deserts of the world.

How does climate affect the life of living things in different regions?

You may add more questions to promote pupils critical thinking. Ask the class to search and explore some more information related to the topic.

You may prepare short notes of your own to summarize the topic.

Reading task

Reading for comprehension

Divide the class in groups, to read about each region. At the end of the reading session, collect the feedback from the groups as to what they learnt from the paragraphs. Explain the chapter in simple and easy language.

Textbook task

Use the 'Things you know' task effectively. Ask the class to complete tasks A and C. Provide feedback. In the same manner, instruct the class to complete task B. After completing the task share their answers and provide guidance.

Extended task

Written Assignment

Ask the children to work on Busy Bee for homework. After they paste the pictures, ask them to write about the features they observe in these animals and why they think the animals have these features with respect to the climatic region they live in.

Project work

Instruct the pupils to prepare a model of each climatic region showing some animals and plants found

in that region. Students will work in groups and select tropical, desert or polar regions. This task may be merged with 'Things to do'.

Answers

Exercise A

1. latitudes 28 2. hot, wet 3. indigenous 4. one-sixth 5. little 6. South 7. oil

Exercise B

1. The climate of the place we live in affects our life in all aspects, from diet, clothing, shelter, etc. (Give specific examples of your own e.g. food in summers, our houses, light clothing, etc.)
2. Many types of shrubs, climbers and large number of small trees grow in rainforests. Tall trees and dense undergrowth make the forests almost dark almost dark even in day time. Trees such as mahogany, ebony and others, such as rubber, coconut, bamboo and oil plants are the found in the rainforest region.
3.
 - Sahara Desert North Africa
 - Kalahari Desert in South Africa.
 - Arabian Desert in Middle East.
 - Gobi Desert in Mongolia
 - Great Australian Desert
4. In desert regions, people live in mud houses which keep the heat out during the day time, and protect people from cold nights. Many people living in deserts wear long coats and cover their heads and face to protect themselves from the sun.
5. Polar regions are extreme south and north of the Earth. These two ice-covered regions are known as North Pole and South Pole. These regions does not belong to any country. In polar regions, the sun shines 24 hours in summer, and barely ever shines in winter.
6. Antarctica has no native life. Scientists from many countries visited Antarctica to study plants, animals and land, but they live in especially designed research stations for a short time.
7. Arctic includes, some parts of Canada, Denmark (Greenland), Norway, the United States (Alaska), Sweden, Finland, Iceland and Russia.

Exercise C

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

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Teaching points

Explain the background history of industrial development in Pakistan. Discuss the industrial setup of Pakistan since 1947. Talk about the major industries of Pakistan: textiles, iron, steel and engineering; chemicals, edible oil, fertilizers, cement, food processing and cottage industries. Explain that textile industries mainly produce cotton, woollen fabric, artificial silk and jute. Inform them that Pakistan is the fourth largest country to produce cotton and Karachi is the largest centre of textile industry. Explain the ratio of jute industries before the separation of Bangladesh. Define cottage/small scale industries of Pakistan. Make them understand that mining and quarrying is also an important industry of our country. Provide them knowledge about the chemicals produced in Pakistan. Explain what natural sources are, and which minerals are found in Pakistan. To elaborate further and to create a link with the related topic, show visuals of products produced in Pakistan.

Warm up

You can begin the lesson by showing some samples of items made in Pakistan, for instance cotton, a small piece of hand knotted carpet, types of marble (onyx) and wooden handicrafts etc. Ask questions to begin the lesson. *Do you know what industries are? Why is industrial development is important for the countries? What are the major export items of Pakistan?* Allow the pupil to share their views with the class.

Key terms

Ensure that pupils understand the following terms: **fertilizer, decade, flax, crocheting, yarn, accessories, manufacture, assistance, traditional, beverage, cottage industry, quarrying, mining, textile.**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Discussion

Discuss the industrial development of Pakistan. Use question cues to encourage pupils to participate, discuss and share their views ask them about the small scale industries of our country. This can easily be done by referring to any object in the classroom, such as the furniture. Explain that this is an industry. Similarly point to their uniforms and explain that these are made by the textile industry. Ask

if they can think of and name any large or small industries in Pakistan. Simple things, such as glass bangles, are also an industry. Sports goods in Sialkot are another important industry. To elicit the discussion on production in Pakistan, raise a few questions. For instance, ask them about steel mills of Pakistan: *In which year was it established and where is it located?* Lead the discussion where each pupil gets the chance to share his/her views and knowledge related to industrial development of Pakistan. Explain why industries are important for a nation's progress.

Reading for Comprehension

Team reading

Use the chapter for team reading. Divide the class into groups and assign a section to each group to read. Assess their comprehension skills, at the end of the reading collect feedback from the group as to what they learnt from the paragraphs. Ask relevant questions to ensure that they have understood and clear any misconceptions. Use 'Busy Bee' as a quick review quiz.

Textbook task

Instruct the pupils to attempt 'Things you know', tasks A, B and E in their textbook. You may allow the pupil to work in pairs. They can be asked to do 'Things to do' in groups. They can collect information from the library and the internet. Help them arrange the information and make an interesting presentation by encouraging them to find pictures and real objects to 'show and tell' in class or during the morning assembly.

Extended task

Written assignment

Involve the class to complete task C based on content knowledge provided in the lesson. Similarly task D will be done individually to develop critical thinking.

Answers

Exercise A

1. Development 2. Jute 3. 1973 4. 11 5. binding

Exercise B

Cotton – 4th largest

Woollen – 70

KSEW – 1956

Steel – 1973

Jute mill – 12

Exercise C

1. Pakistan is the 4th largest producer of cotton. Textile industry in Pakistan is mainly divided into cotton, woollen, artificial silk and jute textile industry. It earns 60% foreign exchange of total export. Karachi is the largest cotton textile centre.

2. One of the largest steel mills of Pakistan is situated near Bin-Qasim seaport in Karachi.
3. Limestone and gypsum are important because they are used in cement. Cement is an essential material used in construction and engineering.
4. Major centres of edible oil production are in Karachi, Nawabshah, Rahimyar Khan, Bahawalpur, Haripur and Dargai.
5. Cottage industries are small scale industries where people work in their home. People living in remote (far flung) areas usually work to prepare cutlery, woodwork, furniture, pottery, hand embroidery toys and sports goods.

Exercise D

1. It increases employment opportunities in a country.
2. When a product is manufactured in various industries, it can be exported to other parts of the world.
3. Through export not only revenue is generated but it also helps in building a positive image for the country globally.

Exercise E

1. Cottage industries – pottery, toys, sports goods, carpet etc.
2. Food Processing – sea food, fruits, vegetables, bakery products etc.
3. Textile – blankets, shawls, artificial silk etc.
4. Mining – limestone, coal, copper, graphite etc.
5. Chemical – sulphuric acid, soda ash, caustic soda etc.

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Teaching points

Explain and define what is meant by economics. Explain that there has to be a way in which the economics of a country are managed, as resources have to be used wisely. Describe what consumer goods are. Talk about the chain process of production give examples of services provided by the government and the community.

Help them understand the difference between the public and private sector.

Explain the trade system of the countries. Talk about export and import with examples.

Allow the class to exchange their views. Talk about the international trade of Pakistan Give them knowledge related to export items of Pakistan sold in the international market. Raise questions to link the topic.

Explain the types of money use in practice. Ask what is meant by plastic money. Help them understand services provided by commercial and state banks.

Ask questions to assess their knowledge. Explain how the State Bank works.

Warm up

Use visuals to start the lesson. Another interesting way to do it is to use pictures. If possible, arrange a field trip to the market or bank for the children.

Key terms

Ensure that pupils understand the following terms: **economy, trade, import, export, consumer goods, production, distribution, consumption, resources, utility, supply, public, private services**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Discussion

Hold a discussion to understand what state economy is. Describe what public and private property are. Make them understand goods are things we consume or use and services are provided by the government or community.

Raise relevant questions to describe trade and international trade. Allow pupils to participate during the discussion. Give them information about the barter system. Discuss and define the use of money. You can arrange a buying and selling activity in the class. Also, you can show them real Pakistani currency notes of different denominations, and those of other major currencies.

Give them some time to discuss the major export items of Pakistan.

Discuss the services provided by the State Bank as the central bank of the country.

Allow the pupils to differentiate between central and commercial banks of the state. You may add other relevant questions too.

Reading for Comprehension

Use the chapter for reading aloud in groups. Split the class into groups. Assign particular sections. They will discuss what they have read and then present their respective sections in front of the class. Add more details if they have missed out anything during their presentation. Encourage other groups to ask questions.

Textbook tasks

During the initial discussion about public and private goods and services, ask the students to do the 'Busy Bee' activity.

Assign 'Things you know' tasks A, B and D to complete in their notebooks.

Now assign C. this task will reinforce the acquired information from the text. Check their answers and provide support.

Extended task

Written assignment

The students will find information about the chief exports and imports of Pakistan. Ask the pupils to work independently. This exercise will help to assess their understanding.

Instruct the pupils to prepare 'Points to remember' and jot them down in their notebooks.

Answers

Exercise A

1. Trade
2. International
3. Import
4. Goods, services
5. Pakistani
6. Commodity
7. Regulatory

Exercise B

- China - yuan
- Saudi Arabia - riyal
- United States of America - dollar
- United Kingdom - pound sterling
- Russia - ruble

Exercise C

1. In general, economics is the careful management of available resources of the state. It refers to the chain process of production, distribution and consumption of goods and services.
2. Public means goods and services provided by the government, and private services are owned by a person or group of people.
3. Money is used to buy goods and services.
4. Banks serve as a reservoir, where people keep their assets as a safe and secure place. People can withdraw and store cash at their convenience. Banks can use the deposits for loan and trade.
5. Central bank operates as a regulatory body in a country. Its main function is to look after financial set up of all the institutions.

Exercise D

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

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Teaching Points

Explain and discuss about the neighbouring countries of Pakistan. Use a globe to identify the location of Pakistan. Identify the borders of Pakistan.

Make pupils aware that Pakistan is situated in the south of Asia. Explain that Pakistan shares borders with four countries, which are Iran, Afghanistan, China and India. Its coastal border touches the Gulf of Oman in the south. Give them information about India as second most populated country in the world.

Explain and discuss the people and culture of India. Talk about types of religions and beliefs followed in India as a primarily Hindu country. Allow the students to exchange their background knowledge related to the topic.

Discuss and provide information about Iran as the first country to accept Pakistan after Independence. Ask relevant questions, for instance: *What is the capital city of Iran?* Ask them to highlight the border and location of Iran in the outline map of Pakistan.

Provide information of the geographical location of Iran, and types of land forms in Iran. Discuss that Iranian culture is one of the richest cultures of the world.

Explain facts about China and show its geographical location. Ask the pupils to search for the border line of China. Beijing is the capital city of China. In the same manner, explain the lesson and talk about Afghanistan, which lies in the west and north of Pakistan.

Add questions to assess their knowledge about neighbouring countries.

Warm up

To introduce the topic you may show the pupils flags of Pakistan's neighbouring countries and ask them to guess which countries the flags belong to.

Alternatively, you can use the projector to show the visuals of neighbouring countries and their flags to motivate the pupils towards the lesson.

Key words

Ensure that pupils understand the following terms: **territories, edge, mangroves, densely, devastating, abundant, invaded.**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Discussion

Build a discussion by asking the pupils about the culture followed in neighbouring countries of Pakistan. Discuss their population, covered area in kilometres, official language, national dress and currency.

During the discussion, you may provide them information that, India is a densely populated country, whereas China is the most populated country in the world. Discuss the specialities of these countries, for instance Iran's Persian carpets are famous all around the world. China is famous for its latest technological development.

Allow the pupils to share their knowledge with the class.

You may assign them some task as homework, once you are done with the lesson. Ask the class to search for more information about these countries.

Reading Task

Reading comprehension

Prior to reading, ask the students to look at the pictures on page 92 of people wearing their national dresses. Ask them to skim through the chapter and look at the other pictures.

Assign them certain reading tasks to students in small groups.

At the end of the readings, ask the groups to present what they have understood in front of the class. Do not make it a bookish presentation; encourage them to just talk about what they have understood. The pupils should not be memorizing facts, but explaining it in their own words. Give your feedback on each presentation, appreciate them and provide correct input.

Textbook Task

Allow the pupils to complete tasks A and B of 'Things you know'.

Now ask them to complete task C. We suggest that they should do it as an individual timed task. Once the class completes the work, check their answers and provide feedback.

Extended Task

Written assignment

- Students will develop 'Points to remember' based on important information provided in lesson. Pupils will be asked to note down the points in their exercise books.

Projects

- Students can find out interesting information about Pakistan's neighbouring countries and their culture, e.g. their popular foods, landmarks, etc. and make a short presentation as they dress up in the national dress of that country and create a short skit to present before the class. The 'Busy Bee' task can be incorporated into this as well.
- 'Things to Do' may be assigned to groups. Encourage them to talk about the holidays, their significance, and how festivities are celebrated.

Answers

Exercise A

1. Four 2. 28 3. Tropical 4. Damavand 5. billion 6. 30,419,928 7. invaded

Exercise B

Country	Official language	Capital City
Pakistan	Urdu	Islamabad
China	Chinese	Beijing
India	Hindi and English	New Delhi
Iran	Persian (Farsi)	Tehran
Afghanistan	Dari and Pashto	Kabul

Exercise C

1. Pakistan is located in southern Asia. On the global map, it is located between the latitudes 23.45° and 36.75° N and between longitudes 61° and 75.5° E.
2. The total covered area of India is 3, 287, 263 sq. kilometres.
3. Most of the people in India are Hindus, but there are other religion also like Islam, Christianity, Sikhism and Buddhism.
4. Iranian culture is one of the richest cultures in the world. Persian carpet and Persian poetry of Saadi, Hafiz, Rumi and Omar Khayyam is well known around the world.
5. Pakistan's relations with China are very brotherly. China always helps out Pakistan by providing economic, technical and military assistance to Pakistan. Karakoram highway also known as Friendship Highway was built by the help of the government of China.
6. The total covered area of Afghanistan is 647,500 kilo metres and it is divided into 34 provinces.
7. Soviet Union invaded Afghanistan in 1989.

Teaching of this chapter aims at covering some key aspects. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them. We encourage you to add more details and information only if your pupils are capable enough to assimilate and process the knowledge and information.

Teaching points

Explain the importance and uses of a calendar, and why a calendar is essential in our daily life. Explain how we can keep a record of events and occasions. Raise questions to assess their background knowledge.

Discuss two types of calendars: Gregorian calendar and Islamic calendar. Gregorian calendar based upon our solar system. Give them information about the Islamic calendar. It depends on the path of the moon. The lunar cycle usually takes 30 days to complete one round and sometimes it is of 29 days.

Mostly, the Gregorian calendar is used all around the world, whereas the Islamic calendar is followed by some of the Islamic countries and wherever Muslims reside, especially where important dates are concerned.

Ask them to repeat the names of months in the Gregorian calendar. Explain that there are 12 months in the lunar calendar as well, but all dates and days are subject to the sighting of the moon each month. The Gregorian calendar is fixed during the entire year.

Allow the class to exchange their views and knowledge. Use a copy of a real calendar for explanation.

Key terms

Ensure that pupils understand the following terms: **lunar, solar, estimated, decade, ancient, AD (Anno Domini), BC (before Christ).**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

To introduce the topic ask the children what day it is today. Then ask them the date. *What date will it be next Wednesday?*

What day will 14 August fall on? How do you know? They will all respond that we will look at a calendar. Show them a Gregorian calendar.

Alternatively, you may ask the pupils when their birthday is. Write the dates on the board. Prepare a birthday chart for the class and highlight the dates and months on the calendar. Ask them to find what day their birthday will fall on this year.

Discussion

Hold a discussion to discuss solar and lunar calendar. Raise questions and motivated the children by asking of the months. Define what is meant by AD and BC in the Christian calendar.

In the same manner explain that the Islamic calendar started after 622 AD, the year when Prophet Muhammad (pbuh) completed his *hijra* (journey from Makkah to Madinah). Give them information that there are some countries like China which have their own calendar for religious events.

Muslims also follow the Islamic calendar for religious occasions. You may ask the class to repeat the names of Islamic months. Explain what decade, century and millennium are.

Additionally, you can assign some homework too.

Reading task

Reading for comprehension

Involve the class into reading tasks to develop comprehension skills. At the end of the readings, collect feedback from the class as to know what they learnt from the paragraphs.

Now talk about what your pupils shared, appreciate them and provide correct input.

Textbook task

Allow the pupils to complete tasks A and B of 'Things you know'. Students can work in group or pairs.

Extended task

Written assignment

- Students will develop 'Points to remember' based on important information provided in lesson. Pupils will be asked to note down the points in their exercise books.
- Instruct the class to list the names of Islamic months and mention the dates of Islamic occasions.
- Additionally you can ask the pupils to prepare a school calendar based on activities and events held in school during a year (one academic year), they will write the date and month of the events.
- 'Things to do' can be assigned as project work. Make twelve groups in the class and assign each a particular month. They will design the calendar page of that particular month. Display them in the class.

Answers

Exercise A

1. Calendars
2. Gregorian
3. in the year of our Lord
4. can change, 354 or 355
5. 29, 30

Exercise B

1. Depends on the time when the lesson started.
2. AD means Anno Domini and BC refers to before Christ.
3. The lunar calendar is shorter than the solar calendar. The lunar calendar follows the sighting of the moon, whereas the solar calendar counts the total days in a year by the number of days Earth takes to go around the Sun.
4. Every fourth year, 1 day is added in February which makes a total of 366 days. This year is called a leap year.
5. Lunar calendar follows the path of the moon, based on the time it takes to revolve around the Earth.

Teaching of this chapter aims at covering some key aspects. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them. We encourage you to add more details and information only if your pupils are capable enough to assimilate and process the knowledge and information.

Teaching points

What is meant by monument? Discuss the significance of monuments. Define, passage of time as time which has passed and the events which occurred are considered as our history.

Give them information about our past events. Talk about the Mughal period, their lifestyle, culture and traditions. Explain how and why these monuments were built. Connect past and present time with these monuments. Discuss and explain monuments are the part of heritage and ancestry of the land and its people. Emphasize our national duty to care and preserve the monuments. Provide them information of some monuments situated in big cities of Pakistan

For instance, the Pakistan Monument in Islamabad, Minar-e-Pakistan in Lahore, Mazar-e-Quaid in Karachi etc.

Key terms

Select some key words from the text. Write the words on the board. Read out each word aloud and ask the pupil to repeat after you, explain the meanings of the new vocabulary in simple words. You may ask the pupils to underline or highlight the key words in their book.

Make sure they understand these words: **heritage, national heritage, preserve, pride, prestige, monument, mansion, architecture, civilizations, predate, reflect, glorious.**

Warm up

Use pictures and posters to introduce monuments. For example, show pictures of the Mazar-e-Quaid, Ziarat Residency, Lahore Fort and other significant monuments.

Allow the children to express their views about each, if they have visited them. Split the class in groups and give each group a poster of different monuments and ask them to observe and comment on them. This can be a brainstorming activity.

Discussion

Hold a discussion on the significance and preservation of our national assets. Explain that UNESCO is an international organization that looks after the monuments of all the countries.

Encourage the pupils to explore and find more information related to universal monuments around the world. Allow the pupils to exchange their information with classmates. During the discussion, raise questions to assess their understanding related to the topic. Ask them to compare the style of construction and architecture in the past and modern construction of today. You can discuss wonders of the world like the Taj Mahal (India), Al Azhar Mosque (Egypt), Top Kapi Palace (Turkey), Acropolis (Greece) etc. Then direct the discussion to Pakistan. Discuss the rich and chequered history of the Indian subcontinent leading to the creation of Pakistan. Discuss our national monuments in the light of their significance of being important relics reflecting our past.

You may give cues to motivate them, allow the children to know the type of materials used in past for construction and their durability.

Arrange a debate on the preservation of national monuments. Encourage the class to participate actively. Discuss the destruction of the Ziarat Residency as a case in point.

Textbook task

Reading for comprehension

Allow the pupils to read the text in chunks/sections. Divide the class in group and ask each group to read its part carefully and complete 'Things you know', tasks A & B

Assign 'Busy Bee' for homework.

Extended task

Written assignment

You may ask the pupils to summarize the important points of the lesson.

You can also give them a creative task that, 'If I were to design a national monument, what would it be?' They will write about the significance of their monument and about its design. They can also draw an illustration of it.

Project work

Divided the class in groups of 5 and ask them to prepare a model of any of Pakistan's monuments, give them open choice to select the monuments. Later, exhibit them in the corner of the class for students' motivation. This task can be merged with 'Things to do'.

Answers

Exercise A

1. capital, Islamabad
2. thrice
3. 1948, Karachi
4. Christ the King
5. Metres, 1968

Exercise B

1. Minar-e-Pakistan commemorates the resolution of the establishment of Pakistan, which was passed in the city of Lahore in 1940. This tower represents the 'Pakistan Resolution'.
2. Islamia College was established by Nawab Sir Sahabzada Abdul Qayyum and Sir George Roos Kepeel in 1913 in Peshawar. The Institute was established to impart modern education to Muslims. Quaid-e-Azam visited Islamia College thrice.
3. Mazar-e-Quaid was built to pay tribute to our great leader, Quaid-e-Azam Muhammad Ali Jinnah. The monument serves as a memorial in the honour of the founder of Pakistan (Muhammad Ali Jinnah).
4. Others buried at the Mazar-e-Quaid are Mohtarma Fatima Jinnah (sister of Quaid-e-Azam), and Pakistan's first Prime Minister Liaquat Ali Khan.
5. The Pakistan Monument in Islamabad is the symbolic representation of Pakistan Movement.
6. Rhotas Fort is situated near the city of Dina in Pakistan.
7. After the discussion allow the pupils to write a short note on 'Lahore Fort' independently to develop their critical thinking

Teaching of this chapter aims at covering some key aspects. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them. We encourage you to add more details and information only if your pupils are capable enough to assimilate and process the knowledge and information.

Teaching points

Explain why people explore the world. Elaborate on what is meant by adventure. Discuss and provide information about famous travellers who explored the Earth by taking great voyages across the sea and prove that Earth is not flat but round.

Make them understand that sometimes travellers explore new places for trade and to get wealth.

Describe the history of travellers who invaded and discovered new places on Earth. For instance, talk about the first Europeans like Vasco da Gama, who visited the subcontinent as a traders. Raise questions to assess their background knowledge. Provide them information about Neil Armstrong, the first man to walk on the Moon.

Key terms

Ensure that pupils understand the following terms: **trekking, dangling, buzzing, adventure, voyage, splendour, invade, curiosity spherical, traveller, explorer, ambassador, delegation.**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Begin the lesson with a brainstorming session. Write adventure on the board and ask the class to share whatever comes to their mind when they think of this word. Jot down the students' responses and points on the board.

Discussion

Hold a discussion on adventure. Allow the pupils to share their views, if they have ever participated in any adventurous activity.

Describe what is meant by voyage. Discuss how travellers explored the world in search of food, shelter, goods (spices), and just to claim land for their country. Sometimes there are other reasons for travellers to set out on expeditions to explore the world.

Provide info about famous travellers, like Christopher Columbus, who sailed from Spain and discovered the New World.

Move your discussion onto how it was previously believed that the Earth is flat, and then it was proved by Muslim scientists that the Earth is spherical in shape.

Raise relevant questions. Allow the class to express their ideas discuss how the British came into India as traders. Ask them to search for information about famous travellers.

You can assign some homework for instance to develop an adventures story of their own, to enhance their critical thinking.

Reading for Comprehension

Use the chapter for reading to develop their comprehension skills. Instruct the pupils to read the chapter in groups. Divided the class in groups. Allocate a separate portion to each group to read.

At the end of the reading collect feedback from all the groups Now talk about what your pupil shared appreciate them and provide correct input.

Textbook task

Instruct the pupils to attempt task A of 'Things you know' They can work in pairs.

Now complete task B. We suggest that it should be done as an individual task. Time the task, too. Once the class completes the work, check their answers and provide correct feedback.

Extended task

Assign the task based on information provided in the lesson. Instruct the pupils to prepare notes on famous travellers of the world. Help them by suggesting some names like Sir William Blake, Marco Polo, Vasco da Gama, Ibn Batuta, Avicenna (Ibn Sina), etc.

Allow them to search for some information about Muslim travellers and their contributions.

Answers

Exercise A

1. Shelter
2. Muslim
3. 120,000 km
4. Silk Route to China
5. Europeans

Exercise B

1. Humans explored the world for better opportunities of obtaining food and shelter. When they got enough food, they explored places for trading to get more wealth.
2. Five famous travellers are Ibn Batuta, Marco Polo, Christopher Columbus, Vasco da Gama and Neil Armstrong (modern age traveller into space).
3. Ibn Batuta was a great Moroccan traveller. He spent much of his time in exploring Muslim world. In 30 years he covered 120,000 km. He is known for his life-time travelling.
4. Marco Polo, who discovered the Silk Route to China, was one of the most famous explorers. He was an Italian trader. Marco Polo was famous for his travels in Central Asia and China. He wrote a book in which he provided information to Europeans about China.
5. Vasco da Gama was the first Europeans who visited our subcontinent with Portuguese traders. He came to see a land rich in spices, fruits, silk cloth and expensive jewellery.

Teaching of this chapter aims at covering some key aspects. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them. We encourage you to add more details and information only if your pupils are capable enough to assimilate and process the knowledge and information.

Teaching points

Explain the past history of British rule and about independence movement. Give them information of how European merchants entered into the subcontinent as a traders. Talk about Vasco da Gama a Portuguese explorer who reaches India by sea. In those days Mughal emperors ruled over the subcontinent.

Allow the students to share their views on the Independence movement. Describe the reasons of the War of Independence in 1857. Explain why Muslims and Hindus of the subcontinent become against British.

Explain how some educated Muslims and Hindu leaders decided to obtain a greater representation in the government.

Briefly explain the efforts of great leaders who participated in the Independence movement. Describe the vision of Allama Iqbal which we know as the Two Nation Theory. Define Resolution of Pakistan give them information as to who suggested the name 'Pakistan' and discuss its meaning.

Raise questions to assess their background knowledge.

Key terms

Instruct the pupils to select key words from the lesson, and highlight the keyword in their books. These may be: **Two Nation Theory, independence, exile, represent, unity, resolution.**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Use visuals to start the lesson. Other interesting way to do is to use the pictures of great leaders for instance Quaid-e-Azam, Allama Iqbal, Sir Syed Ahmed Khan and others.

If possible, arrange a field trip to the Mazar-e-Quaid, Flagstaff House Museum, etc. to gain more information about the 'Founder of Pakistan'

Discussion

Hold a discussion related to the Independence Movement. Discuss the effects of European traders entering the subcontinent, how they set their foot in this area. In those days Muslims ruled over the subcontinent, it was the period of Mughal emperor Jahangir. Sir Thomas Roe established the East India Company and set up a British factory in Surat.

Describe and discuss the downfall of Mughal Emperors. Raise questions like who Bahadur Shah Zafar II was. *What happened to the last emperor of Mughal kingdom?*

Provide information about All India Muslim League, and how it was formed. Discuss the names of great leaders who participated in the Independence movement.

Ask the pupils to discuss the value and importance of independence. Discuss the example of Palestine who has lost its independence. Make them understand what is meant by the Pakistan Resolution.

Ask the class if they know when Pakistan came into being.

Allow the students to search for more information related to the lesson.

Reading for Comprehension

Use the chapter for reading to develop their comprehension skills. Instruct the pupils to read the chapter in groups. Divide the class into groups. Allocate sections to each group for reading.

At the end of the reading, collect feedback from all the groups. Ask them to do 'Busy Bee' at the end of the discussion.

Textbook task

Instruct the pupils to attempt task A and B of 'Things you know'. They can work in pairs.

Now ask the pupils to complete task C, we suggest you to do it as individual task. Time the task too. Once the class completes the task, check their answers and provide correct feedback.

Tasks D and E are based on content knowledge. Instruct the class to work in groups.

Extended task

Written assignment

Assign the task based on information provided in the lesson. Instruct the pupils to prepare notes on great leaders of the Independence movement.

Answers

Exercise A

1. European
2. 1757, Bengal (Siraj-ud-Daulah)
3. Mughal, Rangoon in Burma
4. 1885
5. Muhammadan, Dhaka
6. Two Nation
7. 14.5

Exercise B

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

Exercise C

1. The British built their first factory in Surat.
2. There were 200,000 sepoys in the Company's army.
3. The major cause of the 1857 War of Independence was the use of cartridges of the rifle, which were greased with pork fat and cow fat. In order to use it, the sepoys had to remove the grease with their mouth, and as pork is forbidden in Islam and beef in Hinduism, the sepoys, who were mostly Muslims and Hindus, refused.
4. The Two Nation Theory was presented by Allama Iqbal. He believed that Muslims and Hindus are two nations of different beliefs, religion and culture, so they must have a separate homeland.
5. After sometime, Muslims leaders realized that the Muslims of the subcontinent would never receive their full rights in a Hindu-dominated society. So they demanded for a separate country for Muslims.
6. In June 1947, the British government announced the plan to divide the subcontinent.
7. At the time of partition of India. millions of Muslims sacrificed their homes, properties and loved ones for an independent Muslims state.

Exercise D

- | | |
|---------------------|-------------------------------------|
| Sir Thomas Roe | - English diplomat |
| Bahadur Shah Zafar | - Mughal Emperor |
| Mahatma Ghandi | - Congress leader |
| Sir Syed Ahmed Khan | - Muhammadan Educational Conference |
| Allama Iqbal | - Two Nation Theory |

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

We encourage you to add more details and information only if your pupils are capable enough to assimilate and process the knowledge and information.

Teaching points

Explain how Pakistan came into being on 14 August 1947 on the map of world. Give them the introduction that Pakistan was created as a Muslim country, for the Muslims of subcontinent.

Explain and discuss the issues Pakistan faces as a new country. Discuss the stages of its development, talk about the great leaders of Pakistan who participated during the Independence movement.

Raise questions to assess students' prior knowledge, as they have already done independence movement.

Key terms

Ensure that pupils understand the following terms: **emerged, Muslim League, infancy, forcible, acquiring, determining, witnessed, unprecedented, governor, constitution, parliamentary, advisory, framed.**

Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Before introducing the topic, provide a chance to reinforce their previous knowledge. Show visuals of great leaders. Ask the class why and when do we celebrate the Independence Day of Pakistan. *What do you understand by independence?*

Discussion

Build a discussion to discuss the struggle of Muslims to get a separate homeland. Discuss the leadership of Quaid-e-Azam (Muhammad Ali Jinnah) and other great leaders who supported Muslims.

Move your discussion to talk about the duration of 1947-1958. Quaid-e-Azam was the first governor general and Liaquat Ali Khan was the first prime minister. After the death of Quaid-e-Azam, Khawaja Nazimuddin became the Prime Minister and Ghulam Muhammad was the Governor General.

Inform them that the national anthem of Pakistan is written by Abul Asar Hafeez Jallundhri. Our national anthem was approved by the Government of Pakistan in 1954.

Allow the class to express their views with their classmates. Discuss the industrial and technological development of Pakistan with the passage of time. Discuss the events, wars and prime ministers, who come and went. Define martial law and democratic government.

Aim to develop and inculcate the patriotic spirit in the pupils and make them realize the value of independence.

Reading for Comprehension

Use the chapter for reading to develop their comprehension skills. Instruct the pupils to read the chapter in groups. Divided the class in groups and allocate separate portions to each group for reading and explaining to each other. They can do the 'Busy Bee' task once they are through reading and discussing.

At the end of the reading, obtain feedback from all the groups and discuss what was read.

Textbook task

Instruct the pupils to attempt task A and B of 'Things you know'. They can work in pairs. Task C will also be done in pairs

Now ask the pupils to complete task D; we suggest that they do it as an individual task. Time the task too. Once the class completes the task, check their answers and provide feedback.

Extended task:

Written assignment

- Students will develop 'Points to remember' based on important information provided in lesson. Pupils will be asked to note down the points in their exercise books.
- Instruct the class to list down the names of great leaders and dates of important events which occurred during Pakistan movement. Link this with task E of 'Things you know'.
- Encourage the students to do a 'Who am I?' role play based on the leading figures of the Pakistan Movement. The other students can guess which characters they are playing.

Answers

Exercise A

1. 1947, birth
2. prime minister, death
3. in 1956
4. 2 years, martial law
5. 1977 to 1985

Exercise B

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

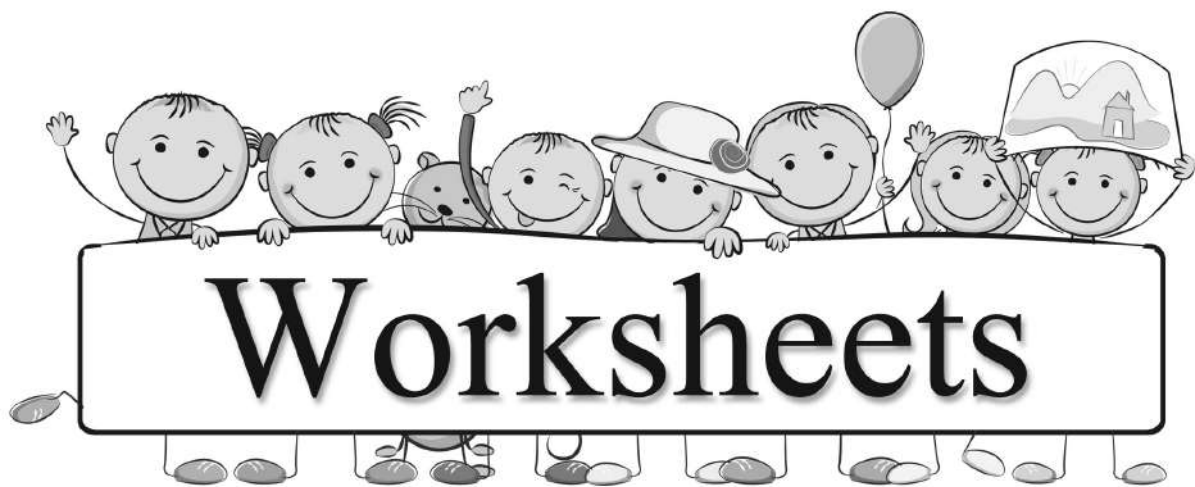
Exercise C

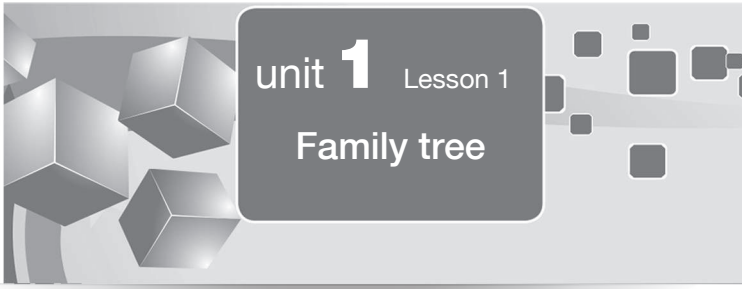
- 1956 - 1st Constitution
- 1965 - Declaration of war
- 1971 - East Pakistan separated from Pakistan to become an independent state, 'Bangladesh'
- 1973 - formulated new constitution
- 2001 - Martial law imposed, Pervez Musharraf remained in power as Army Chief

Exercise D

1. Ghulam Muhammad was appointed as governor general after the death of Quaid-e-Azam Muhammad Ali Jinnah.
2. In the year 1956, Pakistan had his first constitution
3. The era of General Ayub Khan known as the 'Great Decade' because most of the development plans were executed during the ten years of Ayub Khan's rule.
4. The important events between 1969 -1978 are:
 - I. General Yahya stepped in
 - II. Handed over the reign of the state affairs to Zulfikar Ali Bhutto.
 - III. Assembly approved new constitution on 14 August 1973
 - IV. 19 amendments enacted since 1973
 - V. First general election held in Pakistan in 1970
 - VI. Separation of East Pakistan.
 - VII. East Pakistan became Bangladesh
 - VIII. 1977 Pakistan Peoples Party won the election held in 1977
 - IX. PPP government survive only for few months and
 - X. General Zia ul Haq imposed martial law in 1977 and it lasted till 1985.

5. Political leaders who became prime ministers of Pakistan during 1988 -1999:
 - In 1988 - 1990 PPP won the majority seats Benazir Bhutto become the first woman prime minister of Pakistan
 - Mian Nawaz Sharif became prime minister from 1990 – 1993
 - Benazir became in power again as prime minister in 1993.
 - Nawaz Sharif became prime minister second time in 1997
6. The present prime minister is Mian Nawaz Sharif, elected in 2013, and the president is Mamnoon Hussain, also elected in 2013.





Name : _____

Class : _____

Date : _____

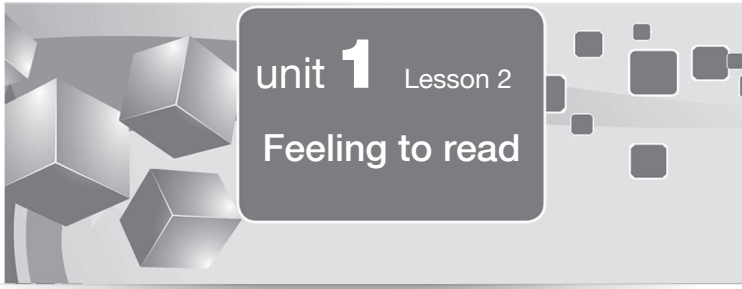
T. Sign : _____

Q.1 Write the names and ages of your oldest and youngest family members.

Ans. _____

Q.2 Solve the riddles:

- 1) Father of your father is your _____
- 2) Daughter of your mother is your _____
- 3) Son of your uncle is your _____
- 4) Wife of your father is your _____
- 5) Brother of your father is your _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Helen Adams Keller said, "The best and most beautiful things in the world cannot be seen or even touched. They must be felt within the heart."

In your own words, can you explain what this means?

Ans. _____

Q.2 What is the name of Helen Keller's autobiography?

Ans. _____

Q.3 Have you ever met differently-abled people? How did they meet everyday challenges (daily chores, etc.)?

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Name three vegetables which can be eaten raw.

1. _____

2. _____

3. _____

Q.2 How does food get spoilt?

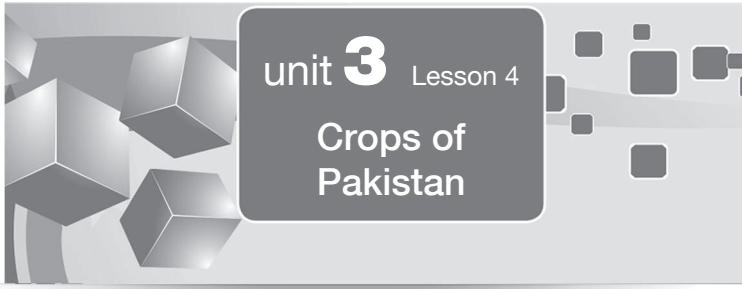
Ans. _____

Q.3 What should we check before buying any can food?

Ans. _____

Q.4 What are the different ways of preserving food?

Ans. _____



unit **3** Lesson 4
Crops of Pakistan

Name : _____
Class : _____
Date : _____
T. Sign : _____

Q.1 Write three Rabi and three Kharif crops

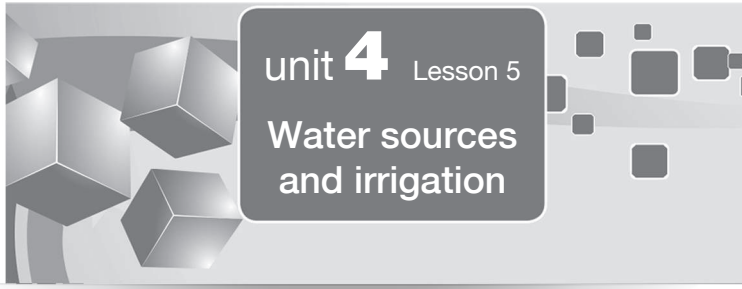
Rabi crops	Kharif crops

Q.2 Name three cash crops of Pakistan.

1. _____
2. _____
3. _____

Q.3 Paste samples of each of the following:

Cotton	Rice	Lentils	Grams



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Name three barrages of Pakistan.

1. _____

2. _____

3. _____

Q.2 Which ancient city was built near the bank of River Indus?

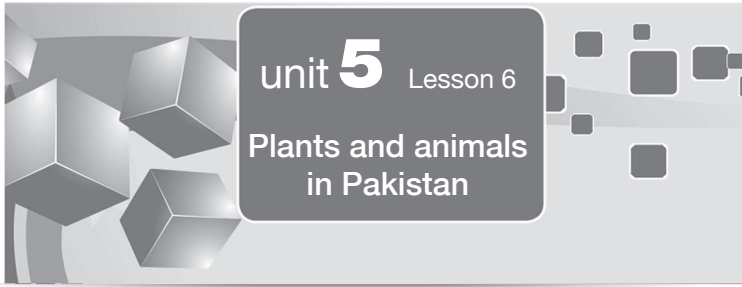
Ans. _____

Q.3 Name three dams of Pakistan.

1. _____

2. _____

3. _____



unit **5** Lesson 6

Plants and animals
in Pakistan

Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Name five birds and animals found in Pakistan.

Birds	Animals

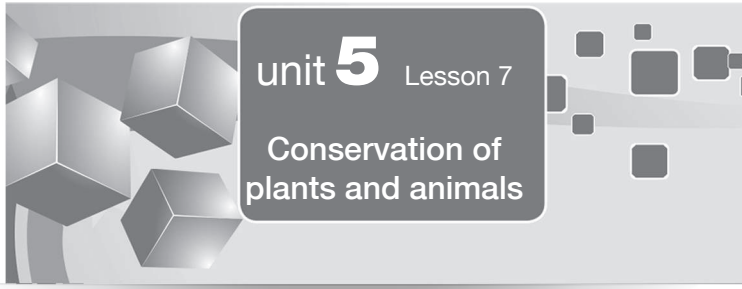
Q.2 Name the national and state animals of Pakistan.

1. _____

2. _____

Q.3 Name the national tree and bird of Pakistan.

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Write the names of a few extinct animals.

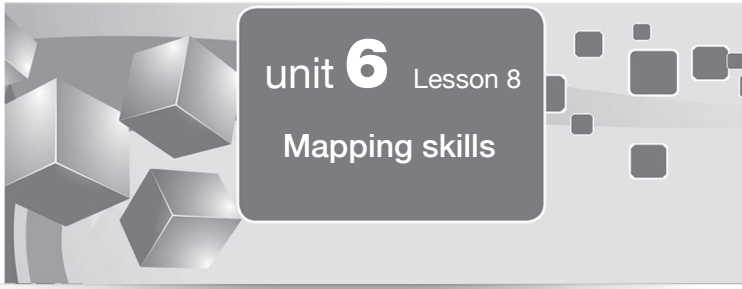
Ans. _____

Q.2 Write a brief note on the endangered Indus river blind dolphin found in Pakistan.

Ans. _____

Q.3 Write three measures to save our planet.

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Name the four directions.

1. _____

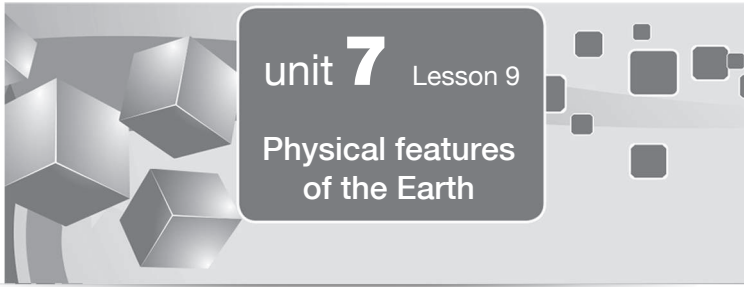
2. _____

3. _____

4. _____

Q.2 Make a picture map of your school.

A large, empty rectangular box with a thin black border, intended for the student to draw a picture map of their school.



unit **7** Lesson 9

Physical features
of the Earth

Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Name the tallest mountain on Earth.

Ans. _____

Q.2 Name one famous valley in Pakistan.

Ans. _____

Q.3 Which is the highest mountain in Pakistan?

Ans. _____

Q.4 Name the five rivers of Pakistan.

1. _____

2. _____

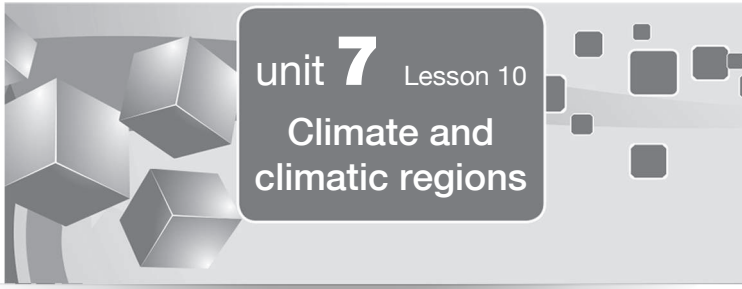
3. _____

4. _____

5. _____

Q.5 Name the oceans of the world.

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Draw the Earth. Write two ways you can keep Earth safe.

A large, empty rectangular box with a thin black border, intended for a student to draw the Earth.

1. _____

2. _____

Q.2 Fill in the blanks:

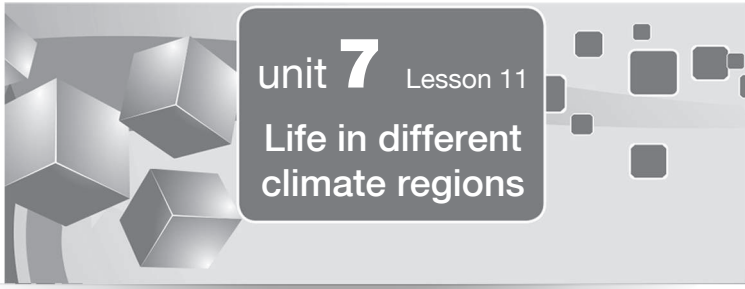
1. A __ t __ t __ e

2. T __ o __ i c __ l

3. A __ d

4. M __ e r __ t __

5. __ o l __ r



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Name the animals in their respective columns.

Arctic animals	Antarctic animals

Q.2 Name five famous deserts in the world.

1. _____

2. _____

3. _____

4. _____

5. _____

Q.3 Name three trees found in rainforests.

1. _____

2. _____

3. _____



Name : _____

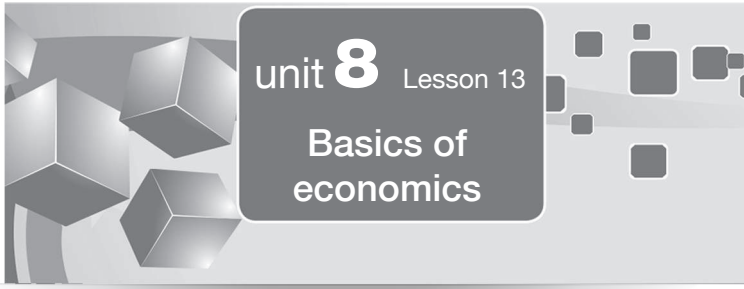
Class : _____

Date : _____

T. Sign : _____

Q.1 Choose the best answer:

1. The word textile means to _____ (weave, wave)
2. Pakistan is the _____ largest producer of cotton (6th, 4th)
3. Today there are _____ jute mills in Pakistan (12, 15)
4. Heavy Mechanical Complex is in _____ (Moen-jo-daro, Taxila)
5. Pakistan Steel Mill is near the _____ seaport. (Gwadar, Bin Qasim)
6. _____ is a binding material used in construction and engineering.
(sulphur, cement)
7. Limestone and _____ are used to make cement. (fertilizer, gypsum)
8. Sports goods of _____ are worldwide popular. (Faisalabad, Sialkot)
9. The first chemical fertilizer industry project was established at _____
(Daudkhel, Waziristan)
10. Karachi Shipyard and Engineering works was established in _____
(1956, 1965)



unit **8** Lesson 13

Basics of
economics

Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Write three export and three import items of Pakistan.

Export	Import

Q.2 What is barter system?

Ans. _____

Q.3 Who inaugurated the State Bank of Pakistan?

Ans. _____

Q.4 Name the currency of the following countries.

1. Japan _____
2. Bangladesh _____
3. Malaysia _____
4. Thailand _____
5. United Kingdom _____



unit 8 Lesson 14

Our neighbouring countries

Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Match the country with its covered area:

- | | |
|-------------|------------------|
| Pakistan | 3,287,263 sq.km. |
| India | 796,095 sq.km. |
| Iran | 9,706,961 sq.km. |
| Afghanistan | 1,648,195 sq.km. |
| China | 647,500 sq.km. |

Q.2 Stick or draw the flags of the following countries and complete the table.

Country	Flag	Religion	Currency
Pakistan			
India			
Iran			
Afghanistan			
China			

**Our neighbouring
countries**

Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.3 Mark whether these statements are true or false.

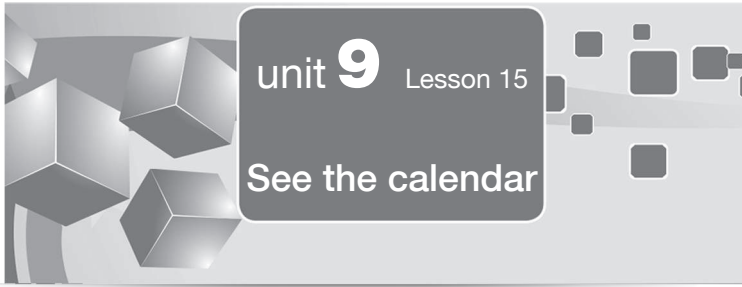
1. Pakistan shares its border with four countries. _____

2. Mumbai is the capital of India. _____

3. Persian is one of the world's oldest languages. _____

4. China is divided into 32 provinces. _____

5. Dari and Pashto are the official languages of Afghanistan. _____



Name : _____
Class : _____
Date : _____
T. Sign : _____

Q.1 Name the months in which following Islamic events are held:

Eid-ul-Fitr	
Eid-ul-Azha	
Hajj	
Eid Milad-un-Nabi	
Islamic New Year	
Ashura	

Q.2 Name the longest day of the year.

Ans. _____

Q.3 Name the shortest day of the year.

Ans. _____

Q.4 How many days does the Earth take to go around the Sun?

Ans. _____

Q.5 How much time does the Earth take to move around its axis?

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Find out information about the following and write two sentences about each:

1. Shalimar Garden:

2. Jahangir Tomb:

3. Badshahi Mosque:

4. Shahi Mosque:

Monuments and history

Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.2 Name the monument:

1. It is also known as Shahi Qila

Ans. _____

2. It is near the city of Dina in Pakistan.

Ans. _____

3. It was built in 2007 in Islamabad.

Ans. _____

4. It is a mansion in Ziarat, Balushistan.

Ans. _____

5. On 23rd March, 1940, the Pakistan Resolution was passed here.

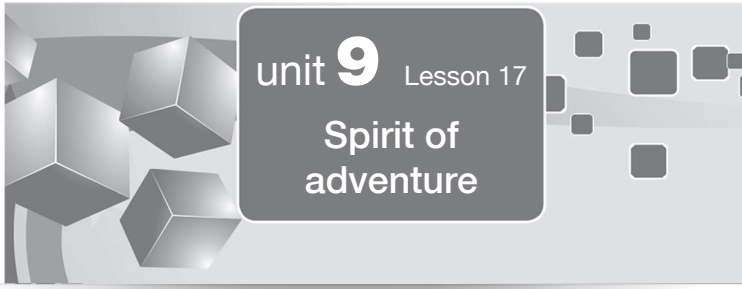
Ans. _____

6. It is in Karachi, Quaid-e-Azam rest here in peace.

Ans. _____

7. It is situated in the premises of the Saint Patrick's Cathedral.

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Explore where these lakes are in Pakistan

1. Saif-ul-Malook: _____

2. Hanna Lake: _____

3. Manchar Lake: _____

4. Ansoo Lake: _____

5. Satpava Lake: _____

Q.2 Neil Armstrong was the first man to step on the Moon. What famous dialogue did he deliver while taking the first step on the Moon? Write it below and explain it in your own words.

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Name the events that took place in the following years:

1. 1857: _____

2. 1885: _____

3. 1906: _____

4. 1930: _____

5. 1940: _____

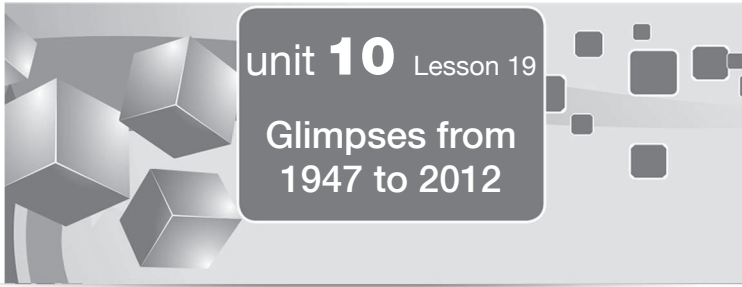
Q.2 After Independence, who became:

1. The first governor general of Pakistan?

Ans. _____

2. The first prime minister of Pakistan?

Ans. _____



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q.1 Answer the following questions:

1. The National Anthem was written by:

2. The National Anthem was composed by:

3. The National Anthem's duration is:

4. The National flag of Pakistan was designed by:

5. The white area on the flag denotes:

Q.2 Complete the table:

Martial Law		
1st Martial Law		
2nd Martial Law		
3rd Martial Law		

Q.3 When were the last elections held and which party came in power?

Ans. _____

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