

# Social Studies

Teacher Guide

BOOK-7





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# UNIT 1

## The Earth

### Objectives:

- To introduce the planet Earth.
- To teach the internal structure of the Earth.
- To explain the theory of plate tectonics.
- To define the three types of faults; Normal Fault, Reverse Fault and Strike-slip/Lateral Fault.
- To briefly explain the causes and effects of earthquakes and how they are measured.
- To tell the students what happens during a tsunami.
- To briefly describe the effects of volcanism and types of volcanoes.

### Learning Outcomes:

#### Students should be able to:

- Talk about the history of Earth.
- Identify the layers of Earth.
- Define the theory of plate tectonics and identify the major plates.
- Discuss the three types of faults.
- Explain the causes, effects and ways of measuring earthquakes.
- Talk about what happens during a tsunami.
- Outline the effects of volcanism and describe the different types of volcanoes.

### Key Terms:

1. **Core:** Layer at the centre of the Earth.
2. **Mantle:** Layer of the Earth between the core and the crust.
3. **Crust:** Outermost layer of the Earth on which we live.
4. **Plates:** Large moving pieces that build the Earth's outer layer.
5. **Fault:** A crack in the Earth's crust.
6. **Richter scale:** A scale used to measure the intensity of an earthquake.
7. **Seismograph:** An instrument that measures the intensity, direction and duration of an earthquake.
8. **Magma:** Molten rock that flows beneath the Earth.

No. of lessons: 5-6

Duration: 40 minutes

Resources: Textbook, maps, illustrations and images.

# UNIT 1

## Lesson 1

### Teaching Objective:

To introduce the history and internal structure of Earth.

Time	Methodology
40 minutes	Lesson 1
5 minutes	<p><b>Warm up and Introduction:</b></p> <p>Start the lesson with a discussion about the solar system. Ask students names of the planets and whether they know them in the correct order. <b>Make the class fun and interesting by making them learn the order using the following sentence:</b></p> <p>My(Mercury) Very(Venus) Energetic(Earth) Mother(Mars) Just(Jupiter) Served(Saturn) Us(Uranus) Nuts(Neptune)</p> <p>Ask the students to estimate the age of Earth and how it came into being.</p>
25 minutes	<p><b>Explanation:</b></p> <p>Read the chapter and explain the layers of Earth using the diagram given in the book on page 8.</p>
5 minutes	<p><b>Conclusion:</b></p> <p>Recap the main points discussed by asking questions related to the lesson.</p> <p><b>Homework:</b></p> <p>Tell the students to read the chapter and mark any difficulties that they come across. Also, ask them to bring world maps for the next class.</p>

# UNIT 1

## Lesson 2-3

### Teaching Objective:

To explain plates and faults.

Time	Methodology
40 minutes	Lesson 2-3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Explanation:</b> Read the chapter and discuss the theory of plate tectonics. Use a map during class to mark the Earth's major plates.  Explain the term 'fault,' 'fault zone' and 'fault line.' Discuss the three types of faults and some of the major fault lines in Pakistan.
10 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.  <b>Homework:</b> Tell the students to revise the chapter at home. Explain questions 1-3 at the end of the chapter on page 23. The questions can be given for homework.

# UNIT 1

## Lesson 4-5

### Teaching Objective:

To make the students understand various natural disasters such as earthquakes and tsunamis.

Time	Methodology
40 minutes	Lesson 4-5
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
30 minutes	<b>Explanation:</b> Read the chapter and discuss what earthquakes are. This can be followed by a discussion on the causes and effects of earthquakes. Ask the students if they know how earthquakes are measured and if they have experienced one. Describe how earthquakes are measured and how the readings are interpreted.  Now discuss what a tsunami is and what happens during it. Ask the students what precautionary measures can be taken during earthquakes and tsunamis separately.
5 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.  <b>Homework:</b> Tell the students to revise the chapter at home.

# UNIT 1

## Lesson 6

### Teaching Objective:

To describe the effects of volcanism and types of volcanoes. Assess the students on the topic, 'The Earth' through a written assignment.

Time	Methodology
40 minutes	Lesson 6
5 minutes	<b>Recap:</b> Review the work done in previous class.
30 minutes	<b>Discussion:</b> Read the chapter, discuss volcanism and its effects. Ask the students if they can think of any risks and benefits associated with volcanism. Describe the various types of volcanoes and talk about some of the volcanoes present in Pakistan.  Give the worksheet provided in the Teacher Guide as a class assignment.
5 minutes	<b>Conclusion:</b> <b>Homework:</b> The questions on page 24 can be given for homework. <b>Extended assignment:</b> Tell the students to mark any 3 volcanoes on the map of Pakistan.

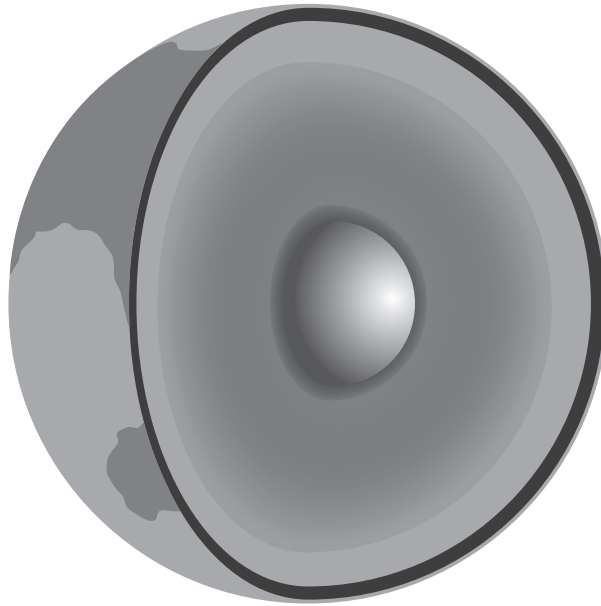
### Answers:

#### Fill in the blanks (page 24)

1. iron and nickel
2. lithospheric
3. reverse
4. intensity
5. seismograph
6. ocean
7. composite volcanoes
8. circular

## WORKSHEET

A. Label the internal structure of the Earth.



B. Write either true or false. If the statement is false, give a reason to support your answer.

- 1) The area where a fault forms is called a 'fault line.'
- 2) The Pacific Ring of Fire is an area in the basin of the Pacific Ocean where 80% of the earthquakes originate.
- 3) If the reading on a Richter scale shows a magnitude of  $< 3.5$ , it means that the earthquake can destroy whole communities.
- 4) Dormant volcanoes have at least erupted once during the past 10,000 years.
- 5) A volcano is a vent through which magma and hot gases are discharged.

C. List the types of volcanoes on the basis of activity.

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# UNIT 2

## Erosion

### Objectives:

- To introduce the term denudation.
- To explain the three types of weathering; physical, chemical and biological weathering.
- To define the term mass wasting.
- To describe the process of erosion.
- To highlight the relation between weathering, erosion and mass wasting.
- To explain erosion through an experiment.

### Learning Outcomes:

#### Students should be able to:

- Explain the process of denudation.
- Define the processes under each type of weathering.
- Talk about mass wasting.
- Outline the agents of erosion and the features formed by river erosion.
- Identify and discuss the relation between weathering, erosion and mass wasting.

### Key Terms:

1. Denudation: The process of breaking and removing rocks from the surface of the Earth by ice, wind, waves and moving water.
2. Weathering: The process through which rocks are broken down into smaller pieces and soil due to the action of weather.
3. Mass wasting: The process during which sand, soil, debris and rock move downslope due to the pull of gravity.
4. Erosion: The process during which rock and soil are moved from one location to another due to wind, water, glacier and other influences.

# UNIT 2

No. of lessons: 3-4

Duration: 40 minutes

Resources: Textbook, illustrations and images.

## Lesson 1-2

Teaching Objective:

To make the students understand the term denudation and different types of weathering.

Time	Methodology
40 minutes	Lesson 1-2
10 minutes	<b>Warm up and Introduction:</b> Start the lesson by asking the students what the term 'denudation' means. Ask them about the three processes of denudation and tell them that each process will be discussed in detail.
25 minutes	<b>Explanation:</b> Read the chapter and discuss the process of weathering in great detail. Highlight the three types of weathering, namely physical, chemical and biological weathering. Give examples of weathering which are experienced on a daily basis, for example rust. Talk about how the exterior of buildings have changed due to weathering. Define the process of mass wasting to the students.
5 minutes	<b>Conclusion:</b> Recap the main points discussed by asking questions related to the lesson. <b>Homework:</b> Tell the students to read the chapter and mark any difficulties that they come across. Worksheet 1 can be given for homework.

# UNIT 2

## Lesson 3

### Teaching Objective:

To describe the process of erosion and discuss how weathering, mass wasting and erosion are related.

Time	Methodology
40 minutes	Lesson 3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
30 minutes	<b>Explanation:</b> Discuss the term erosion, agents of erosion and features formed by erosion.  Describe how weathering, erosion and mass wasting are related. Focus on the impact of erosion and mass wasting and discuss the measures that can be taken to prevent mass wasting and erosion.  Discuss the questions on page 31.
5 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.  <b>Homework:</b> Questions on page 31 can be given for homework.

# UNIT 2

## Lesson 4

### Teaching Objective:

To explain the process of erosion through an experiment and class discussion.

Time	Methodology						
40 minutes	Lesson 4						
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.						
10 minutes	<b>Discussion:</b> Ask any 3 students to read out their answers to questions given on page 31. Resolve any queries that the students may have related to the chapter.						
25 minutes	<b>Conclusion:</b> <b>Homework:</b> Worksheet 2 can be given for homework. <b>Class Activity:</b> This class activity is based on erosion and will help students understand why moving water erodes rock faster than water that is standing still. The following material will be required to carry out the experiment:  <table><tbody><tr><td>i. 2 jars with tight fitting lids</td><td>iv. 2 pieces of soft candy</td></tr><tr><td>ii. 2 small bowls</td><td>v. 2 pieces of hard candy</td></tr><tr><td>iii. 2 pieces of coloured candy</td><td>vi. 2 cups of cold water</td></tr></tbody></table> <p>Pour one cup of water in a jar and then add a piece of coloured candy, a piece of soft candy and a piece of hard candy in that jar. Now place the lid on top of the jar and make sure it is really tight. Now take the other jar and prepare it the same way. Label this jar as the control jar and let it be on the table. This jar represents a pond or lake that does not have moving water.</p> <p>Start shaking the first jar for some minutes. Take the candy out of the two jars separately in bowls. Students will notice that the candies in the control jar haven't changed much. However, the candies in the first jar will become smaller and change as compared to how they looked initially. This experiment will help students understand why rocks erode faster in moving water.</p>	i. 2 jars with tight fitting lids	iv. 2 pieces of soft candy	ii. 2 small bowls	v. 2 pieces of hard candy	iii. 2 pieces of coloured candy	vi. 2 cups of cold water
i. 2 jars with tight fitting lids	iv. 2 pieces of soft candy						
ii. 2 small bowls	v. 2 pieces of hard candy						
iii. 2 pieces of coloured candy	vi. 2 cups of cold water						

# UNIT 2

## WORKSHEET

A. Circle the correct answer.

Physical disintegration or chemical decomposition by the actions of animals and plants	Chemical weathering Biological weathering
Formation of gypsum	Hydration Hydrolysis
The freezing wind and ice cause loosening and structural damage to rocks	Freeze thaw action Frost action
When iron is oxidized, it changes colour	Red/Rust Green/Yellow

B. What features are formed as a result of river erosion? Make a diagram of one of the features.

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## Atmosphere

### Objectives:

- To teach the importance of the atmosphere.
- To describe the composition of the atmosphere.
- To explain the layers of the atmosphere.
- To tell students the difference between weather and climate.
- To discuss the factors involved in climate change.
- To define ozone layer and identify the causes of its depletion.
- To explain the term atmospheric temperature and how it's measured.
- To describe how the atmosphere and the Earth's surface are heated.

### Learning Outcomes:

#### Students should be able to:

- Know the importance of atmosphere and its composition
- Describe the layers of the atmosphere.
- Differentiate between weather and climate and explain the factors resulting in climate change.
- Understand the importance of ozone layer and how it is being adversely affected by greenhouse gases.
- Define atmospheric temperature and explain how the atmosphere and the Earth's surface are heated.

### Key Terms:

1. **Atmosphere:** A layer of gases surrounding the Earth.
2. **Karman line:** The boundary between the atmosphere and outer space at an altitude of about 110 km above Earth's sea level.
3. **Greenhouse gases:** Gases that can trap heat in the atmosphere causing the greenhouse effect.
4. **Atmospheric temperature:** A measure of temperature at various levels of the Earth's atmosphere.
5. **Conduction:** The process during which the heat is transferred by direct contact. The heat flows from the hottest to the coldest object.
6. **Convection:** The transfer of heat by the circulation of the heated part of a liquid or gas.
7. **Radiation:** The process in which heat is emitted through electromagnetic waves.

# UNIT 3

No. of lessons: 4-5

Duration: 40 minutes

Resources: Textbook, illustrations and images.

## Lesson 1-2

**Teaching Objective:**

To explain the importance, composition and layers of the atmosphere.

Time	Methodology
40 minutes	Lesson 1-2
5 minutes	<b>Warm up and Introduction:</b> Start the lesson with a discussion about the importance of atmosphere and what would happen if this layer is eliminated.
30 minutes	<b>Explanation:</b> Using the diagram, explain the composition of the atmosphere and how the amount of carbon dioxide is maintained in the atmosphere. Discuss the 5 atmospheric layers in detail.
5 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. <b>Homework:</b> Worksheet 1 can be given as homework.

# UNIT 3

## Lesson 3-4

### Teaching Objective:

To highlight the difference between weather and climate, to define ozone layer and identify the causes of its depletion.

Time	Methodology
40 minutes	Lesson 3-4
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Explanation:</b> Start the lesson by asking students the difference between weather and climate. Read the chapter and discuss the natural and human causes of climate change.  Now discuss what an ozone layer is, how its acts like a blanket, what are the causes of its depletion and how can ozone layer be saved.
5 minutes	<b>Conclusion:</b> Recap the main points discussed by asking questions related to the lesson. <b>Homework:</b> Busy Bee activity on page 37 can be given for homework.

# UNIT 3

## Lesson 5

### Teaching Objective:

To make the students understand the term atmospheric temperature and explain the different processes of heat transfer.

Time	Methodology
40 minutes	Lesson 5
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
20 minutes	<b>Discussion:</b> Read the chapter and explain what is meant by the term atmospheric pressure and what scales are used to record temperatures. Discuss how the transferred energy between the earth's surface and atmosphere is carried out using the diagram given on page 40.
15 minutes	<b>Conclusion:</b> <b>Homework:</b> Questions and fill in the blanks given on page 41 can be given for homework. <b>Class Activity:</b> Give Worksheet 2 as a class assignment and discuss the answers.

## Answers:

### Fill in the blanks ( page 41 )

1. stratosphere; 50
2. northern
3. metreologist
4. oxygen; blue
5. Fahrenheit; Celsius

# UNIT 3

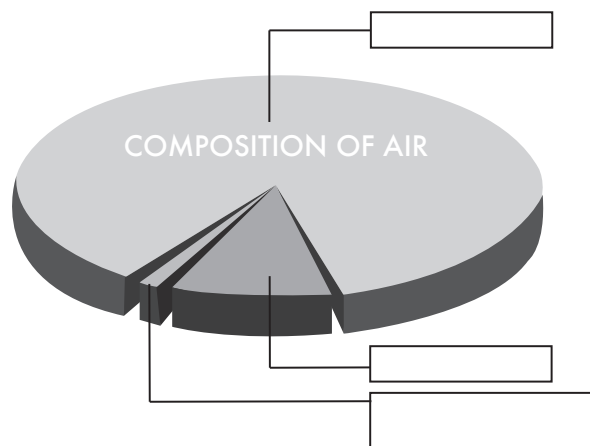
## WORKSHEET 1

A. Write either true or false. If the statement is false, give a reason to support your answer.

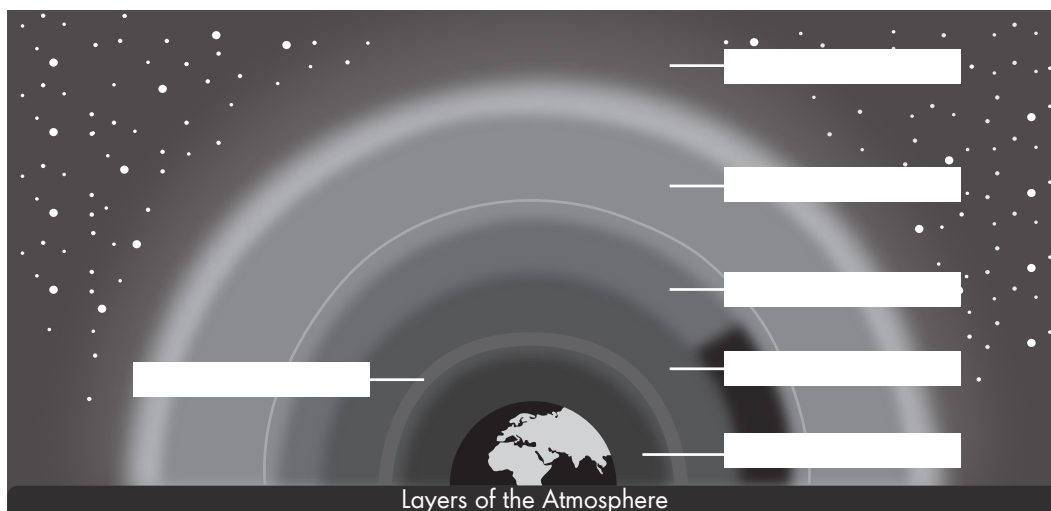
- 1) There is about 21% of nitrogen in our atmosphere.
- 2) Photosynthesis is the process through which animals make their own food.
- 3) Exosphere is the highest layer which is extremely thin.
- 4) Strato means burning.
- 5) An airplane flies in the troposphere.

B. Label the diagrams given below:

- 1) Composition of air.



- 2) Layers of the atmosphere.



# UNIT 3

## WORKSHEET 2

Solve the crossword

**Worksheet 2**

**Down:**

1) Continuous exposure to these rays can burn the human skin  
2) Scientists who record and predict the weather

**Across:**

3) This is found in the Stratosphere  
4) An imaginary line about 110 km from the earth's surface  
5) A scale used to record temperature

### Answers:

**Down:**

1. ultraviolet
2. meteorologists

**Across:**

3. ozone layer
4. Karman
5. Fahrenheit

## Atmospheric Pressure and Circulation

### Objectives:

- To introduce the term atmospheric pressure.
- To explain why isobars are used.
- To discuss the relationship of air pressure with height and temperature.
- To teach students the global distribution of air pressure.
- To highlight different types of winds.
- To define cyclones and its types.

### Learning Outcomes:

#### Students should be able to:

- Explain what atmospheric pressure is.
- Define isobars.
- Identify low and high pressure belts.
- Talk about different types of winds.
- Understand what a cyclone is and differentiate between different types of cyclones.

### Key Terms:

1. **Barometer:** An instrument used to measure atmospheric pressure and forecast changes in the weather.
2. **Isobar:** An imaginary line connecting places of equal barometric pressure.
3. **Cyclone:** Spinning storms that rotate around a low pressure center.
4. **Wind:** It is air in motion produced by uneven heating of the Earth's surface.

No. of lessons: 3-4

Duration: 40 minutes

Resources: Textbook, illustrations and images.

# UNIT 4

## Lesson 1

### Teaching Objective:

To make the students understand the term atmospheric pressure and isobars.

Time	Methodology
40 minutes	Lesson 1
10 minutes	<b>Warm up and Introduction:</b> Start the lesson with a discussion about why climbers carry oxygen tanks while climbing mountains. Link this to atmospheric pressure and then talk about the importance of a barometer.
25 minutes	<b>Explanation:</b> Read the chapter and discuss what isobars are along with its usage. Talk about the relationship between: Height and air pressure Temperature and air pressure
5 minutes	<b>Conclusion:</b> Recap the main points discussed by asking questions related to the lesson. <b>Homework:</b> Tell the students to read the chapter and mark any difficulties that they come across. Questions 1-3 on page 50 and Worksheet 1 can be given for homework.

# UNIT 4

## Lesson 2-3

### Teaching Objective:

To explain the global distribution of air pressure and types of winds.

Time	Methodology
40 minutes	Lesson 2-3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
30 minutes	<b>Explanation:</b> Read the chapter and discuss the different pressures involved in the global distribution of air pressure.  Now discuss what wind is and what causes it to blow. Explain planetary winds, the westerlies and the polar easterlies.
5 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. <b>Homework:</b> Tell the students to revise the chapter at home. Question 4 on page 50 can be given for homework.

# UNIT 4

## Lesson 3-4

### Teaching Objective:

To teach different types of winds and cyclones and assess the understanding of the chapter through class discussions.

Time	Methodology
40 minutes	Lesson 3-4
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
30 minutes	<b>Explanation and Discussion:</b> Read the chapter and explain local and seasonal winds. Make sure the students understand the difference between land breeze and sea breeze.  Now define cyclones and explain the different types of cyclones.  Discuss the Busy Bee activity on page 48 and fill in the blanks on page 50 during class.
5 minutes	<b>Conclusion:</b> <b>Homework:</b> Questions 5-6 on page 50 can be given for homework. <b>Extended assignment:</b> Ask the students to list down three examples of how atmospheric pressure is used in our daily lives.

### Answers:

#### Fill in the blanks ( page 50 )

1. barometer
2. isobar
3. inversely
4. millibar ( mbar )
5. cyclone

## WORKSHEET 1

A. Identify the instrument, complete the chart and label the diagram:

1. Name of the instrument:

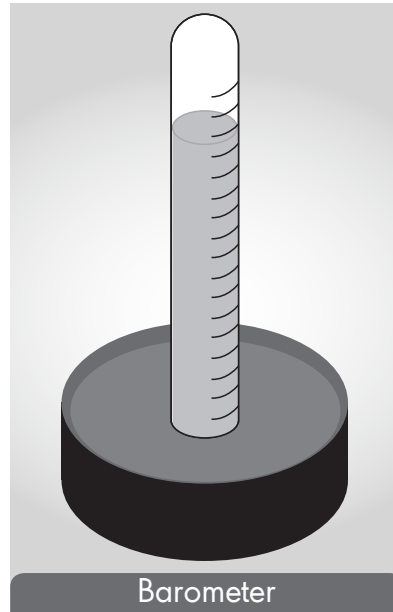
\_\_\_\_\_

2. Usage of the instrument:

\_\_\_\_\_

3. Name of the element in the instrument:

\_\_\_\_\_



B. Write either true or false. If the statement is false, give a reason to support your answer.

1. Monsoon winds are the best example of local winds.
2. Sea breeze blows from land to the sea.
3. High temperature results in high air pressure.
4. Atmospheric pressure at sea level is 600 millibars.
5. Tornado is also known as meso-cyclone.
6. Atmospheric humidity is the amount of water vapour or moisture in the air.

C. List the type of winds.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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## Agriculture

### Objectives:

- To introduce the term agriculture.
- To explain the role of agriculture.
- To teach different types of farming to students.
- To discuss the three types of agriculture methods; irrigated agriculture, rain-fed agriculture and mountainous agriculture.
- To describe the distribution of major crops in Pakistan.
- To outline the major agricultural problems of Pakistan.

### Learning Outcomes:

#### Students should be able to:

- Explain the importance of agriculture in Pakistan.
- Talk about major types of farming.
- Describe the agriculture methods.
- Discuss the major crops of Pakistan and their contribution to Pakistan's economy.
- Identify the problems in the agricultural sector of Pakistan.

### Key Terms:

1. **Agriculture:** The practice of growing and harvesting crops, raising and rearing animals for food, dairy products and other items of consumption.
2. **Export:** Goods and services produced in one country are sent to another country for sale or trade.
3. **Subsistence farming:** Usually a small scale farming in which simple hand tools are used to produce enough crops and food for the farmers and their families.
4. **Commercial farming:** Usually a large scale farming in which machinery and technology are used to produce crops and food for sale.
5. **Irrigation:** Artificial supply of water to the land to promote growth of crops.
6. **Rabi crops:** Winter crops that are planted at the beginning of the winter season and harvested in the spring season. Wheat, barley and gram are some examples of Rabi crops.
7. **Kharif crops:** Monsoon crops that are planted at the beginning of the monsoon season. Cotton, rice, maize, sugarcane and pulses are some examples of Kharif crops.

# UNIT 5

No. of lessons: 5-6

Duration: 40 minutes

Resources: Textbook, maps, illustrations and images.

## Lesson 1-2

Teaching Objective:

To make the students understand the term agriculture, its importance and types of farming.

Time	Methodology
40 minutes	Lesson 1-2
10 minutes	<b>Warm up and Introduction:</b> Start the lesson with a discussion about farming as a profession and how it is carried out in Pakistan. Ask the students if they have ever visited a farm or seen a farmer work in the fields. Introduce the term agriculture to the students.
25 minutes	<b>Explanation:</b> Read the chapter and discuss how agriculture plays a major role in Pakistan's economy.  Now talk about the four major types of farming namely subsistence, intensive, extensive and commercial. Make sure the students are able to make a clear distinction between all types.
5 minutes	<b>Conclusion:</b> Recap the main points discussed by asking questions related to the lesson. <b>Homework:</b> Tell the students to read the chapter and mark any difficulties that they come across.

# UNIT 5

## Lesson 3

### Teaching Objective:

To discuss the three types of agriculture methods.

Time	Methodology
40 minutes	Lesson 3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
30 minutes	<b>Explanation:</b> Read the chapter and discuss the three types of agriculture methods. Describe irrigated, rain-shed and mountainous agriculture in great detail.  Ask the students about the problems associated with the irrigation system in Pakistan and how to overcome them.
5 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.  <b>Homework:</b> Worksheet 1 can be given for homework.

# UNIT 5

## Lesson 4-5

### Teaching Objective:

To describe the distribution of major crops and identify agricultural problems.

Time	Methodology
40 minutes	Lesson 4-5
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
30 minutes	<b>Explanation:</b> Define Rabi and Kharif crops and explain the difference between the two types of crops using examples. Discuss the major crops of Pakistan in great detail and talk about how agriculture plays a vital role in boosting Pakistan's economy and what would happen if there were no exports.  Now talk about the major agricultural problems of Pakistan and how to overcome them.
5 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.  <b>Homework:</b> Questions 5-6 on page 61 and fill in the blanks on page 62 can be given for homework. Ask students to get Pakistan's map in the next class.

# UNIT 5

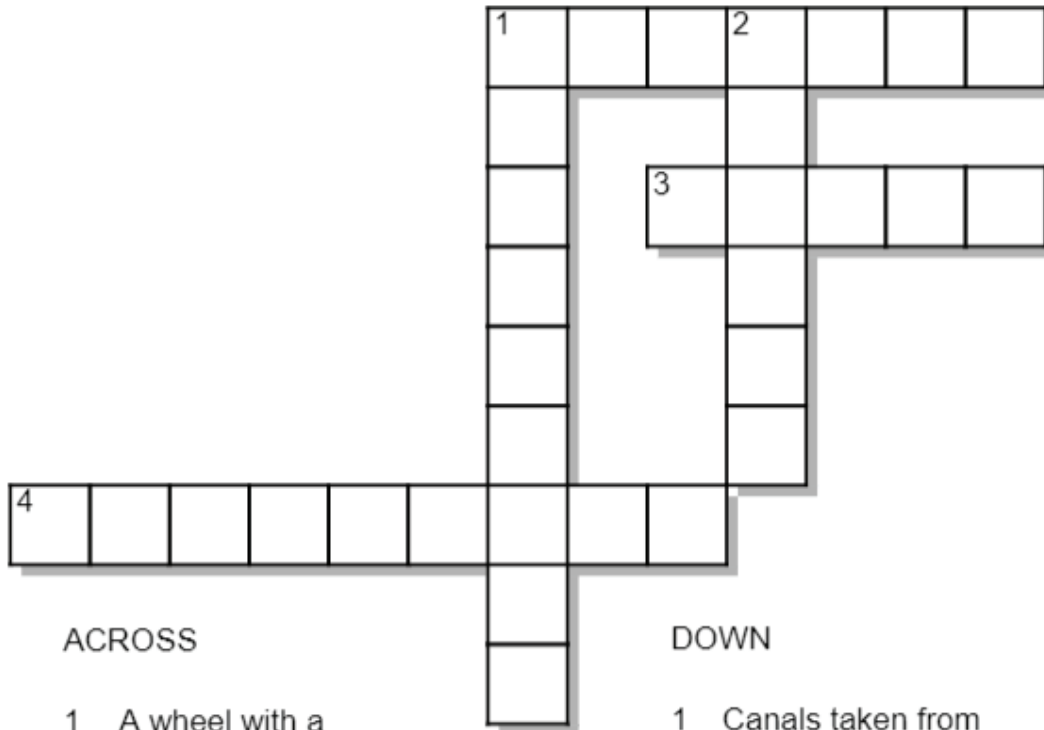
## Lesson 6

### Teaching Objective:

To assess the students on the topic of 'agriculture' through class discussions and written assignment.

Time	Methodology
40 minutes	Lesson 6
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
15 minutes	<b>Discussion:</b> Discuss questions 1-4 on page 61. Pick atleast four students to answer the questions. Highlight the fact that most answers may vary.
20 minutes	<b>Conclusion:</b> <b>Homework:</b> Questions 1-4 on page 61 and worksheet 2 can be given for homework. <b>Class Activity:</b> Through a group discussion, list down the cities of Pakistan where major crops are grown. There should be three cities for each of the following crops: <ul style="list-style-type: none"><li>• Rice</li><li>• Wheat</li><li>• Maize</li><li>• Cotton</li></ul> Sugarcane Now ask the students to mark these cities on the map.

## WORKSHEET 1



### ACROSS

- 1 A wheel with a chain of buckets.
- 3 Ground water is brought to the surface through tunnels.
- 4 Canals derived from rivers.

### DOWN

- 1 Canals taken from dams and barrages.
- 2 Hand operated device with a bucket.

## Answers:

### Across:

1. Persian
3. karez
4. induction

### Down:

1. perennial
2. shaduf

## WORKSHEET 2

A. What is the difference between:

1. Cash crop and food crop?

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2. Rabi crop and Kharif crop?

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3. Subsistence farming and commercial farming?

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4. Induction canal and perennial canal?

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5. Intensive and extensive farming?

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## Mining and Power

### Objectives:

- To introduce the term mining.
- To discuss how the mining industry affects an economy.
- To highlight the risks involved during mining.
- To describe different types of mining.
- To explain metallic and non-metallic minerals.
- To teach students how power resources are used to generate electricity in Pakistan.

### Learning Outcomes:

#### Students should be able to:

- Explain the importance of mining in Pakistan.
- Outline the conditions under which mining is carried out.
- Talk about different types of mining.
- Name the various minerals found in Pakistan along with their usage.
- Understand how power resources are used to generate energy.

### Key Terms:

1. **Mining:** The process of extracting valuable minerals and metals from the surface of the Earth by digging or drilling.
2. **Mineral resources:** Solid substances found on and deep inside the Earth's surface. There are metallic and non-metallic minerals which are mined for various purposes.
3. **Power resources:** Resources such as fuel, water, sun and wind are used to generate energy in the form of heat, light and electricity.

No. of lessons: 3-4

Duration: 40 minutes

Resources: Textbook, maps, illustrations and images.

# UNIT 6

## Lesson 1

### Teaching Objective:

To make the students understand the term mining, its importance and types of mining.

Time	Methodology
40 minutes	Lesson 1
10 minutes	<b>Warm up and Introduction:</b> Start the lesson by defining the term mining and ask the students why mining is important to improve the standard of living of a country.
25 minutes	<b>Explanation:</b> Read the chapter and discuss the risks involved for the miners while mining and the conditions that need to be taken care of to ensure safety.  Now talk about the different types of mining and minerals extracted from each type.
5 minutes	<b>Conclusion:</b> Recap the main points discussed by asking questions related to the lesson.  <b>Homework:</b> Tell the students to read the chapter and mark any difficulties that they come across. Question 2 on page 70 and worksheet 1 can be given for homework.

# UNIT 6

## Lesson 2

### Teaching Objectives:

To describe the different mineral resources available in Pakistan.

Time	Methodology
40 minutes	Lesson 2
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
30 minutes	<b>Explanation:</b> Read the chapter and discuss the two categories of mineral resources found in Pakistan. Make sure the students know whether the mineral is metallic or non-metallic, its usage and where its deposits are available.
5 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. <b>Homework:</b> Tell the students to read the chapter and mark any difficulties that they come across.

# UNIT 6

## Lesson 3

### Teaching Objective:

To describe the different power resources available in Pakistan.

Time	Methodology
40 minutes	Lesson 3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
30 minutes	<b>Explanation:</b> Read the chapter and explain the different power resources available in Pakistan. Introduce the terms renewable and non-renewable to the students and list the power resources that come under each category. Talk about oil deposits, gas fields, nuclear power plants, thermal stations and hydroelectric power plants. Explain how power resources are used to generate electricity. Discuss the questions given on page 70.
5 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. <b>Homework:</b> Questions 1, 3-5 on page 70 can be given for homework. Ask students to get Pakistan's map in the next class.

## Lesson 4

### Teaching Objective:

To assess the students on the topic of 'mining and power' through class discussions and written assignment.

Time	Methodology
40 minutes	Lesson 4
5 minutes	<p><b>Recap:</b> Recap and review the work done in previous class.</p>
15 minutes	<p><b>Discussion:</b> Discuss the answers to the questions given on page 70. Pick atleast four students to answer the questions. Highlight the fact that most answers may vary.</p> <p>Give out worksheet 2 to the students which will be completed as a class activity.</p>
20 minutes	<p><b>Conclusion:</b></p> <p><b>Homework:</b> Busy Bee activities can be given for homework.</p> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>• Discuss worksheet 2 and ask the students to fill in the chart.</li> <li>• Help the students mark the location of mineral deposits on the map.</li> </ul>

# UNIT 6

## WORKSHEET 1

### A. Circle the correct answer.

1. Open pit mining is also known as
  - I. hand-panning mining
  - II. drill mining
  - III. open-cast mining
2. Minerals exported to other countries improve
  - I. metal deposits
  - II. foreign exchange
  - III. mining
3. In adit mining, the entrance to the mine is
  - I. horizontal
  - II. vertical
  - III. diagonal

### B. Complete the table given below. The first one has been done for you.

Type of mining	Minerals found
open pit	<i>copper and limestone</i>
hand-panning	
adit tunnel	
drill	

# UNIT 6

## WORKSHEET 2

A. Fill in the chart given below:

Name of mineral	Metallic/non-metallic	Usage	Location of mineral deposit
copper and gold			
marble			
chromite			
rock salt			
limestone			
iron ore			
gypsum			
coal			

B. List the power resources of Pakistan.

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# UNIT 7

## Industry

### Objectives:

- To introduce the term industry
- To teach the factors that influence the location of an industry
- To define the three types of industries; Primary Industry, Secondary Industry and Tertiary Industry
- To identify the major industries of Pakistan
- To explain the meaning and importance of the cottage industry

### Learning Outcomes:

#### Students should be able to:

- Explain the importance of industry in Pakistan
- Identify the factors that determine the location of an industrial zone
- Define the three types of industries
- Identify the main industries of Pakistan and their locations
- Talk about the cottage industry in Pakistan

### Key Terms:

1. **Industry:** The processing and manufacturing of goods from raw materials.
2. **Capital:** Wealth in the form of money.
3. **Cottage Industry:** A small-scale industry that is carried out at home.
4. **Industrial Zone:** An area assigned for industrial development.
5. **Labor:** Manual workers.
6. **Quaternary Industry:** A type of industry where people work on research, development and information for example computer programming and scientific experiments.
7. **Raw materials:** The basic material from which a product is made.

Number. of lessons: 3-4

Duration: 40 minutes

Resources: textbook, content, maps, illustrations, pictures.

## Lesson Plan:

### Lesson 1-3

#### Teaching Objective:

To make the students understand the term industry, the factors that influence the location of an industry, the main types of industry and the major industries of Pakistan.

Time	Methodology
40 minutes	Lesson 1
5 minutes	<p><b>Warm up:</b></p> <p>Ask the students to give you some words that come to their mind when they hear the word, 'industry'. Write the words on the board.</p> <p>Or ask them what they understand by the term industry.</p>
5 minutes	<p><b>Introduction:</b></p> <p>Now link the words the students provided with the actual definition of the term industry given in the book.</p>
25 minutes	<p><b>Explanation:</b></p> <p>Read the text and explain the importance of industries and their function in a country.</p> <p>Discuss the factors that determine the location of a particular industry.</p> <p>Use the illustration on page 74 as reference to the topic.</p>
5 minutes	<p><b>Conclusion:</b></p> <p>Recap the lesson by asking questions related to the lesson.</p> <p><b>Homework:</b></p> <p>Tell the students to read the chapter and mark any difficulties that they may come across.</p>

# UNIT 7

Time	Methodology
40 minutes	Lesson 2-3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Explanation:</b> Discuss the three main types of industries. Give common examples so that the students can relate the different kinds of industry they see around them. Ask the students to give their own examples related to each type of industry. Display the map of Pakistan and identify the location of the major industries in Pakistan. Explain the term cottage industry; give examples of various cottage industries.
10 minutes	<b>Conclusion:</b> Review the main points of the lesson and try to resolve any queries that the students may have regarding the chapter. <b>Homework:</b> Tell the students to revise the chapter at home. Explain the questions 1-4 at the end of the lesson. The questions can be given for homework.

# UNIT 7

Time	Methodology
40 minutes	Lesson 4
	<p><b>Objective:</b></p> <p>Teachers will assess the students on the topic 'Industry' through class discussions and written assignment.</p>
5 minutes	<p><b>Recap:</b></p> <p>Recap and review the work done in previous class.</p>
25 minutes	<p><b>Discussion:</b></p> <p>Discuss the questions given for homework.</p> <p>Ask at least three students to discuss their answer. Highlight the fact that most of the answers may vary.</p> <p>The rest of the questions can be done in class.</p> <p>Give the students to work on the worksheet provided in the Teacher Guide.</p>
10 minutes	<p><b>Conclusion:</b></p> <p><b>Homework:</b></p> <p>Give the Busy Bee activity for homework.</p> <p><b>Class Activity:</b></p> <p>Put up a wall map of Pakistan and call students up one by one and ask them to locate the main industrial cities on the map.</p> <p><b>For example:</b></p> <p>Where is the main cotton industry located?</p> <p>Where is the sports goods industry located?</p> <p><b>Group Work:</b></p> <p>Students can prepare posters on 'Industries of Pakistan'.</p>

## Worksheet 1

### A. Answer the following questions:

1. What is industry?

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2. Give three examples of each type of industry:

i. Primary Industry: \_\_\_\_\_

ii. Secondary Industry: \_\_\_\_\_

iii. Tertiary Industry: \_\_\_\_\_

iv. Cottage Industry: \_\_\_\_\_

### B. Fill in the blanks:

1. \_\_\_\_\_ is famous for its metal work.

2. The three modes of transportation are water, road and \_\_\_\_\_.

3. \_\_\_\_\_ and government policies are the non-geographical factors that influence the location of an industry.

4. \_\_\_\_\_ is the raw material to manufacture cloth.

5. Pakistan has over \_\_\_\_\_ ghee and cooking oil factories all over the country.

## Worksheet 2

What are the factors that influence the location of an industry?

Geographical Factors	Non-Geographical Factor

# Unit 8

## Trade

### Objectives:

- To introduce the term trade
- To define Domestic and International trade
- How trade affects the economy of a country
- To teach the factors that affect international trade
- To identify the major exports and imports of Pakistan

### Learning Outcomes:

#### Students should be able to:

- Explain the importance of trade in Pakistan
- Define the different types of trade
- Identify the factors that influence international trade
- Tell the major products that are imported by Pakistan
- Know the major exports of Pakistan

### Key Terms:

**Trade:** The action of buying and selling goods and services.

**Retailer:** A person or company that sells the goods to the buyer for personal use.

**Wholesaler:** A person or company that sells the goods in large quantities and low prices to retailers.

**Import:** When goods are brought from foreign countries for sale.

**Export:** When goods are sold to foreign countries.

**Inflation:** a general increase in prices and fall in the purchasing value of money.

**No. of lessons:** 3-4

**Duration:** 40 minutes

**Resources:** Textbook, maps, illustrations and images.

## Lesson Plan:

### Lesson 1

#### Teaching Objective:

To make the students understand the term trade and the various types of trade.

Time	Methodology
40 minutes	Lesson 1
5 minutes	<p><b>Warm up:</b></p> <p>Show the students an image related to trade for e.g. a container ship at a seaport. Ask the students what is happening in the picture. Let the students guess what the picture is about.</p> <p>If they haven't identified the image tell them that it is related to trade.</p> <p>Ask them what they understand by the term trade.</p>
5 minutes	<p><b>Introduction:</b></p> <p>Define trade and its importance as given in the book.</p> <p>Elaborate on how buying and selling items in our daily lives affects trading on a bigger scale.</p>
25 minutes	<p><b>Explanation:</b></p> <p>Read the text and explain the function of trade.</p> <p>Define the different types of trade and how they are conducted.</p> <p>Ask the students to give their own examples related to each type.</p> <p>Use the block diagram on page 80 as reference for this topic.</p>
5 minutes	<p><b>Conclusion:</b></p> <p>Recap the main points discussed by asking questions related to the lesson.</p> <p><b>Homework:</b></p> <p>Tell the students to read the chapter and mark any difficulties that they come across.</p>

# Unit 8

## Lesson 2-3

### Teaching Objective:

To teach the factors that influence international trade, identify the trade partners of Pakistan and to discuss the major exports and imports of Pakistan.

Time	Methodology
40 minutes	Lesson 2-3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Explanation:</b> Discuss the factors that affect international trade and the trade partners of Pakistan.  Identify the major exports and imports of Pakistan and the effects on the economy of Pakistan.
10 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.
	<b>Homework:</b> Tell the students to revise the chapter at home.  Explain the questions given on page 87.  The questions can be given for homework.

# Unit 8

## Lesson 4

### Teaching Objective:

The teacher will assess the students on the topic of 'Trade' through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 4
5 minutes	<b>Recap:</b> Review the work done in the previous class.
30 minutes	<b>Discussion:</b> Discuss the questions on page 87. Pick at least 5 students to answer the questions. Highlight the fact that most answers may vary. The students can be given time to answer the questions in class. Give out the worksheet provided in the Teacher Guide to the students to fill.
5 minutes	<b>Conclusion:</b> <b>Homework:</b> Give the Busy Bee activities for homework. <b>Extended assignment:</b> Tell the students to research the trade relationship between Pakistan and China. Tell them to find the trade routes of Pakistan. Examples: Products being imported through sea Oman to Gwadar Port or From Singapore to Karachi. <b>Class Activity:</b> Here is a trading game that can be conducted in class. <a href="https://www.nationalgeographic.org/activity/the-trading-game/">https://www.nationalgeographic.org/activity/the-trading-game/</a>

# Unit 8

## Answers:

Fill in the blanks (page 87)

1. retail trade
2. export trade
3. import and export
4. wholesale trade
5. leather products
6. cotton
7. agricultural
8. 70<sup>th</sup>

## Worksheet

1. What is the difference between a wholesaler and a retailer?

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2. What is the importance of Sialkot for Pakistan?

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3. List the major exports and imports of Pakistan:

Exports	Imports

# Transportation and Communication

### Objectives:

- To introduce the term transport
- To tell students about the invention of wheel
- To teach students the three means of transport
- To explain the transport network in Pakistan and its importance

### Learning Outcomes:

#### Students should be able to:

- Explain the importance of transport in Pakistan.
- Gain knowledge about the impact of the wheel on communication.
- Define the three means of transport.
- Know about the transport network in Pakistan.
- Discuss the importance of a transportation network.

### Key Terms:

**Transport:** To take or carry (people or goods) from one place to another by means of a vehicle, aircraft, or ship

**Highway:** A main road between towns and cities.

**Motorway:** A long wide road, usually used by fast traffic to move from one city to another.

**Seaport:** A town or city with a harbor for ships.

**No. of lessons:** 3-4

**Duration:** 40 minutes

**Resources:** Textbook, maps, illustrations and images.

## Lesson Plan:

### Lesson 1

#### Teaching Objective:

To make the students understand the term transport.

Time	Methodology
40 minutes	Lesson 1
5 minutes	<p><b>Warm up:</b></p> <p>Start the lesson with a discussion about travel. Ask students where they have travelled. How did they get there? What forms of transportation are available today?</p> <p>How the means of travel has changed over the years?</p>
5 minutes	<p><b>Introduction:</b></p> <p>Define transport and its importance as given in the book.</p>
25 minutes	<p><b>Explanation:</b></p> <p>Read the chapter and discuss the history of the 'wheel'.</p> <p>Define and describe the three means of transport.</p>
5 minutes	<p><b>Conclusion:</b></p> <p>Recap the main points discussed by asking questions related to the lesson.</p>
	<p><b>Homework:</b></p> <p>Tell the students to read the chapter and mark any difficulties that they come across.</p>

## Lesson 2-3

### Teaching Objective:

To explain the transport network of Pakistan and its importance.

Time	Methodology
40 minutes	Lesson 2-3
10 minutes	<p><b>Recap:</b> Recap and review the work done in previous class.</p>
25 minutes	<p><b>Explanation:</b> Read the chapter and discuss the transport network of Pakistan. Use a wall map to mark the transport network as you proceed with the chapter. Explain the importance of a good transportation network. Link this lesson with the previous chapters and discuss how trade and industries are affected by the transport network.</p>
5 minutes	<p><b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.</p>
	<p><b>Homework:</b> Tell the students to revise the chapter at home. Explain the questions given on page 99. The questions can be given for homework.</p>

# Unit 9

## Lesson 4

### Teaching Objective:

To assess the students on the topic of 'Transport' through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 4
5 minutes	<b>Recap:</b> Review the work done in the previous class.
30 minutes	<b>Discussion:</b> Discuss the questions on page 99. Pick at least 5 students to answer the questions. Highlight the fact that most answers may vary. The students can be given time to answer the questions in class. Give out the worksheet provided in the Teacher Guide to the students to fill.
5 minutes	<b>Conclusion:</b> <b>Homework:</b> Give the Busy Bee activities for homework. <b>Extended assignment:</b> <ul style="list-style-type: none"><li>• Tell the students to answer the following question:</li><li>• 'How does transport affect Industry and Trade?'</li><li>• Tell students to mark the important seaports of the world on a map.</li></ul> <b>Class Activity:</b> Use the wall map of Pakistan. Call up students one by one and ask them to locate different airports and seaports. <b>Example:</b> Where is Gwadar Port? Locate the international airports.

## Worksheet

1. Why do we say that the wheel revolutionized man's social connections?

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2. How has travel changed over the years?

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2. Give short answers to the questions:

i) What is the fastest means of travel?

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ii) What is South Asia's oldest road called?

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ii) Which highway connects Pakistan and China?

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iii) Which two cities does the M2 connect?

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iv) Name three seaports of Pakistan.

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## The Mughal Empire

<p><b>Objectives</b></p>	<p><b>By the end of the chapter students should be able to:</b></p> <p>Know how the Mughals invaded the subcontinent</p> <p>Acknowledge the importance of the Battle of Panipat</p> <p>Know the details of the reign of the Babur, Humayun and Sher Shah Suri in this chapter</p> <p>Compare and contrast the way each emperor ruled his empire.</p>
<p><b>Vocabulary Bank</b></p>	<p>Artillery      Combat      Dynasty</p>
	<p><b>Number of lessons:</b> 3-4</p> <p><b>Duration:</b> 40 minutes</p> <p><b>Resources:</b> Textbook, maps, illustrations and images.</p>

## Lesson Plan

### Lesson 1

**Teaching Objective:** To teach students the history of the Mughal Empire.

Time	Methodology
40 minutes	Lesson 1
5 minutes	<p><b>Warm up:</b></p> <p>Show an image of Badshai Mosque.</p> <p>Ask the students questions like:</p> <p>What is the name of this mosque?</p> <p>Where is it located?</p> <p>Who built it?</p> <p>Now show an image of the Taj Mahal and ask the same questions.</p> <p>After this ask the students what they know about the Mughals.</p>

# Unit 10

<p><b>5 minutes</b></p>	<p><b>Introduction:</b></p> <p>Read page 100 and introduce the Mughal Empire. Highlight points that reflect the power and influence of the Mughal dynasty.</p> <p>For example: They brought culture, art and religion to the subcontinent that enriched the people or how long they ruled.</p> <p>Use the timeline given on page 101 while discussing the long reign of the Mughals.</p>
<p><b>25 minutes</b></p>	<p><b>Main Lesson:</b></p> <p>Read about Babur on page 101. Introduce him as the first ruler of the Mughal Empire.</p> <p>Identify the qualities that made Babur a great leader like being a good warrior.</p> <p><b>Ask the students:</b></p> <p>What qualities make a great leader?</p> <p>Did Babur have them?</p> <p>While reading page 102-103 point out his strengths in the battlefield which lead to his conquest in Panipat in 1526 and later Khanua.</p> <p>Emphasize the importance of the victory in Panipat and how it transformed the subcontinent.</p> <p>Question students by asking 'What if the Babur was defeated in the Battle of Panipat?'</p>
<p><b>5 minutes</b></p>	<p><b>Conclusion:</b></p> <p>Recap the main points discussed by asking questions related to the lesson.</p>
	<p><b>Homework:</b></p> <p>Tell the students to read the chapter and mark any difficulties that they come across.</p> <p>You may give questions 1-2 from page 105 as homework.</p>

# Unit 10

## Lesson 2

**Teaching Objective:** To discuss the reign of the second Mughal emperor, Humayun.

Time	Methodology
40 minutes	Lesson 2
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Main Lesson:</b> Introduce Babur's son Humayun. (page 103-104) Ask students to observe the flaws in his plans and how he lost the empire. What administrative skills did Humayun lack? Apart from that acknowledge the difficulties that arose during Humayun's reign and why they sprung up? Try to challenge the students to think about how Humayun might have resolved the socio-political issues. Discuss how Humayun won back the throne. Talk about Sher Shah Suri and his strengths in contrast to Humayun. Also highlight the reforms Sher Shah Suri made inspired by Babur. <b>Class Activity:</b> Divide the class into three groups. Each group will come up with examples that highlight the strengths and weaknesses of Babur, Humayun and Sher Shah Suri respectively. While discussion you may write the points they give on the blackboard.
10 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.
	<b>Homework:</b> Tell the students to revise the chapter at home. Explain the questions given on page 105. Q 3-5 can be given for homework.

# Unit 10

## Lesson 3

**Teaching Objective:** The teacher will assess the students on Unit 10 on 'The Mughals' through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 3
5 minutes	<b>Recap:</b> Review the work done in the previous class by asking questions.
30 minutes	<b>Discussion:</b> Discuss the questions on page 105. Pick at least 5 students to answer the questions. Highlight the fact that most answers may vary. The students can be given time to answer the questions in class. Give out the worksheet provided in the Teacher Guide to the students to fill.
	<b>Class Activity:</b> Bring in the map of the subcontinent and track down the area captured by Babur in his reign. Discuss Babur's leadership and military skills while marking down the area he covered. Show how the empire grew under Babur and then identify the lands that were lost by Humayun.  You may handout maps of the subcontinent for students to shade accordingly while discussing this activity or assign this for homework.
5 minutes	<b>Conclusion:</b> <b>Homework:</b> Give the Busy Bee activities on page 105 for homework. Discuss what the students have to do to complete the activities.

# Unit 10

## Extended assignment:

Students can be given the task to research about the Mughal Empire to find answers for some questions.

- Babur was the descendent of Changez Khan and Timur. Who were these men?
- If Humayun Is called the weakest ruler in Mughal dynasty then who is considered the strongest?
- Babur made the city of Agra the capital of his Empire.
- What other cities were made capitals of the Mughal Empire during its rule.

## Worksheet

1. What is the importance of the Battle of Panipat?

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2. Agree or disagree with reasons on the statement below:

Humayun would not have been able to regain power if Sher Shah Suri had not died.

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3. True or False:

- Babur captured the subcontinent in his fifth invasion.
- The Battle of Panipat was fought between Babur and Rana Sanga.
- 'Turzk-i-Babri' was the memoir written by Humayun.
- Sher Shah Suri's real name was Farid.
- Humayun's exile lasted for ten years.
- Sher Shah Suri was inspired by Babur.

## The Mughal Empire - Consolidated

<b>Objectives</b>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the timeline of the rest of the four Mughal emperors</li> <li>• Compare and contrast the way the each emperor ruled the empire</li> <li>• Acknowledge the strengths and weaknesses of each ruler</li> <li>• Identify the contributions made by the Mughal Empire as a whole on the culture and lifestyle of the subcontinent</li> </ul>
<b>Vocabulary Bank</b>	consolidate administrate supremacy conquer dominion revolt monument architecture expansion imprison treasury doctrine
	<p><b>Number of lessons:</b> 4-5</p> <p><b>Duration:</b> 40 minutes</p> <p><b>Resources:</b> Textbook, maps, illustrations and images.</p>

## Lesson Plan

### Lesson 1

**Teaching Objective:**

To teach students Akbar's glorious reign, shedding light to the expansions he made.

Time	Methodology
40 minutes	Lesson 1
5 minutes	<p><b>Warm up:</b></p> <p>Ask the students what they have learned about the Mughal Empire so far. Ask them if they know the names of the rulers that took the throne after Humayun.</p>

# Unit 11

<b>5 minutes</b>	<b>Introduction:</b> Start with Akbar's succession and highlight the poor condition of the empire when he became the ruler.
<b>25 minutes</b>	<b>Main Lesson:</b> Explore the changes Akbar made and the way he expanded the empire. Use the map on page 114 as reference. <b>Ask questions like:</b> Was his empire bigger than Babur's? What were the new areas that he had captured? Emphasize on his religious views and empathy for Hindus. How could this have helped Akbar to gain more power in his land? Discuss how his reign is considered as the 'glory days' of the Mughal Empire. <b>Ask questions like:</b> Why is his reign 'glorious'? What qualities did Akbar have that Humayun lacked? Why did the people love Akbar? What role did Deen-i-Ilahi have in his power? Why do you think Deen-i-Ilahi made Akbar unfavorable in the eyes of Muslims?
<b>5 minutes</b>	<b>Wrap Up:</b> Recap the main points discussed by asking questions related to the lesson. <b>Homework:</b> Tell the students to read the chapter and mark any difficulties that they come across. <b>Extended:</b> Ask the students to read about Mughal architecture.

# Unit 11

## Lesson 2

Teaching Objective:

To discuss Jahangir's reign.

Time	Methodology
40 minutes	Lesson 2
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Main Lesson:</b> Read out page 108-109 that gives hints on the kind of ruler Jahangir was. The improvements he made.  Highlight the 'Chain of Justice'. Why was it so important for Jahangir's empire? What does it reflect about his character as a ruler?  Ask students to differentiate between him and Akbar.  Then read about Nur Jahan on page 110.  How did she influence Jahangir? What impact did she have on the Mughal culture?
10 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.
	<b>Homework:</b> Tell the students to revise the chapter at home.

# Unit 11

## Lesson 3

### Teaching Objective:

To discuss Shah Jahan and his influence on architecture.

Time	Methodology
40 minutes	Lesson 3
10 minutes	<p><b>Recap:</b> Recap and review the work done in previous class.</p> <p><b>Warm Up:</b> Start the lesson by asking if the students know which emperor built the Taj Mahal? Then show them images of Akshardham Temple and the Badshai Mosque or any two other famous architectures belonging to Hindus and Mughals respectively. Ask the students to note down the differences in the monuments. Which one seems pleasing to the eyes? What is the main difference they can see? You may even show them images that are more focused of a particular part of the architecture like the pillars. Link this warm up with the point that Shah Jahan promoted art and architecture which enhanced the Mughal culture.</p>
25 minutes	<p><b>Main Lesson:</b> Move on to Emperor Shah Jahan by reading pages 110-112. In what ways was Shah Jahan different from his father? What is he famous for? What kind of image forms in the students heads when they read his lifestyle? Do the students notice a shift in how Shah Jahan lived compared to the emperors before him? Discuss the Taj Mahal. Why was it built? What made It famous? Why is it still the most popular tourist site in India?</p>

# Unit 11

	<p><b>Conclusion:</b></p> <p>Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.</p>
	<p><b>Homework:</b></p> <p>Tell the students to read the rest of the chapter at home and mark down any difficulties.</p> <p>Tell them to research about the wars of succession.</p>

## Lesson 4

### Teaching Objectives:

- To teach students about the rule of the last great emperor Aurangzeb.
- To discuss the changes made in the subcontinent during the reign of the Mughals.

Time	Methodology
40 minutes	Lesson 4
5 minutes	<p><b>Recap:</b></p> <p>Recap and review the work done in previous class.</p>
25 minutes	<p><b>Main Lesson: Aurangzeb (page 112-113):</b></p> <p>Start the lesson by explaining how people fight over thrones. Tell the story of how Aurangzeb lead a bloody trail behind as he made himself king.</p> <p>With the help of the map of the subcontinent on page 114 show how much land Aurangzeb conquered.</p> <p>While discussing Aurangzeb’s rule emphasize on his religious policies and the consequences that he faced due to them.</p> <p><b>Ask questions like:</b>How is Aurangzeb different from his father?</p> <p>Why do people compare him with Akbar?</p> <p>How do you think the Non-Muslims reacted seeing his religious reforms?</p> <p>Were his strict religious policies a good decision or a bad one?</p> <p>After all the emperors are covered discuss the overall changes the Mughal dynasty made in the subcontinent while reading page 115-116.</p> <p>You may list reforms that are not mentioned in the book.</p> <p>In the end ask the students what according to them is the greatest contribution made by the Mughals?</p> <p>Are there any reforms that are still practiced in the subcontinent?</p>

# Unit 11

10 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.
	<b>Homework:</b> Tell the students to revise the chapter at home. Explain the questions given on page 116. The questions can be given for homework.

## Lesson 5

### Teaching Objective:

The teacher will assess the students on Unit 11 about 'The Mughals' through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 5
5 minutes	<b>Recap:</b> Review the work done in the previous class.
30 minutes	<b>Discussion:</b> Discuss the questions on page 116. Pick at least 5 students to answer the questions. Highlight the fact that most answers may vary. The students can be given time to answer the questions in class. Give out the worksheet provided in the Teacher Guide to the students to fill.
	<b>Class Activity:</b> Divide the class in two teams and ask trivia questions about the Mughal Emperors that have been covered in Unit 10 and 11. You can ask questions like: When was the battle of Panipat fought? How old was Akbar when he ascended the throne? Which emperor built the Taj Mahal? Who created the Chain of Justice?

<b>5 minutes</b>	<p><b>Conclusion:</b></p> <p><b>Homework:</b></p> <p>After discussion on how to do them. Give the Busy Bee activities for homework.</p> <p>Tell students to mark the area ruled by the three Mughal emperors; Babur, Akbar and Aurangzeb, on the map of the subcontinent.</p> <p>Tell the students to research the contributions of the Mughal Empire in detail.</p>
	<p><b>Extended assignment:</b></p> <p>The Kohinoor diamond has a bloody history.</p> <p>Ask students to research a few of the stories related to the Kohinoor and prove through an argumentative essay the story they believe is true.</p> <p>(This can be made into a group project)</p> <p><b>Project:</b></p> <p>Divide the class into six groups. Each group will be assigned one of the six emperors.</p> <p>They need to make scrapbooks based on the lives of the Mughal emperor assigned to them in which they can cover:</p> <ol style="list-style-type: none"><li>1. The administration of the emperor</li><li>2. Different quotes by historian on the emperor's rule</li><li>3. The architecture and art of his time</li><li>4. The one thing that emperor is famous for</li></ol> <p>The scrapbooks need to be presentable, colourful and creative. As an extension of the assignment students may either present their finding or write individual essays on the emperor they researched.</p>

## Worksheet

Circle the correct answer:

1. How long did Akbar's reign last?

- a. 50 years                      b. 49                      c. 60

2. What was Akbar's religion called?

- a. Deen-e-Elahi                      b. Deen-e-Akbar                      c. Deen-e-Mughalia

3. Who was created the 'Chain of Justice'?

- a. Akbar                      b. Shah Jahan                      c. Jahangir

4. Who was the fifth Mughal ruler?

- a. Aurangzeb                      b. Shah Jahan                      c. Jahangir

5. Taj Mahal was created for\_\_\_\_\_.

- a. Nur Jahan                      b. Jodha                      c. Mumtaz Mahal

B. Create a timeline of the Mughal emperors.

## Decline of the Mughal Empire

<p><b>Objectives</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the state of the Empire after Aurangzeb died.</li> <li>• Learn about the different invasions on the Mughal Empire.</li> <li>• List the different causes of decline of the Mughal Empire which ultimately lead to its collapse.</li> <li>• Know how the British arrived in India.</li> </ul>
<p><b>Vocabulary Bank</b></p>	<p>Decline Voyage Collapse Treasury Invader</p>
	<p><b>Number of lessons:</b> 3-4 <b>Duration:</b> 40 minutes <b>Resources:</b> Textbook, maps, illustrations and images.</p>

## Lesson Plan

### Lesson 1

**Teaching Objective:**

To give details of the condition of the Mughal

Time	Methodology
40 minutes	Lesson 1
5 minutes	<p><b>Warm up:</b></p> <p>Ask the students questions like:            What makes up a strong empire?            How may an empire as strong as the Mughals may collapse?            Why do you think it did?</p>

# Unit 12

<b>30 minutes</b>	<p><b>Main Lesson (page 117-118)</b>            Explain the poor condition of the Mughal Empire after Aurangzeb died. Highlight points like wars over succession, poor leadership skills, bankruptcy and numerous invasions that weakened the empire.            Introduce Bhadur Shah Zafar as the last proper emperor of the Mughals. Compare him with his forefathers.            Ask the students what they think might have prevented the decline of the Mughals?</p>
<b>5 minutes</b>	<p><b>Wrap Up:</b>            Recap the main points discussed by asking questions related to the lesson.  <b>Homework:</b>            Tell the students to read the chapter and mark any difficulties that they come across.</p>

## Lesson 2

### Teaching Objective:

To teach students about the uprisings faced by the Mughals.

Time	Methodology
40 minutes	<b>Lesson 2</b>
5 minutes	<p><b>Recap:</b>            Recap and review the work done in previous class.</p>
25 minutes	<p><b>Main Lesson: (119-120)</b>            Talk about how after Aurangzeb's death the empire had started to divide. Then write the word invasion on the board. Ask the students what it means and why people invade other lands?            Move on to the invasions faced by the Mughals by different groups. Apart from giving them details of each invasion, from pages 119-120, keep the main focus on the question:            What caused them?            Discuss how religion was the main cause of many rebellions like the Sikh's against the Mughals.            Highlight Nader Shah as one of the biggest rivals to the declining Mughal dynasty.</p>
10 minutes	<p><b>Wrap Up:</b>            Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.  <b>Homework:</b>            Tell the students to revise the chapter at home.</p>

# Unit 12

## Lesson 3

**Teaching Objective:** Students should be able to understand the various reason that lead to the fall of the teaching Mughal Empire.

Time	Methodology
40 minutes	Lesson 3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Main Lesson:</b> Write the 'Decline of the Mughal Empire' on the board and then ask the students reasons for the decline. List the points the students offer on the board.  Start discussing the causes given on pages 120-121.  As you go through the causes ask the students if there was a way to overcome a particular cause.  Talk about how the Mughals might have prevented the instability.  After the discussion ask them if they know who ruled after the Mughals?  Tell them how the British arrived in India.  Ask them questions like:  What leads to a voyage?  What did the British value India?  What could have made traders rise to power and become rulers?
10 minutes	<b>Wrap Up:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.  <b>Homework:</b> Tell the students to revise the chapter at home.  Questions may be given for homework.

# Unit 12

## Lesson 4

### Teaching Objective:

The teacher will assess the students on the lesson through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 4
5 minutes	<b>Recap:</b> Review the work done in the previous class.
30 minutes	<b>Discussion:</b> Discuss the questions on page. Pick at least 5 students to answer the questions. Highlight the fact that most answers may vary. The students can be given time to answer the questions in class. Give out the worksheet provided in the Teacher Guide to the students to fill.
5 minutes	<b>Extended assignment:</b> <b>Critical Thinking:</b> Ask students to research other great empires like: Roman Empire Ottoman Empire Mongol Empire Then answer questions like: How did these empires fall? Are the causes of their fall similar to the decline of the Mughal Empire?



## Rise of the British in India

<b>Objectives</b>	<p><b>By the end of the chapter students should be able to:</b></p> <ul style="list-style-type: none"><li>• Know how the British gained power in India</li><li>• Learn the importance of the East India Company</li><li>• Acknowledge the importance of the Battle of Plassey</li><li>• Learn how the British gradually grew in power through various battles.</li><li>• Know the role Haider Ali and Tipu Sultan played in fighting against the British.</li><li>• Give details about the War of Independence 1857</li><li>• Consider the aftermath of the war</li></ul>
<b>Vocabulary Bank</b>	Ammunition uprising militias sepoy rivalry
	<p><b>Number of lessons:</b> 3-4</p> <p><b>Duration:</b> 40 minutes</p> <p><b>Resources:</b> Textbook, maps, illustrations and images.</p>

# Unit 13

## Lesson 1

### Teaching Objective:

To introduce the British Raj and the role EIC played in laying its foundations in India.

Time	Methodology
40 minutes	Lesson 1
5 minutes	<p><b>Warm up:</b></p> <p>‘India was known as the jewel in the crown of Britain’</p> <p>Write this statement on the board and discuss.</p> <p>Ask students questions like:</p> <p>What does this statement mean?</p> <p>Why was India so important for traders?</p> <p>What benefits did Indians get?</p> <p>Link this statement with the end of the previous chapter about traders.</p>
30 minutes	<p><b>Main Lesson:</b></p> <p>Highlight the fact that India was the bone of contention for many European traders due to its rich resources. Eventually the British won this tug of war and gained India. (page 123)</p> <p>Introduce the East India Company and how they grew from a small trading company to a political power.</p> <p>Read paragraph one on page 124 and give details of how the EIC started to spread in the subcontinent.</p> <p>Ask students ‘What did the British gain by getting involved in the politics of India?’</p> <p>‘What power did they have over the local rulers?’</p>
5 minutes	<p><b>Conclusion:</b></p> <p>Recap the main points discussed by asking questions related to the lesson.</p> <p><b>Homework:</b></p> <p>Tell the students to read the chapter and mark any difficulties that they come across.</p> <p>Tell them to research about the ‘Tiger of Mysore’.</p>

# Unit 13

## Lesson 2

### Teaching Objective:

To teach battles that lead to British becoming the ultimate ruler of India.

Time	Methodology
40 minutes	Lesson 2
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Main Lesson:</b> After the recap read pages 124-125 and give details of how the Battle of Plassey and Baksar helped the British to gain control on different areas in India.  Compare and contrast this victory with Babur's triumph of Battle of Panipat since both battles gave foreigners a chance to rule India.  <b>Ask students:</b> How both battles were similar? What was different about them? Highlight the role of Robert Clive in improving the condition of EIC.  Discuss Mir Jaffar's treachery.  Read page 126 and shed light on Haider Ali and Tipu Sultan. Introduce them as the last two Muslim leaders that stood in the way of the British. Tell them that Tipu Sultan was called the 'Tiger of Mysore'.  Ask the students what they have learned about him from their research.  Note the points they give and then ask them if they understand why he was called the Tiger of Mysore.
10 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. <b>Homework:</b> Tell the students to revise the chapter at home. Explain the questions 1-3 on page 128. The questions can be given for homework.

# Unit 13

## Lesson 3

### Teaching Objective:

To teach the causes and failures of the War of Independence 1857.

Time	Methodology
40 minutes	Lesson 3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Main Lesson: (pages 127-128)</b> Give a background of the War of Independence. Ask students to list the reasons that may have led to the war. <b>Then read out these four reasons from Sir Syed Ahmed's 'Causes of Mutiny':</b> Cause I – ignorance on the part of the people, that is, misapprehension of the intentions of government Cause II – the passing of such laws, regulations and forms of procedure as were inconsistent with the established customs and practices of Hindustan: and the introduction of such as were in themselves objectionable Cause III – the ignorance of government of the state of the country and their subjects Cause IV – the insubordinate state of the Indian forces Discuss each point and ask the students if they think this was a valid reason to rage war against the British. Then read out the points of failure given on page 127. Ask students what could have the Indians done to overcome them. Read page 128 and discuss the aftermath of the War of Independence. Ask students how the British and the Indians were affected by it.
10 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. <b>Homework:</b> Tell the students to revise the chapter at home. Explain the questions 4-5 given on page 128. The questions can be given for homework.

# Unit 13

## Lesson 4

### Teaching Objective:

The teacher will assess the students on Unit 13 through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 4
5 minutes	<b>Recap:</b> Review the work done in the previous class.
30 minutes	<b>Discussion:</b> Discuss the questions on page 128. Pick at least 5 students to answer the questions. Highlight the fact that most answers may vary. The students can be given time to answer the questions in class. Give out the worksheet provided in the Teacher Guide to the students to fill. <b>Class Activity:</b> Tell the students how the War of Independence is called the 'The Great Rebellion' by the British. Divide the class into two groups one group has to represent the British perspective and the other the Indians. Give them time to discuss their defenses over which name is right. Then ask them to pick a member to debate the question: 'Was the War of 1857 a war for independence or a rebellion?'
5 minutes	<b>Conclusion:</b> <b>Extended assignment:</b> 1. Research about the 'divide and rule' policy used by the British to gain power. Students should be able to answer these questions: What is divide and rule? How does it help? Some examples of British using this policy to rule India. 2. What do you think was the main reason for the War of Independence?

# Unit 13

## Worksheet

Circle the correct answer

1. When was the Battle of Plassey fought?  
a. 1857      b. 1757      c. 1627
2. Which Mughal Emperor gave the British permission to trade?  
a. Shah Jahan    b. Akbar      c. Jahangir
3. Who was Tipu Sultan's father?  
a. Nader Shah    b. Nawab Sirajudullah    c. Haider Ali
4. What does EIC stand for?  
a. East India Company    b. European Industrial Cooperation    c. English Industry of Cotton
5. Where was the first office of EIC?  
a. Bengal      b. Delhi      c. Bombay
6. Who betrayed the Nawab of Bengal in the Battle of Plassey?  
a. Mir Qasim    b. Mir Jaffar    c. Mirza Jaffar
7. Which ruler was freed by some militias in 1857?  
a. Shah Alam II    b. Bhadur Shah Zafar    c. Aurangzeb
8. Which of these three countries wanted to gain control of Indian trade?  
a. Britain, France and Portugal    b. France, Turkey and Africa    c. Britain, Afghanistan and Germany

# Unit 14

## Citizenship

### Objectives:

- To introduce the term citizenship.
- To tell students the role of a citizen.
- To discuss the importance of acceptance and respect.
- To explain how a caring attitude towards others makes a difference in how they feel.

### Learning Outcomes:

#### Students should be able to:

- Understand their role as citizens.
- Know the importance of acceptance, respect, law and order, kindness, compassion and cleanliness.

### Key Terms:

1. **Citizenship:** The state of being a legal member of a country that allows you to live in that country and enjoy other rights and privileges.
2. **Citizen:** A legal member entitled to enjoy legal rights and privileges, fulfill his or her duties and obey rules of its country.
3. **Human rights:** Basic rights that every individual ought to have; for example, freedom and justice.
4. **Obedience:** Willingness to follow instructions of an authority.
5. **Hygiene:** The practice of keeping things healthy and clean.

**No. of lessons:** 2-3

**Duration:** 40 minutes

**Resources:** Textbook, illustrations and images.

# Unit 14

## Lesson 1

### Teaching Objective:

To make the students understand the term citizenship and role of a good citizen.

Time	Methodology
40 minutes	Lesson 1
10 minutes	<b>Warm up and Introduction:</b> Start the lesson with the definition of citizenship and ask the students what it takes to be a good citizen.
25 minutes	<b>Explanation:</b> Read the chapter and discuss the importance of religious, national and cultural acceptance. Ask students the importance of respect and how an individual should respect others as well as law and authority.
5 minutes	<b>Conclusion:</b> Recap the main points discussed by asking questions related to the lesson. <b>Homework:</b> Tell the students to read the chapter and mark any difficulties that they come across. Question 1 on page 134 can be given for homework.

# Unit 14

## Lesson 2

### Teaching Objective:

To explain how a caring attitude towards others can make a difference.

Time	Methodology
40 minutes	Lesson 2
10 minutes	<b>Recap:</b> Recap and review the work done in previous class.
25 minutes	<b>Explanation:</b> Read the chapter and discuss how individuals can be obedient to parents, teachers, elders, children, servants and everyone around them.  Discuss how people can spread kindness and how it is not restricted to only human beings.  Highlight the importance of cleanliness and ask students to list ways of keeping themselves and the environment clean.  Now outline the ways in which individuals can protect and take care of plants and trees.
5 minutes	<b>Conclusion:</b> Review the main points of the lesson and resolve any queries that the students may have regarding the chapter.  <b>Homework:</b> Questions 2-4 on page 134 can be given for homework.

# Unit 14

## Lesson 3

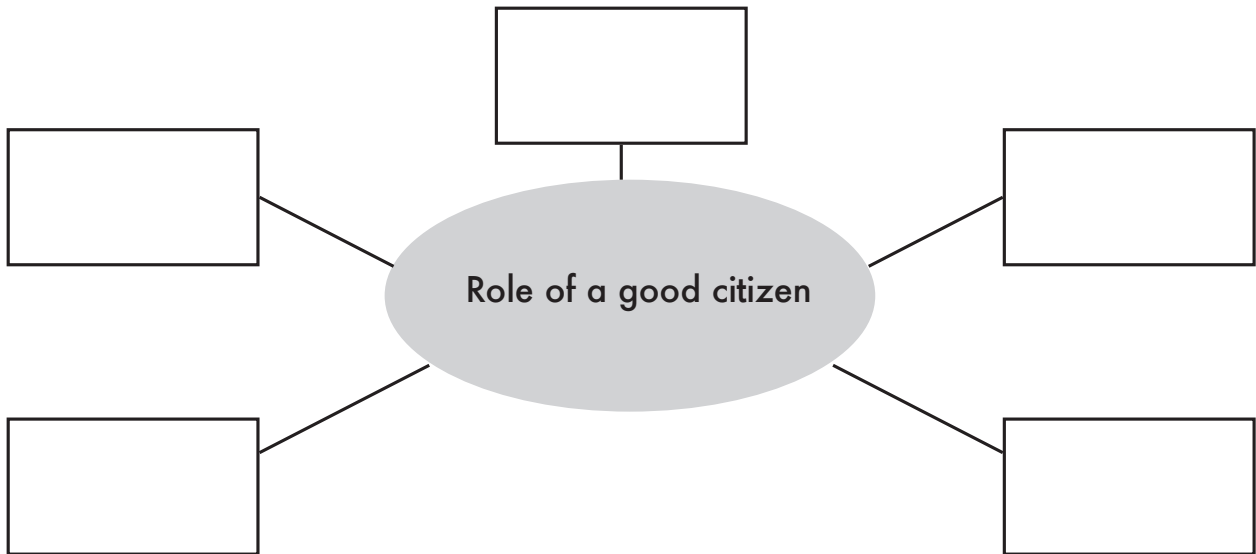
### Teaching Objective:

To assess the students on the topic of 'citizenship' through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 3
5 minutes	<b>Recap:</b> Recap and review the work done in previous class.
10 minutes	<b>Discussion:</b> Discuss worksheet 1 and 2. Pick atleast four students to answer the questions. Highlight the fact that most answers may vary.  Give out the worksheets provided in the Teacher Guide to the students to fill.
25 minutes	<b>Conclusion:</b> <b>Homework:</b> Give the Busy Bee activities for homework. <b>Extended assignment:</b> <ul style="list-style-type: none"><li>• Interview a grandparent or an elderly person in your family regarding the hardships they faced and how they overcame them.</li><li>• Now write a paragraph on what you learnt from the person you interviewed in reference to their experience.</li></ul> <b>Class Activity:</b> Complete worksheet 1 and 2 in class.

## WORKSHEET 1

A. In your opinion, what is the role of a good citizen? Write your answers in the space given below:



B. Describe three ways of being fair towards those who differ from us.

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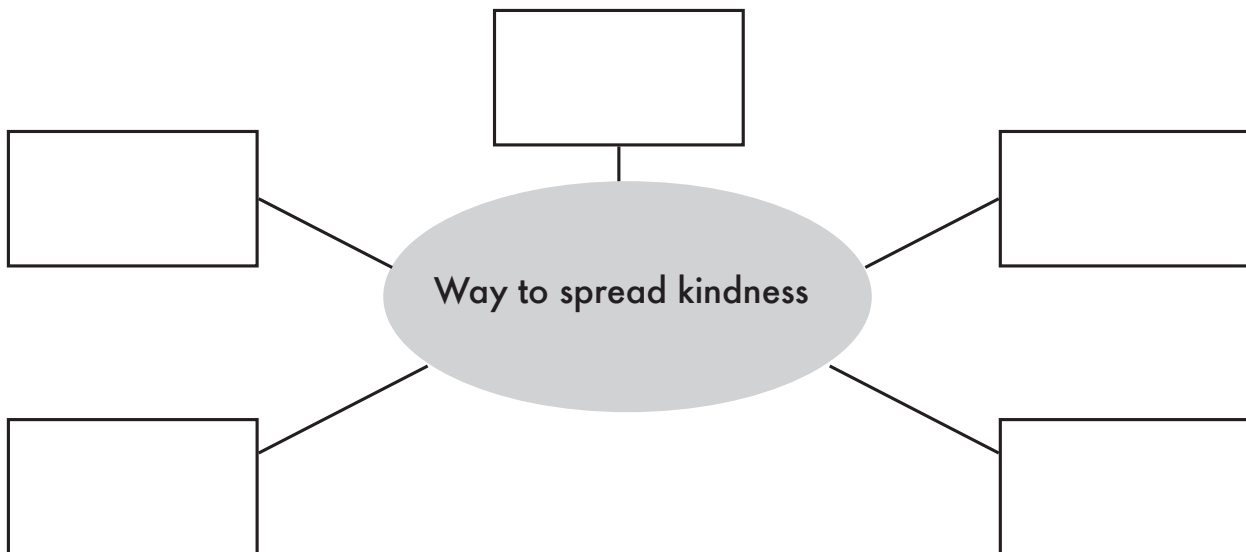
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## WORKSHEET 2

A. In your opinion, how can an individual spread kindness? Write your answers in the space given below.



B. Answer the following questions:

1. What is hygiene and why is it important?

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2. How do plants and trees help us? What steps can be taken to protect them from harm?

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# Social Studies

## Teachers' Guide

