

Social Studies

Teacher Guide

BOOK - 6



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What is Geography?

Objectives	By the end of the chapter students should be able to: Know the term 'geography' Under stand the purpose of studying geography Discuss the types of geography Know the geography of Pakistan
Vocabulary	Region, natural resources, landscape, topography, terrain, glaciers, pastures, coast
Resources	Textbook, globe, relief map of the world

Lesson Plan 1:

Teaching Objective

To introduce the term 'geography' and teach the purpose of studying geography

Time	Methodology
40 minutes	Lesson 1
10 minutes	Warm up and Introduction: Write the word 'Geography' on the board and ask the students what they think its meaning is. Write their answers on the board. Read and explain the definition from page 8.
10 minutes	Explanation: Read and explain the reasons, with examples, for why we study geography from page 9.
10 minutes	Activity: Divide the students into 7 groups and give each group a reason that was explained previously. Ask them to think of an example for that reason in 5 minutes.
5 minutes	After the time is up, ask one student from each group to come in front of the class and read their reason and the example they thought of.
5 minutes	Conclusion: Recap the lesson by asking students what they have learnt about geography. Homework: Do the Busy Bee question from page 11.

Lesson Plan 2

Teaching Objective:

To explain the types of geography

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions relating to Lesson 1: What is geography? Why do we study it?
5 minutes	Introduction: Ask the students if they think geography can be divided into different types. What would they call the types? Write their responses on the board.
25 minutes	Explanation Explain that geography is divided into 3 branches which have sub-categories. Read and explain 'Physical Geography' from page 10 and show them pictures of lakes, deserts and other landforms. Explain 'Human Geography' and its sub-categories. Give examples of Punjab which has the most farmlands, and Baluchistan which has the smallest population. Explain 'Environmental Geography' as the field where we study the effects of human activity on the environment. Ask students to complete question number 5 from page 14.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Read from page 8 to 11 and complete question number 6 from page 15.

Unit 1

Lesson Plan 3

Teaching Objective:

To teach and discuss the geography of Pakistan

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Recap the previous lesson by making three columns on the board. Ask the students to name the types of geography and give examples of each. Write their answers on the board.
10 minutes	Introduction: Stick the map of Pakistan on the board. Starting from the north, point out the locations of the glaciers and mountains. Show the beginning of the Indus river and identify the deserts, coastal areas and major rivers.
20 minutes	Explanation: Ask students which part of the country they are from, and what is the weather and topography of that area. Explain that the climate of each region varies with the topography. Mountainous areas are dry and cold, while coastal areas are humid and hot. Read and explain the geography of Pakistan from pages 12 and 13. Classwork: Ask students to complete questions 1-5 from pages 13 and 14.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt in the lesson. Homework: Do the Busy Bee question from page 13 using the Internet or an atlas.

Worksheet

1. Why is geography called the 'mother of all sciences'?

2. Write two advantages of environmental geography.

3. Write 3 reasons for studying geography.

4. Write True or False.

- a. Human geography tell us why people migrate to other areas. _____
- b. Geography has six main branches. _____
- c. The climate of Pakistan does not vary according to topography. _____
- d. Only the River Indus originates from the northern mountain ranges. _____
- e. Sindh and Balochistan are coastal areas. _____

Unit 2

The Universe

Objectives:

Objectives	By the end of the chapter students should be able to: Know the formation of the universe and the solar system Understand the definition and features of planets Discuss the impact on Earth of its rotation and revolution Compare lunar and solar eclipses
Vocabulary	Orbit, molecular cloud, comet, cluster, spherical, elliptical, umbra, penumbra, axis, tilt
Resources	Textbook, pictures of the solar system and planets, images of solar and lunar eclipse

Lesson Plan 1

Teaching Objective:

To introduce and explain the universe and the solar system

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up and Introduction: Tape up pictures of the universe, planets and the solar system on the board. Ask students to guess what they are and write their responses on the board next to the pictures. Now write the names of the pictures.
20 minutes	Explanation: Read and explain from page 16 how the universe came into being, its size, what it consists of and its distance. Read about the solar system from page 17 and explain that the sun is the centre of our universe and all the planets revolve around it. Its gravitational pull holds all the planets in place. Our solar system has many objects including asteroids, comets, etc.
10 minutes	Classwork: Ask the students to read pages 16 and 17 and answer questions 1 and 2 from page 22.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to do the Busy Bee activity from page 17.

Unit 2

Lesson Plan 1

Teaching Objective:

To explain the definition and the shape of planets

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions relating to the universe and the solar system. Then discuss the answer to the Busy Bee activity question from page 17 given for homework in the previous lesson.
20 minutes	Explanation: Write 'planet' on the board and ask students the difference between the sun and the planets. Write their responses on the board. Now ask if an asteroid or comet can be called a planet. Read and explain the definition of a planet from page 17. Tell the students to look at the picture on page 17 and explain that there are 8 planets, each with its own axis (path) revolving around the sun. The planets that are farther from the sun are colder and the ones that are nearer are hot. Earth is the only planet that has suitable conditions for life to exist. Show them different pictures of Earth and ask them to describe its shape. Then ask, 'Do you know why it's round or spherical?' Read from page 18 and explain that because of gravity, clumps of gas and dust gathered and grew larger into planets. Due to the force of collision some material got hot and molten. Gravity pulled all the hot and molten material toward the centre of the earth. Since the Earth constantly spins, it is bulged around the equator.
10 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Read pages 16 to 18 and answer questions 3 and 5 from page 22.

Unit 2

Lesson Plan 3

Teaching Objective

To discuss the rotation and revolution of the Earth

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Recap the previous lesson. Ask why the shape of the Earth is round or spherical, the definition of a planet, how many planets are there in our solar system, etc.
5 minutes	Introduction: Take 2 sheets of paper. Write 'sun' on one sheet and 'Earth' on the other. Select two students. Make them stand in front of the class and give one sheet to each. Tell the student with the 'sun' sheet to stand without moving in the middle and the student with the 'Earth' sheet to circle around him while spinning slowly. Ask the rest of the class to watch them carefully.
25 minutes	Explanation: Read about the Earth from page 19. Explain that like the students in front of you, the sun stays in its place while the Earth revolves around it. The Earth spins on its own axis (which is an imaginary line) as well. It takes approximately 365 days to make one revolution around the sun and 24 hours to make one rotation. Explain the given examples of the basketball and the child sitting on the merry-go-round. Now read page 20 and explain that the reason we have day and night is because of the rotation of the earth. The side of the Earth receiving sunlight has day, while the other side not receiving sunlight has night. Similarly, we have four seasons due to the revolution of the Earth since the orbit of the Earth around the sun is not round but elliptical, and the axis of the Earth has a tilt. Therefore, when the Earth moves further or closer from the sun, we experience different seasons in different parts of the world. (you can also explain by drawing a diagram on the board) Classwork: Ask students to complete questions 4 and 6 from page 22.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Ask students to do the Busy Bee activity from page 19.

Unit 2

Lesson Plan 4

Teaching Objective:

To explain the role of the moon during solar and lunar eclipses

Time	Methodology
40 minutes	Lesson 4
5 minutes	Warm up: Ask questions relating to the previous lesson. What does the earth rotate on? What causes day and night? Why we have seasons and what causes them?
5 minutes	Introduction: Write the word 'moon' on the board and ask what it is. Then explain that the moon is not a planet or a star, but a satellite. Just like we have artificial satellites that send and receive information, the moon receives and reflects sunlight while orbiting the Earth.
25 minutes	Explanation: Read the first paragraph about the moon from page 21 and ask the students to look at the picture of the phases of the moon. Explain that the reason why we don't see a full moon every day is because it orbits the Earth. During a solar eclipse, the moon while orbiting blocks some of the sunlight, causing a shadow to form. Ask the students to look at the picture of a solar eclipse and see how the moon lies in the middle of the sun and the Earth. Read about solar eclipses from page 21. Similarly, during a lunar eclipse the Earth comes between the moon and the sun and only the longer wavelengths that are red are able to pass to the moon; therefore, it looks red. Ask the students to look at the picture of a lunar eclipse and read about it from page 22. Classwork: Complete the word search on page 23 and answer question 7 from page 22.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Do the Busy Bee activity from page 22.

Unit 2

Worksheet

1. Write the names of the planets according to their size. (smallest to biggest)

2. Explain in your own words what happens during a solar eclipse.

3. Explain why all the planets have a round or spherical shape.

4. Write True or False.

- a. Neptune has 15 moons. _____
- b. A revolution takes 24 hours to complete. _____
- c. During a lunar eclipse the Earth comes between the sun and the moon. _____
- d. Saturn is the 6th planet from the sun. _____
- e. Planet Earth is part of the Milky Way galaxy. _____

Earth and its Physical Environment

Objectives	By the end of the chapter students should be able to: Know about the seven continents Understand the oceans Discuss the structure of the Earth Understand and compare the natural spheres of the Earth
Vocabulary	Continent, tectonic, core, crust, mantle, molten iron, magma, ozone, collide, abiotic
Resources	Textbook, atlases, chart papers, markers

Lesson Plan 1

Teaching Objective:

To introduce the seven continents

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up: Ask students if all of the Earth's surface is the same. If not, then ask how it is different. Write their responses on the board. Explain that all of the earth's surface is not the same as it has many features like lakes, rivers, islands, deserts, continents, oceans, etc.
5 minutes	Introduction: Tell students that continents are continuous areas of land. They cover about one-third of the Earth's surface and there are 7 of them. Read and explain the Earth's physical environment and about the continents from page 24-25.
25 minutes	Explanation: Divide the class into 7 groups. Give each group a marker, a chart paper and an atlas. Assign each group a continent and tell them to find the major features of that continent like mountains, lakes, location, etc. using an atlas (this activity can also be done in the computer lab using the Internet). Give them 10 minutes to complete this task. After 10 minutes are over, take the chart paper and stick it on the board. One student from each group should come and read the information they found about their continent. When all the continents are covered, ask students to read about the continents from pages 25-26.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to do question 1 from page 31. Extended assignment: Find a picture of the Earth when all the continents were joined together using the Internet. Then outline and label the 7 continents.

Unit 3

Lesson Plan 2

Teaching Objective:

To introduce the oceans of the world and explain the structure of the earth

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions from the previous lesson: How many continents are there? What are their names? Name 2 major features of each continent.
5 minutes	Explanation: Ask, 'What is an ocean?' Write the responses on the board. Then ask, 'How many oceans are there?' Divide students into 5 groups. Give them an atlas and ask them to find one ocean. After 10 minutes stick a large world map on the board. One student from each group should come and show the location of one ocean. Read and explain the paragraph about oceans from page 26. Draw a diagram of the Earth like the one on page 27 and read about its structure. Explain that the Earth has 3 layers. Label the diagram on the board. Compare the structure of an egg with the structure of the Earth. Explain that the crust is the topmost layer where we live and can see all the features. Then comes the mantle which is the second layer. It contains magma that comes out of volcanoes. The third layer is the core. The outer core is made of molten iron. This part is extremely hot and has a lot of pressure. It's also the earth's magnetic field. The inner core contains solid iron. It has even more pressure and has a higher temperature than the outer core. Classwork: Students can draw and label a diagram of the structure of the Earth.
25 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Read pages 26-27 and do the Busy Bee activity from page 27.

Unit 3

Lesson Plan 2

Teaching Objective:

To explain and discuss the natural spheres of the Earth

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Ask what the Earth made is up of, and what are the things we need in order to live. Write their responses on the board.
5 minutes	Introduction: Make 3 columns on the board with the headings Land, Air and Water. Ask students to give one use for each heading and write their responses in the columns. For example, Land: food, Air: oxygen, etc. Explain that today we will talk about spheres. Write 'atmosphere' on top of air, 'geosphere' on land, 'hydrosphere' on water and lastly write 'biosphere.'
25 minutes	Explanation: Explain that all the processes on Earth are connected. The atmosphere contains many gases but the most important gas is oxygen that all living organisms need in order to live. It also contains a layer of gas called ozone that protects us from harmful electromagnetic and ultraviolet rays. The geosphere is the hard surface we live on. It includes all the landforms. Below the surface are the tectonic plates that are constantly moving. Their movement causes earthquakes and mountain ranges. There are two types of tectonic plates. Continental plates are below the continent and when these plates collide they form mountains. Oceanic plates are below oceans and when these collide they form volcanoes and even islands. The hydrosphere is basically all the water content on Earth and in the air. Most of the Earth's water is salty (around 97%), 2% is frozen in glaciers and the remaining 1% is fresh water that we can drink. The biosphere is composed of all the living organisms on the planet. All the spheres are linked to each other. Classwork: Students will read the natural spheres of the Earth from pages 28 to 31.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students will do questions 2 to 6 from page 31.

Worksheet

1. Explain the difference between the inner core and outer core.

2. How is the biosphere different from the other spheres? (Explain in your own words).

3. What is the role of ozone in the atmosphere?

4. Write True or False.

- a. The atmosphere consists of a thin layer of gases. _____
- b. The Indian Ocean has the warmest temperature. _____
- c. The crust is the second layer of the Earth. _____
- d. Asia is the only continent that has no deserts. _____
- e. Antarctica is also known as the white continent. _____
- f. Continental plates lie below the oceans. _____
- g. The geosphere does not change due to external forces. _____

The World of Rocks

Objectives	By the end of the chapter students should be able to: Have an understanding of the composition of rocks Know the types of rocks Understand weathering and its types
Vocabulary	Element, mineral, composed, igneous, sedimentary, metamorphic, fragments, solidify, liquefy, acidic
Resources	Textbook, different types of rocks (marble, pebble, stone, etc.)

Lesson Plan 1

Teaching Objective:

To introduce and explain the composition of rocks

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up: Gather a few rocks of different shapes and sizes. Show them to the students and ask what they are, why they are different, how they are formed, what's inside them, etc.
15 minutes	Introduction: Explain that rocks are everywhere and that they are of different types. Geologists study rocks to know more about our planet and its past. Experiment: Divide the class into groups and give each group 3 rocks. Ask them to first put a few drops of water on all 3 rocks. Ask which rock absorbs water quickly. Second, ask them to drop the rocks one by one from the same height. Ask which rock breaks or cracks. Explain that each rock has a quality.
15 minutes	Explanation: To know more about rocks, we need to know what they are made of. Rocks are made of elements and minerals. Rocks are different because of the composition of these two substances. Elements when combined together form minerals, and minerals when combined together form rocks (this can be explained with a diagram on the board). Read and explain page 33 to the class. Classwork: Students will complete question 1 and 2 from page 37.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to survey the area around their house and observe the different types of rocks.

Unit 4

Lesson Plan 2

Teaching Objective:

To explain the formation and types of rocks

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Gather a few rocks of different shapes and sizes. Show them to the students and ask what they are, why they are different, how they are formed, what's inside them, etc.
15 minutes	Introduction: Explain that rocks are everywhere and that they are of different types. Geologists study rocks to know more about our planet and its past. Experiment: Divide the class into groups and give each group 3 rocks. Ask them to first put a few drops of water on all 3 rocks. Ask which rock absorbs water quickly. Second, ask them to drop the rocks one by one from the same height. Ask which rock breaks or cracks. Explain that each rock has a quality.
15 minutes	Explanation: To know more about rocks, we need to know what they are made of. Rocks are made of elements and minerals. Rocks are different because of the composition of these two substances. Elements when combined together form minerals, and minerals when combined together form rocks (this can be explained with a diagram on the board). Read and explain page 33 to the class. Classwork: Students will complete question 1 and 2 from page 37.
15 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to survey the area around their house and observe the different types of rocks.

Unit 4

Lesson Plan 3

Teaching Objective:

To discuss process of weathering

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Ask questions from the previous lesson: How are rocks formed? In how many ways can rocks be formed? Give an example of each type of rock.
30 minutes	Explanation: Weathering basically means change. Rocks change in three ways: <ol style="list-style-type: none">1. Physical weathering happens when a rock breaks down into smaller pieces because of the effects of wind, rain, waves and due to changes in temperature like freezing and thawing.2. Biological weathering happens when a plant grows inside the cracks of rocks and small animals burrow holes in the rocks.3. Chemical weathering happens when rainwater reacts with the minerals inside rocks. Rainwater is naturally acidic and when we burn coal, oil, etc. carbon dioxide and sulphur dioxide are released. These get dissolved in the clouds causing acid rain which accelerates this process (diagrams on the board can be used to explain these processes). Read about weathering from page 36-37. Classwork: Students will do question 6 from page 37.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students will read the unit on weathering and do the Busy Bee activity from page 36.

Worksheet

1. Explain the difference between elements and minerals.

2. Explain the formation of igneous rocks.

3. Explain what happens to rocks due to freezing and thawing.

4. Write True or False.

- a. Acid rain does not damage buildings and statues. _____
- b. Limestone is an example of igneous rock. _____
- c. Granite is composed of four minerals. _____
- d. Sedimentary rocks are formed due to high pressure and heat. _____
- e. People can cause weathering of rocks by walking on them. _____
- f. Coal can be changed into graphite. _____

Globes, Maps and their Uses

Objectives	By the end of the chapter students should be able to: Differentiate between a globe and a map and understand its components Know the purpose of latitude and longitude
Vocabulary	Globe, scale, key or legend, compass
Resources	Textbook, atlases

Lesson Plan 1

Teaching Objective:

To explain the difference between a globe and a map and the components of a map

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up: Stick a world map on the side of the board and ask students what it is, why we use it, and what information it provides us with. Has anyone ever seen a globe? What is it used for? How do you think it's different from a map?
5 minutes	Introduction: Explain that everyone has seen a map somewhere. Its purpose is to provide us with information like directions, topography, etc. of an area.
25 minutes	Explanation: Read and explain that a globe gives us a three-dimensional representation of the earth. We can know the locations of the continents, oceans, countries, etc. but it doesn't provide us with a closer look. A map has three components to help us better understand it. The first are symbols. These are pictures that represent something on the map. Ask students to look at the symbols on page 39. Ask students what they mean. The second is a compass. This instrument helps us to know the directions of a place. It always points to north so we know the east, west and south of a place which makes it easier for us to follow the directions of a map. The third is a scale. We don't know the actual distance between two points on a map. The scale helps us by providing a ratio of the actual distance, for example 1: 3000 miles means for every 1 inch on the map the distance would be 3000 miles. Classwork: Students will do questions 1, 2 and 10 from page 43.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to complete the Busy Bee activity from page 40.

Unit 5

Lesson Plan 2

Teaching Objective:

To teach the purpose of longitude and latitude

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions from the previous lesson: What is the difference between a map and a globe? How many components are there in a map? What are they? Give one use for each of the components.
30 minutes	Explanation: Explain that longitude and latitude are imaginary lines running from east to west and north to south. They help us to tell the time in other countries and identify a location anywhere in the world. Draw a globe on the board with lines from left to right. Now tell students that these are latitude lines. The middle line that divides the Earth into the northern and southern hemispheres is called the equator which is 0 degrees. Now draw another globe on the board with lines from top to bottom. Tell students that these are lines of longitude, which run from north to south. The prime meridian is 0 degrees and it divides the Earth into the eastern and western hemispheres. Now ask students to look at the world map on page 42. It has 24 lines representing 24 hours and an international date line. When we cross this line on its left side, we skip one day ahead and we cross to its right we repeat the day. Read and explain from pages 40 to 42. Classwork: Students will answer questions 3 to 6 from page 43.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Students will read pages 40 to 42 and answer questions 7 to 9 from page 43. Extended Assignment: Use the Internet and find out how sailors used lines of latitude and longitude.

Worksheet

1. Explain the difference between latitude and longitude

2. Explain why the Earth is divided into 24 time zones.

3. Explain the role of the equator and prime meridian.

4. Write True or False.

- a. Latitude lines run from east to west. _____
- b. A scale of a map gives us the actual distance between two points. _____
- c. A compass always points towards the east. _____
- d. A globe does not provide us with tiny details. _____
- e. Symbols represent something in the real world. _____

Weather and Climate

Objectives	By the end of the chapter students should be able to: Define weather and climate Explain the types of climate Explain abnormal weather systems Describe global warming and climate change
Vocabulary	Plains, plateaus, terrain, fertile, coast, mangroves, glaciers.
Resources	Textbook, atlases, pictures of landforms

Lesson Plan 1

Teaching Objective:

To define the difference between weather and climate, and to explain the various ways by which climate can be measured

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up: Write 'weather' on the board and ask students what word comes to mind when they see this word. Write their responses. Now write 'climate' on the board and repeat the same activity.
5 minutes	Introduction: Explain to students the definition of weather and then the definition of climate. Write rainy, arid, tropical, continental, sunny and cloudy. Call six students and ask them to, one by one, circle the examples of weather and underline the examples of climate. Give points for correct answers after each student finishes. After all students have completed, show the correct answers to the class.
25 minutes	Explanation: Read and explain to students that there are four types of climatic conditions. The first one is temperature which tells us how hot or cold something is. It is measured using the Fahrenheit or Celsius scales. We use the Celsius scale in Pakistan. Temperature is measured using a thermometer. The second is precipitation which means any form of water falling down from the sky. When rain or snow falls, a rain or snow gauge is used to measure the amount. The third are wind speed and air pressure which are measured by using a wind vane and a barometer. The fourth is humidity which is the amount of water vapour in the air. This is measured by using an instrument called a hygrometer. Classwork: Students will do questions 1 and 2 from page 56.
5 minutes	Conclusion: Recap by asking questions related to the lesson taught Homework: Ask students to do the Busy Bee activity from page 46.

Unit 6

Lesson Plan 2

Teaching Objective:

To explain the types of climate in Pakistan

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions from the previous lesson: What is the difference between climate and weather? Give examples of each. How can we measure the different climatic conditions?
30 minutes	Explanation: Ask students to describe the monsoon season. What happens during this season? Read and explain from page 46 that monsoon is a seasonal shift in wind direction which brings a different weather (rainfall). Pakistan's climatic regions have been divided according to topography. The highlands include the north, north-western and western highlands. These areas have long, cold winters, while summers are mild and short. The lowlands region includes the Indus region except the coastal plains. This area lies within the monsoon zone and experiences dry and arid weather except during the monsoon season. The coastal regions include Karachi, the Makran coast and the Indus Delta. These areas experience moderate temperatures due to the sea. Humidity is high and rainfall only occurs during the monsoon. The arid areas are deserts which include parts of Balochistan and Sindh. These areas experience extreme hot and dry winds, dust storms, scant rainfall and high temperatures. Classwork: Students will read Unit 6.2 and do question 3 from page 56.
5 minutes	Conclusion: Recap the lesson by asking questions related to the chapter. Recap the main points discussed by asking questions related to the lesson. Homework: Ask students to draw a map of Pakistan and divide the country into highland, lowland, coastal and arid regions by colouring each region with a different colour.

Unit 6

Lesson Plan 3

Teaching Objective:

To explain abnormal weather systems

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Write 'abnormal weather systems' on the board. Ask students what they think abnormal weather systems are. Try to think of an example.
30 minutes	Explanation: Write 'flood', 'cyclone', 'thunderstorm' and 'dust storm' on the board. Ask students what happens during each of these weather systems and why they are called abnormal. Write their responses on the board. Read and explain, starting with floods. Tell them that floods occur when heavy rainfall occurs and natural or man-made reservoirs do not have the capacity to hold that much water. Pakistan has experienced flooding many times. Cyclones are large, rotating storms with high-speed winds that form on the sea surface. Ask students to look at the picture on page 49. Thunderstorms are storms with lightning and thunder. Thunder is caused when a bolt of lightning travels from the cloud to the ground. Dust storms are created when strong winds blows loose sand over long distances. These usually happen in upper Sindh and Balochistan. Classwork: Students will do questions 4 and 5 from page 56.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Ask students to read Unit 6.3 and do the Busy Bee activity from page 50.

Unit 6

Lesson Plan 4

Teaching Objective:

To discuss global warming and climate change

Time	Methodology
40 minutes	Lesson 4
5 minutes	Warm up: Ask: What is global warming and climate change? What is ozone layer depletion? Why is this happening? Write the responses on the board.
30 minutes	Explanation: Draw a globe on the board and write 'carbon dioxide' above the globe. Explain that human activities such as burning of fossil fuel are causing the Earth to get hotter. This is happening because when we burn fuels they release carbon dioxide into the atmosphere which has the ability to absorb heat. So the sun's heat is absorbed by carbon dioxide, increasing the Earth's temperature. Also, since the ozone layer is being depleted, harmful rays of the sun are also entering the atmosphere. Climate change is a result of global warming. Some places are experiencing extreme flooding, while other areas have drought. Read and explain the consequences of climate change from pages 52-55. Classwork: Students will do question 6 from page 57.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt in the lesson. Homework: Ask students to read Unit 6.4 and do the Busy Bee activity from pages 53 and 54. Extended Assignment: Students can choose any one consequence of climate change and illustrate it on an A4 sheet.

Unit 6

Worksheet

1. Write the given words in the correct columns

fog, tropical, Mediterranean, cloudy, windy, humid, arid, polar, continental, sunny.

Weather	Climate

2. Explain in your own words the climate of your region.

3. Why is a cyclone known as an abnormal weather system?

4. Explain global warming in your own words.

5. Briefly explain two consequences of climate change.

6. Suggest three ways to reduce global warming.

Land Formations of Pakistan

Objectives	By the end of the chapter students should be able to: Know what landforms are Understand the various landforms in Pakistan Discuss the uses of landforms
Vocabulary	Mountain, glacier, plain, plateau, desert, coast, lake
Resources	Textbook, chart paper, markers

Lesson Plan 1

Teaching Objective:

To introduce and explain mountains, glaciers, plains and plateaus

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up: Ask students if the surface of the Earth is even or uneven. Why is it uneven? Ask them to give a few examples. Tell the students that over the years the Earth's surface keeps changing.
5 minutes	Introduction: Explain that everyone has seen a map somewhere. Its purpose is to provide us with information like directions, topography, etc. of an area.
30 minutes	Explanation: Explain to students that the Earth's tectonic plates are constantly moving and as a result of this movement the plates collide and fold over each other to form mountains. Show pictures of mountain ranges in Pakistan. Another land formation are glaciers which are formed after years of fallen snow is collected in an area. It turns into ice. The second and third longest glaciers are found in northern areas of Pakistan. Sometimes glaciers float into open seas and break off into large pieces known as icebergs. Show pictures of glaciers and icebergs. Plains are flat areas of land that have not gone through drastic changes. They are usually well-populated and are used for farming. Show pictures of plains in Pakistan. Plateaus are neither plains nor mountains. They are a little bit of both. The Deosai plateaus are one of the world's highest plateaus located near Skardu. (All these formations can be explained by drawing an illustration on the board) Read and explain unit 7.1 to 7.4. Classwork: Students will do questions 2-4 from page 69.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to do the Busy Bee activity from page 60 and question 1 from page 69.

Unit 7

Lesson Plan 2

Teaching Objective:

To explain desert, coastal area, river and lake

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions from the previous lesson: What are land formations? How are mountains formed? What is the difference between a plain and a plateau?
30 minutes	Explanation: Ask students what is a desert and if there are any deserts in Pakistan. Explain that deserts are vast areas of barren land and are extremely hot and dry. Still, a number of people live there. Pakistan has 4 deserts. A coastal area is a place where land and sea meet. This area has a number of plant and animal habitats. The coastline of Karachi is famous for mangroves. The River Indus originates in Tibet, travels through India and Kashmir before entering Pakistan. It merges with other rivers to finally join the Arabian Sea. A lake is an important source of freshwater because of its beauty. It's also a tourist spot. Read and explain units 7.5 - 7.8. Activity: Students will read Units 7.7 and 7.8 and work in pairs to write the similarities and differences between a lake and river.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Students will complete question 5-7 from page 69. Extended Assignment: In groups students can choose any one landform and make it by using a thermopore sheet.

Unit 7

Lesson Plan 3

Teaching Objective:

To explain hills and valleys, and their importance.

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Ask questions from the previous lesson: How do people live in a desert? Do we have coastal areas in our country? What is the difference between a lake and a river?
30 minutes	Explanation: Hills are lower than mountains and are formed due to soil erosion or buildup of rock and sand left by glaciers. The most popular hill station is in Murree which is also a tourist destination. Valleys are areas between mountains. When a river flows, it scrapes rocks and soil causing a U or V shaped valley to form. These landforms are important as they provide economy to our country because of the lush vegetation and beautiful landscapes found in these areas. Many plant and animal habitats can also be found in these areas. The trees are important as they clean the air that we pollute. Read and explain unit 7.9 and 7.10. Classwork: Students will do question 8 from page 69.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Students will read the chapter and do the Busy Bee activity from page 67. Extended Assignment: In groups students can choose any one landform and make it by using a thermopore sheet.

Worksheet

1. What are landforms?

2. Explain the formation of mountains.

3. Explain the use of mangroves.

4. Write True or False.

- a. The two largest deserts in the world are cold deserts. _____
- b. Movement of tectonic plates forms valleys. _____
- c. The largest plateau is the Potohar plateau. _____
- d. The River Indus originates in Tibet. _____
- e. Plains are used as farmlands due to their fertile soil. _____

5. Illustrate symbols for all the landforms discussed in the chapter. Use the symbols to show the location of each landform on the map of Pakistan. (Group or pair activity)

Human Settlements and Populations

Objectives	By the end of the chapter students should be able to: Understand population distribution, density and structure Know the reasons for population growth Discuss the reasons people move from one place to another Differentiate between urban and rural settlements Know the environmental problems faced by people living in large cities
Vocabulary	Migration, urban, rural, population pyramid, density, distribution, refugee, hazards
Resources	Textbook, chart paper, markers

Lesson Plan 1

Teaching Objective:

To explain distribution, density and structure of population in Pakistan

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up: Ask students how many people live in their house. Now tell them to guess how many people live on their street and of them how many are girls, boys, old, young, etc.
15 minutes	Introduction: Ask students to make a table of four columns on a sheet of paper. Write the headings 'Above 50 years', 'Below 50 years', 'Boy', and 'Girl'. Write the total number of people living on their street on top of the table. Tell them to fill the table with their guesses. Explain that when we divide people according to their gender, age or the number of people living in an area that is called demographics.
15 minutes	Explanation: Ask students to look at the pie chart on page 71. Ask which province has the most population and which has the least. Explain that the population of Pakistan is not evenly distributed and the number of people living in an area differs. For example, a single house will have approx. 5 or 6 people living there whereas an apartment covering the same area as the house will have around 25 people living there. Ask students to look at the population pyramid on page 71 and tell which age group has the most people, and how many of them are male and female. Explain that Pakistan has greatest number of people under 25 years of age. This could be due to lack of proper medical facilities or immigration. Classwork: Students will complete question 1 and 2 from page 76.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to do the Busy Bee activity on page 72. Extended Assignment: Students can make a population pyramid of their school by conducting a survey. They can ask each class level and section the following: the total number of students, the number of girls and boys, and the number of students above and below the age of 10. Then on a large chart paper draw a population pyramid.

Unit 8

Lesson Plan 2

Teaching Objective:

To explain the reasons for population growth and discuss the reasons people move from one place to another

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions from the previous lesson: What are demographics? How is the population of Pakistan distributed?
30 minutes	Explanation: Explain that according to a United Nations survey, Pakistan will become the fourth most populated country in the world by 2050. There are many factors responsible for this growth. The first is a high birth rate meaning more people are born each year compared to those dying. The second is that people are migrating to our country, and the third is that due to modern medicine and technology people are living longer. Ask students if anyone in their family lives in another country and why they live there if they were born in Pakistan. Write the responses on the board. Explain that there are different reasons people move to another country to live and this process is called migration. Economic migration is when people move to another country to find a better job. Social migration is when people move for a better lifestyle, hospitals, schools, and sanitation. Political migration is when people migrate to escape political persecution or war. A few years ago, target killing was on the rise in Karachi. People migrated from Afghanistan and Syria to live somewhere else because of war. The last reason for migration is environmental. Increase in pollution leads to many diseases, flooding etc. Read and explain Units 8.2 and 8.3. Classwork: Students will complete question 4 from page 76.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Students will read pages 70-73 and do Busy Bee activities from pages 72 and 74.

Unit 8

Lesson Plan 3

Teaching Objective:

To explain the difference between urban and rural settlements

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Ask questions from the previous lesson: What is migration? What are the reasons for migrating? Why is Pakistan's population growing so rapidly?
30 minutes	Explanation: Ask students what the terms 'urban' and 'rural' mean. After listening to their responses, explain the definitions of both. Make two columns on the board, one for urban and the other for rural. Now ask the students: Where would there be more schools? Where will we find beautiful landscapes? Where do you think medical facilities will be better? Where would we find better roads? Which places would have less pollution? Where would we find cleaner air? Put a tick in the columns the students choose. Read and explain Unit 8.4. Classwork: Students will do question 3 from page 76.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students can choose to write an essay on urban living or rural living. Explaining with reasons why they prefer to live in rural or urban areas.

Unit 8

Lesson Plan 4

Teaching Objective:

To explain environmental problems that people face in large cities

Time	Methodology
40 minutes	Lesson 4
5 minutes	Warm up: Ask questions from the previous lesson: What is the meaning of urban and rural? What are the differences between these two areas?
30 minutes	Explanation: Write on the board 'Problems in urban areas'. Ask students to give examples of urban problems and write their responses on the board. Then ask them to give solutions to the problems they have mentioned. Write their solutions on the board. Read and explain unit 8.5. Classwork: Students will do question 5 from page 76. (Optional) Activity: Students will make an illustration of any one solution to improve the quality of life in urban areas.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students will think and write 3 ways they can improve the area around their home.

Worksheet

1. Explain the difference between urban and rural settlements.

2. Explain the reasons for population growth in Pakistan.

3. Explain the term 'refugee'.

4. Write True or False.

- a. Economic migration is when people move to another country for a better lifestyle. _____
- b. The population of a country is evenly distributed. _____
- c. Rural areas have a lot of pollution. _____
- d. People living in developing countries have low incomes. _____
- e. Most of Pakistan's population is below the age of 25. _____

Prehistory and Indus Valley Civilization

Objectives	By the end of the chapter students should be able to: Understand the importance of studying history Know the prehistory of peo n Discuss the culture, customs and economy of the Indus Civilization Know the reasons for the decline of the Indus Civilization
Vocabulary	Moenjo Daro, Harappa, excavated, artifact, citadel, civilization, seal
Resources	Textbook, board, marker

Lesson Plan 1

Teaching Objective:

To discuss the importance of studying history

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up: Write 'history' on the board. Ask students its meaning. Write their responses on the board. Explain that history means the study of the past.
15 minutes	Introduction: Write on the board 'It is important to study history.' Ask students who agree with the statement to raise their hands. Make a group of these students. Make another group with students who disagree with the statement. Ask each group to write the reasons for their agreement or disagreement on a paper. After five minutes ask one student from each group to come and read their reasons. The group with the best presentation will win the debate.
15 minutes	Explanation: Tell students that it is important for us to know and learn from our history. Every country has a history of how their people came to that land, how they lived and what changes they made to their surroundings. It is our responsibility to know these things so we can appreciate what we have today. Read and explain pages 78 and 79. Classwork: Students will write an essay on how history can help us in the future.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to do the Busy Bee activity from page 80.

Unit 9

Lesson Plan 2

Teaching Objective:

To explain the prehistory of early man and the early civilizations

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions from the previous lesson: Why do we study history? How will the study of the past help us in the present or future? What is the meaning of archeology?
30 minutes	Explanation: Draw a line. In the middle put a mark and write 'Birth of Jesus Christ'. Explain that we follow the Gregorian calendar and according to that history is divided into before the birth of Jesus Christ and Anno Domini which means after the birth of Christ. Write B.C.E = B.C on the left side of the line and C.E = A.D on the right side of the line. Tell students when we come across a date like 400 B.C or B.C.E it means four hundred years before Jesus Christ was born. Similarly, 2016 C.E or A.D means two thousand and sixteen years after the birth of Jesus Christ. Explain that people in South Asia migrated from other places around 50–60 thousand years ago. One of the earliest civilizations is Mehar Garh (7500 B.C.E). Ask students to look at the pictures on page 82. Read and explain about Mehar Garh. Tell students another civilization is Kot Diji (3300 B.C.E) which was recently found between the cities of Khairpur and Ranipur. Ask students to look at the picture on page 83. Read and explain about Kot Diji. Classwork: Students will complete questions 1-3 from page 86.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Students will read pages 78-83.

Unit 9

Lesson Plan 3

Teaching Objective:

To explain about the Indus Valley Civilization

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Ask questions from the previous lesson: How is history divided according to the Gregorian calendar? What artifacts were found in the Mehar Garh and Kot Diji civilizations?
30 minutes	Explanation: Write 'Indus Valley Civilization' on the board. Ask students if they have heard about it, and what they know about this place. Explain that two of the excavated sites are Mohenjo-Daro and Harappa. Mohenjo-Daro is located in Sindh. It was discovered in 1922 while Harappa is located in Punjab. Both have similar features. Read and explain about Mohenjo-Daro and Harappa from pages 83-84. Classwork: Students will do questions 4 and 5 from page 87.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students can search the Internet or books from the library to find information and pictures about Indus Valley Civilization.

Unit 9

Lesson Plan 4

Teaching Objective:

To discuss the cultures, customs and economy of the Indus Valley Civilization and its decline

Time	Methodology
40 minutes	Lesson 4
5 minutes	Warm up: Ask questions from the previous lesson: What are the names of the places which have been excavated? What are the similar features of these places?
30 minutes	Explanation: Tell students that people from different races were settled in the Indus valley. Therefore, it had a systematic social and economic life. Agriculture was the main source of food and trade. Ornaments of various metals, ceramic pottery and seals have been found there, indicating a thriving society. Historians believe that the rulers governed through control of religion and trade because there is no evidence of wars. Instead of using currency, they traded by using the barter system. Read and explain Unit 9.4. Explain that after almost 700 years of prosperity, the Indus Valley Civilization declined. Historians believe this could be due to natural disaster, drought or an epidemic. The farmers continued to live in villages, but the cities were in ruins. Read and explain Unit 9.5. Classwork: Students will compare the similarities and differences between the customs, cultures and economy of the Indus civilization with the present time.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students will do questions 6-8 from page 87.

Worksheet

1. Explain the barter system.

2. Explain why the Indus Valley Civilization is also known as a peaceful civilization.

3. Explain why we use B.C.E or C.E.

4. Write True or False.

- a. Mohenjo-Daro means the mound of the dead. _____
- b. Harappa is located in Sindh. _____
- c. The people of Mehgarh migrated due to war. _____
- d. After 600 years, the Indus Valley Civilization started to fall apart. _____
- e. The Indus Valley Civilization had an irrigation system. _____

Early History- Vedic, Aryan and Greek

Objectives	By the end of the chapter students should be able to: Understand about the Aryans and the Achaemenid Empires Know about the invasion of Alexander and the Greeks Discuss the rise and fall of the Mauryan Kingdom Compare Buddhism and Jainism Know about the Gandhara civilization
Vocabulary	Civilization, invasion, Jainism, Buddhism, edict, caste, empire, dynasty, campaign, tribe
Resources	Textbook, board, marker

Lesson Plan 1

Teaching Objective:

To explain about the Aryans and the Achaemenid Empires

Time	Methodology
40 minutes	Lesson 1
10 minutes	Warm up: Draw a timeline on the board. Ask students who is the ruler of our country now. Write their response on the right end of the line. Ask who ruled our country 100 years ago. Write their response before the previous one. Keep asking the same question 4 more times.
25 minutes	Explanation: Tell students that before the British and the Mughal Empires, there were many other rulers who came to this land for invasion. After the decline of the Indus Valley Civilization, a new race of Indo-Aryan speakers migrated to north-west of India in search of better farmlands. This period is divided into two stages: the Early Vedic which shows the Indo-Aryans as cattle-herders who had organized themselves into tribes, and the later Vedic stage which shows a shift from the nomadic occupation to carpentry, leather work etc. to increase trade. This also brought about the caste system. Read and explain from page 89-90. Explain that after the Aryans came the Achaemenid Empire which was founded by Cyrus the Great. This empire successfully started an administration under a king and a government that worked for the citizens. They built a lot of infrastructure, a postal system, and an official language. They led campaigns to expand their empire. Read and explain from page 90-91. Classwork: Students will do questions 1 and 2 from page 97.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to do questions 3 and 4 from page 97.

Unit 10

Lesson Plan 2

Teaching Objective:

To teach about the invasion of Alexander and the Greeks

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions from the previous lesson: Who came to live in south Asia after the Indus Valley Civilization? Why did they have a caste system? How many classes were in this system? Who came after the Aryans?
30 minutes	Explanation: Tell students that Alexander the Great was the king of Macedonia who was very good at warfare. He took over the Archaemenid Empire. Some historians debate that Alexander was able to defeat the Indian rulers but they were able to win them back. Ask students to look at the campaign route of Alexander the Great on page 92. Explain that even though Alexander wanted to continue with the campaign, his troops did not want to continue further on. Therefore, Alexander had to return. He left governors to rule his conquests, but due to his death his governors left to find fortunes in west Asia. Read and explain from pages 91-92. Classwork: Students will complete questions 5 and 6 from page 97.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Students will illustrate the campaign route of Alexander the Great.

Unit 10

Lesson Plan 3

Teaching Objective:

To teach about the invasion of Alexander and the Greeks

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Ask questions from the previous lesson: Who overthrew the Archaemenid Empire? Who was Alexander the Great? Why did Alexander return?
30 minutes	Explanation: Tell students that after the death of Alexander the Great, the sub-continent was invaded by the Mauryan Kingdom founded by Chandragupta Maurya. Ask students to look at picture of the empire map of Mauryans on page 92. Bindusara succeeded his father Chandragupta. The Mauryan Empire flourished under his rule. After Bindusara's death, his son Ashoka succeeded. He was one of the most important rulers of the Mauryan Kingdom. After he invaded the kingdom of Kalinga, he converted from Hinduism to Buddhism. He decided to rule without violence. He introduced several reforms for the benefit of the people. The Mauryan kingdom began to decline after the death of Ashoka. Read and explain from pages 92-94. Classwork: Students will do questions 7 and 8 from page 97.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students will read from page 88-94.

Unit 10

Lesson Plan 4

Teaching Objective:

To explain and compare Buddhism and Jainism

Time	Methodology
40 minutes	Lesson 4
5 minutes	Warm up: Ask questions from the previous lesson: What countries came under the Mauryan Kingdom? Who founded this kingdom? What reforms did Ashoka introduce?
30 minutes	Explanation: Tell students that Buddhism was developed by a prince named Siddhartha who was born in a royal family away from sickness, old age, poverty and death. When he left the palace, he saw sick people, old people and a corpse. He got worried and decided to find the truth of life. He translated his experience into teachings or the four noble truths. Write these on one side of the board. Read and explain about Buddhism from pages 94-95. Explain that Jainism is one of the oldest religions in India. A teacher named Mahavira encouraged people to escape reincarnation by being kind, doing good, etc. Write the features of Jainism on the other side of the board. Read and explain Jainism from page 96. Classwork: In pairs, students compare both religions. They will draw a table with columns, one for similarities and the other for differences, and then fill it.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students will do question 9 from page 97.

Unit 10

Lesson Plan 5

Teaching Objective:

To teach about the invasion of Alexander and the Greeks

Time	Methodology
40 minutes	Lesson 5
5 minutes	Warm up: Ask questions from the previous lesson: What is Buddhism? What is Jainism? Who started these religions?
30 minutes	Explanation: Tell students that a civilization existed since the time of the Archaemenid Empire. It was called the Gandhara Civilization and was ruled by the Kushan kings. It reached its height between the first and the fifth centuries. Explain that the Kushans were from central Asia. Their empire stretched from central Asia to Bengal. They practiced Buddhism, so many statues and temples were constructed by them. Some of these still exist today. The Gandhara Civilization ended when the Gupta Dynasty took over the sub-continent. Classwork: In pairs, students will make a timeline to show all the civilizations and invasions in the sub-continent from 7500 B.C.E.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students will do question 10 from page 97.

Worksheet

1. Explain the caste system during the Aryan Empire.

2. Explain why Alexander let King Porus rule Hydaspes (Jehlum) in his name.

3. Explain why Ashoka was one of the most important emperors of the Mauryan Empire.

4. Write True or False.

a. Ashoka succeeded after the death of Chandragupta. _____

b. Shudras were rulers and warriors. _____

c. Alexander died soon after his invasion of the sub-continent. _____

d. Buddhism was invented by a prince named Siddhartha. _____

e. Buddhism remained the dominant religion after the end of Kushan Empire. _____

Early Muslims and the Delhi Sultanate

Objectives	By the end of the chapter students should be able to: Understand the spread of Islam in the Indian sub-continent Know about the conquests of Muhammad Bin Qasim, Mahmud Ghaznavi, the Ghoris and the Slave Dynasty Discuss the reasons for the decline of the Delhi Sultanates
Vocabulary	Religion, trade, dynasty, empire, slave, succession
Resources	Textbook, board, marker

Lesson Plan 1

Teaching Objective:

To explain the spread of Islam in the Indian sub-continent and discuss the work of Muhammed Bin Qasim

Time	Methodology
40 minutes	Lesson 1
10 minutes	Warm up: Write 'religion' on the board and ask students to name the religions we read about in the previous chapter. Ask how they started and spread across the sub-continent. Write their responses on the board.
25 minutes	Explanation: Tell students that Islam came to the Indian sub-continent much later when Arab traders visited the Malabar region to trade goods. Many of them settled in the area. Some people converted. As their trade continued, the spread of Islam also continued in the coastal cities of India. Explain that the ruler of Kerala converted after he met the Prophet Muhammad (PBUH) and he later built a mosque, even though some historians believe that it's a myth. Muhammad Bin Qasim was an Iraqi general who invaded Sindh in 715 C.E. This invasion took place because the ruler of Sindh refused to return some goods and prisoners that were captured by pirates. After Muhammad Bin Qasim invaded Sindh, he continued to capture other areas. He remained in India for 3 years and was called back, but during his time he made a lot of improvements. Read and explain pages 98-100. Classwork: Students will do questions 1 and 2 from page 105.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to read pages 98-100.

Unit 11

Lesson Plan 2

Teaching Objective:

z

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions from the previous lesson: Who brought Islam to the Indian sub-continent? How did it spread? Who invaded Sindh? Why did Muhammad Bin Qasim invade Sindh?
30 minutes	Explanation: Tell students that after Muhammad Bin Qasim, the Ghaznavid Empire took over areas of the sub-continent and central Asia. They were Muslims who ruled justly. Mahmud made Ghazni, a city near Kandahar, Afghanistan, the capital city. They ruled for 157 years and were taken over by the Ghoris. Muhammad Ghori took over after the Ghaznavids. He left central Afghanistan in search of new income. He didn't have any children, so he treated his slaves as his children and after his death the empire was divided among the slaves. One of his slaves was Qutb-ud-din Aibak who was the first Muslim emperor of northern India. He made Delhi and Lahore his capital cities, but he died due to an accident. After Qutb-ud-din, his son-in-law ruled for a few years, but after his death none of his sons were capable. His daughter Razia Sultan took control. She was an efficient ruler, but was assassinated by nobles and generals as they did not want to be ruled by a woman. After Razia Sultan's assassination, Nasiruddin (grandson of Iltutmish) was put in charge, but the real power was in the hands of general Ghiyas-ud-din Balban. Read and explain Units 11.2 and 11.3. Classwork: Students will complete questions 3-5 from page 105.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Students will illustrate a map similar to the one on page 101 showing areas invaded by the Ghoris and the Slave dynasty.

Unit 11

Lesson Plan 3

Teaching Objective:

To teach about the invasion of Alexander and the Greeks

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Ask questions from the previous lesson: Who was the first Ghaznavid ruler? How long did Mahmud Ghaznavid's reign last? What did he establish in Ghazni?
30 minutes	Explanation: Tell students that after the end of the Ghori and the Slave Dynasty, Alauddin Khilji took over and ruled for 20 years. He was a good military commander. He imposed taxes and started a system of revenue collection. After Khilji came Muhammad bin Tughluq. He was highly educated and known for experimenting with administration and agriculture. After Tughluq's empire ended came Khizr Khan who founded the Sayyid Dynasty and was taken over by the Lodhi Dynasty led by Sikandar Lodhi. The Lodhi Dynasty lasted for almost a hundred years, but was overthrown by Babur, the founder of the Mughal Empire, at the Battle of Panipat. Read and explain Unit 11.4. Explain that the Mughals took over due to many reasons. There were no definite laws for succession which led to power struggles. Some rulers were inefficient, and their policies were focused on increasing military conquests and not for helping people which created resentment among the population. Power hungry generals and provincial leaders revolted against the empire and repeated invasions from the Mongols weakened the Sultanate. Read and explain Unit 11.5. Classwork: Students will do questions 6-8 from page 105.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students will make a timeline showing all the invasions on the Indian sub-continent, starting from Muhammad Bin-Qasim to Babur.

Worksheet

1. Give three reasons why the Sultanates declined and were taken over by the Mughals.

2. Explain the reasons for the assassination of Razia Sultan.

3. Give three reasons why Muhammad Bin Qasim was a just ruler.

4. Write True or False.

- a. Muhammad bin Tughluq shifted the entire population of Delhi to Daulatabad. _____
- b. After Razia Sultan's assassination, Khizr Khan took the throne. _____
- c. Changez Khan founded the Mughal Empire. _____
- d. Qutb-ud-din Aibak was a slave. _____
- e. Arab traders brought Islam to the Indian sub-continent. _____

Socio-Cultural Developments (711-1526 C.E)

Objectives	By the end of the chapter students should be able to: Understand Sufism and its impact on the sub-continent Know about the development of arts, architecture and education during the Delhi Sultanates Discuss the administrative structures
Vocabulary	Sufi, saint, tomb, architecture, dome, panchayat, shiq
Resources	Textbook, board, marker

Lesson Plan 1

Teaching Objective:

To explain the spread of Islam in the Indian sub-continent and discuss the work of Muhammed Bin Qasim

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up: Ask students if they have visited a saint's tomb. What are their names (write them on the board)? Why do people visit tombs?
10 minutes	Introduction: Write 'Sufism' on the board and ask students if they have heard of this word and what it means. Write their responses on the board and explain the definition of Sufi from page 107 (Know more).
25 minutes	Explanation: Tell students that historians believe that Sufi Sheikhs have contributed to the spread of Islam. They would inspire people through the love of God to serve humanity irrespective of greed, caste or nationality. Sufi Sheikhs have also contributed to the language, culture, poetry and music. Read and explain Unit 12.1. Classwork: Students will do question 1 from page 113.
5 minutes	Conclusion: Recap by asking questions related to the lesson. Homework: Ask students to write an essay on any Sufi/Saint other than the ones mentioned in the textbook.

Unit 12

Lesson Plan 2

Teaching Objective:

To explain the development of art, architecture and education during the Delhi Sultanates

Time	Methodology
40 minutes	Lesson 2
5 minutes	Warm up: Ask questions from the previous lesson: Who are sufis? What do they do? What have they contributed to the society of the Indian sub-continent?
30 minutes	Explanation: Ask students if they have heard of the Qutb Minar. Ask them where it is and why it was built. Write their responses on the board. Explain that after the Delhi Sultanates were established, many changes and developments were made to the Indian culture, arts and architecture. The Delhi or imperial style was developed inspired by Islamic and Hindu architecture. Read and explain Unit 12.2. Explain that the Mongols had destroyed the cultural centers of central and west Asia, forcing most of the scholars to take refuge in India and making Delhi one of the most important cultural centres in the Muslim world. Teaching and the promotion of education was essential for learning religion and as a Muslim state it was expected to provide ample means of living to the teachers and to set up colleges/madrasas. The three main subjects taught were Tafsir, Hadith and Fiqh. Apart from religious subjects, literature, history, mysticism, ethics and medicine were also taught. Read and explain Unit 12.3. Classwork: Students will complete questions 2 and 3 from page 113.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Students will read pages 106-110.

Unit 12

Lesson Plan 3

Teaching Objective:

To explain the administrative structures of the Sultanates

Time	Methodology
40 minutes	Lesson 3
5 minutes	Warm up: Ask questions from the previous lesson: What was the style of architecture called at the time of the Sultanates? What influenced that style? Why was Delhi the most important cultural centre in the Muslim world?
30 minutes	Explanation: Tell students that every organization has a structure. For example, in a school the principal/headmistress is the leader, s/he has a secretary, an accountant, coordinator, etc. to help in the proper running of the school. The principal/headmistress makes the decisions and tells the people working for her to implement those decisions (this example can be explained using a flow chart). Similarly, the Sultan had a proper administrative structure. Ask students to look at the flow chart on page 111. Each minister had a department to handle since the Sultan was responsible for the safety and security of the state. He had another structure for the organization of the army. The army was divided into five groups each with a specific purpose. Ask students to look at the flow chart on page 112. Read and explain Unit 12.4. Classwork: Students will make a flow chart showing the administrative structure of their school.
5 minutes	Conclusion: Recap the lesson by asking what they have learnt about the topic. Homework: Students will do questions 4 -6 from page 113.

Worksheet

1. Explain the contribution of sufis at the time of the Sultanates.

2. Explain the Imperial style of architecture.

3. Explain the development of education at the time of Sultanates.

4. Write True or False.

- a. A Sultan's army is divided into six groups. _____
- b. The 'Kalash' was a circular top of the dome. _____
- c. The Sultan Ghari is in a cave. _____
- d. Muslim scholars took refuge in Baghdad because of the Mongols. _____
- e. Villages were governed by local Panchayats. _____

Social Studies

Teachers' Guide

