

Social Studies

Teacher Guide

BOOK - 8





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UNIT 1

Maps and Diagrams

Objectives:

- To introduce the term map and its importance.
- To discuss the methods of drawing distribution maps.
- To explain statistical diagrams and its types.

Learning Outcomes:

Students should be able to:

- Explain what maps are used for.
- Gain knowledge about the purpose of distribution maps and how to draw them.
- Differentiate between various types of statistical diagrams, namely bar graph, line graph and pie graph.

Key Terms:

1. **Map:** A drawing displaying the features of an area of land or water body in detail. Maps are also used to find a location or distance between two areas.
2. **Distribution map:** A map that helps to visualize the distribution of things across a certain area. Dot method and choropleth method are the two most important methods used to draw distribution maps.
3. **Statistical diagram:** Diagrams that are used to represent numerical data. Bar graph, line graph and pie graph are some of the diagrams used to represent statistical data.
4. **Cartography:** The study and practice of making maps.

No. of lessons: 2-3

Duration: 40 minutes

Resources: Textbook, maps, illustrations and images.

UNIT 1

Lesson 1

1. Teaching Objective:

To make the students understand the term 'map', its importance and methods of drawing distribution maps.

Time	Methodology
40 minutes	Lesson 1
10 minutes	Warm up and Introduction: Start the lesson with a discussion about what a map is and how is it used in our daily lives. Discuss the importance of maps and introduce the concept of distribution maps.
25 minutes	Explanation: Read the chapter and discuss the two most important methods of drawing distribution maps. Students should be able to identify the differences between dot and choropleth method.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Questions 1 and 2 on page 17 can be given for homework.

UNIT 1

Lesson 2

Teaching Objectives:

To explain the different types of statistical diagrams.

Time	Methodology
40 minutes	Lesson 2
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss bar graph, line graph and pie graph in great detail. Talk about the parts of each graph and how they are different from each other. Choose any 5 students and ask them to list the advantages and disadvantages of statistical diagrams on the board.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Questions 3-5 on page 17 can be given for homework.

UNIT 1

Lesson 3

Teaching Objective:

To assess the students on the topic, 'Maps and Diagrams' through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 3
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Discussion: Discuss the problems that the students may have come across in the chapter. Give out worksheet 1 and 2 provided in the Teacher Guide to the students as a marked class work assignment.
5 minutes	Conclusion: Extended Assignment: Ask the students to: <ul style="list-style-type: none">• Research on Rabi and Kharif crops.• Select any two Rabi and two Kharif crops• Research on the average rainfall required for each crop to grow in millimetres. If there is a range, ask them to pick any number that lies within the range.• Make a table and write down the names of the crops along with the rainfall requirement.• Draw a bar graph and a line graph to represent the data given in the table.

Worksheet 2

- A) The table below shows the average monthly rainfall for the year 2017 in millimetres.
Make a bar graph to represent the data given below.

Month	Rainfall (mm)
January	150
February	100
March	220
April	80
May	140
June	250
July	90
August	160
September	180
October	150
November	200
December	240



UNIT 2

Agents of Landforms

Objectives:

- To introduce the term 'landform'.
- To explain the difference between endogenic and exogenic processes.
- To discuss the components and stages of a river.
- To describe the landforms made by rivers.
- To tell the students about different kinds of glaciers and the landforms formed by each type.
- To teach students about the different landforms formed by wind and waves.

Learning Outcomes:

Students should be able to:

- Define landform, endogenic and exogenic processes.
- Explain the components and stages of a river.
- Discuss the landforms formed by rivers, glaciers, wind and waves.

Key Terms:

1. Landforms: They are features on the surface of the Earth. Most common examples of landforms include mountains, plains, plateaus and hills.
2. Endogenic process: Processes that use internal heat and take place beneath the surface of the Earth causing the rock layers at the surface of the Earth to twist, break and shake.
3. Exogenic process: Destructive process that uses energy of the sun and takes place on the surface of the Earth. Some of the exogenic processes include weathering, erosion and deposition.
4. Erosional features: A surface of land is worn, torn and shaped by the action of erosion especially through running water, glacier and wind.
5. Depositional features: Soil, rocks and sediments are carried by wind, water and glacier which are then added to a landform. This results in building layers of sediment.

UNIT 2

No. of lessons: 3-4

Duration: 40 minutes

Resources: Textbook, illustrations and images.

Lesson 1

Teaching Objectives:

To make the students understand what is meant by the terms 'landform', 'endogenic process' and 'exogenic process'.

To discuss the components and stages of a river and how landforms are made.

Time	Methodology
40 minutes	Lesson 1
10 minutes	Warm up and Introduction: Start the lesson with a discussion about what is meant by erosion and deposition and how are they different. Link these two terms to the creation of landforms and then explain the endogenic and exogenic processes.
25 minutes	Explanation: Read the chapter and talk about the various components of a river and the activities that are carried out by a river. Identify the three stages of a river and explain them using the diagram given on page 21. Now talk about the erosional features that are added to the landscape by rivers.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across. Questions 1 and 2 on page 32 can be given for homework.

UNIT 2

Lesson 2

Teaching Objective:

To explain the landforms made by rivers and glaciers.

Time	Methodology
40 minutes	Lesson 2
5 minutes	Recap: Recap and review the work done in the previous class.
30 minutes	Explanation: Read the chapter and discuss the depositional features formed by rivers. Explain to the students what glaciers are along with the two types, namely alpine and continental. Now discuss the landforms formed by alpine glaciers.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Tell the students to read the chapter and mark any difficulties that they come across.

UNIT 2

Lesson 3

Teaching Objective:

To discuss the landforms formed by continental glaciers and wind.

Time	Methodology
40 minutes	Lesson 4-5
10 minutes	Recap: Recap and review the work done in previous class.
25 minutes	Explanation: Read the chapter and describe the landforms formed by continental glaciers. Outline the differences and similarities between landforms formed by alpine and continental glaciers. Next discuss the landforms formed by wind.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Worksheet 1 can be given for homework.

UNIT 2

Lesson 4

Teaching Objectives:

To tell the students about landforms being formed by waves and the ones present in Pakistan. Students will also be assessed on this topic through a written assignment.

Time	Methodology
40 minutes	Lesson 4
5 minutes	Recap: Recap and review the work done in previous class.
20 minutes	Discussion: Read the chapter and describe the landforms formed by waves. Now talk about the landforms formed by the agents of change in Pakistan.
15 minutes	Conclusion: Homework: Questions 3 and 4 on page 32 along with worksheet 2 can be given for homework. Class Activity: Ask the students to solve the following riddles: <ul style="list-style-type: none">• I am a vertical cliff formed by fine particles of silt and clay. Who am I?• I am a stage of a river. I am also referred to as the lower course. Who am I?

UNIT 2

Worksheet 2

A. Fill in the blanks.

1. Due to erosion, large bends are formed further forming horseshoe like loops called _____.
2. Artificial levees are constructed for the purpose of prevention of _____.
3. River deposits are called _____.
4. Icecaps are smaller than _____.
5. _____ is a German word meaning 'island mountain.'
6. A _____ is a pointed piece of land extending into a body of water.

B. Draw the stages of a river. Explain each stage.



UNIT 3

Oceans

Objectives:

- To introduce the term oceans and talk about the oceans of the world.
- To explain the division of an ocean floor.
- To discuss what factors influence the waves, tides and currents.
- To teach students about some of the important seas of the world.
- To highlight other smaller water bodies.

Learning Outcomes:

Students should be able to:

- Define the term oceans and name the oceans of the world.
- Talk about the five major divisions of an ocean floor.
- Explain the differences between waves, tides and currents.
- Understand the difference between ocean and sea and name some of the important seas of the world.
- Discuss other smaller water bodies.

Key Terms:

1. **Ocean:** A body of salty water covering 70% of the Earth's surface.
2. **Wave:** Movement in the water generated by the wind blowing over it.
3. **Tide:** Periodic wave at regular intervals causing the sea to rise and fall along the shore. It develops due to gravitational pull of the moon and the sun.
4. **Current:** The direction of flow of a water body. It is caused by the wind and sun's heating of the ocean water.
5. **Sea:** It is located where the land and ocean meet. It is smaller than an ocean.

UNIT 3

No. of lessons: 3-4

Duration: 40 minutes

Resources: Textbook, maps, illustrations and images.

Lesson 1

Teaching Objective:

To make sure the students know about the oceans of the world and division of the ocean floor.

Time	Methodology
40 minutes	Lesson 1-2
10 minutes	Warm up and Introduction: Start the lesson with a discussion about oceans and why are they salty. Ask the students if they know where the salt comes from. List the names of the oceans of the world in descending order in terms of size.
25 minutes	Explanation: Read the chapter and discuss the oceans of the world in detail along with five major divisions of an ocean floor.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across.

UNIT 3

Lesson 2

Teaching Objective:

To discuss the factors influencing waves, tides and currents and the differences between them.

Time	Methodology
40 minutes	Lesson 2
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss the factors affecting waves, tides and currents in detail. Now talk about how waves, tides and currents are different from each other.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Questions 3 and 4 on page 44 can be given for homework.

UNIT 3

Lesson 3

Teaching Objectives:

To highlight some of the important seas of the world and describe the relief features of water bodies.

Time	Methodology
40 minutes	Lesson 3
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: List some of the important seas of the world and discuss why the terms 'ocean' and 'sea' cannot be used interchangeably. Now discuss the relief features of water bodies.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Questions 1 and 2 on page 44 can be given for homework. Ask students to get a world map in the next class.

UNIT 3

Lesson 4

Teaching Objectives:

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

Time	Methodology
40 minutes	Lesson 4
5 minutes	Recap: Recap and review the work done in previous class.
20 minutes	Discussion: Discuss worksheet 1 and 2 from the Teacher's Guide and give it to the students to fill as a classwork assignment.
15 minutes	Conclusion: Homework: Ask the students to mark the following on the world map: <ul style="list-style-type: none">• continents• oceans of the world• important seas of the world

UNIT 3

Worksheet 1

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

1. Indian Ocean is the second largest ocean in the world.
2. Oceans get salt from the rocks and soil carried by the rivers.
3. Trough is the top part and the highest point of the wave.
4. Oceans are smaller than seas.

B. Draw a diagram to show the features of the ocean floor. Make a box for the diagram



C. Write the following:

1. Describe the five major divisions of an ocean floor.

2. List the oceans of the world in descending order in terms of size.

3. Discuss the different types of tides.

4. What is the difference between an ocean and a sea?

Natural Disasters

Objectives:

- To introduce the term 'natural disaster'.
- To teach the process of volcanism and its impact.
- To explain the causes of landslides and how to mitigate them.
- To define desertification, its causes, effects and how to minimize this condition.
- To understand the causes of floods and how to reduce them.
- To tell students the causes and effects of cyclones along with measures to reduce the damage.
- To discuss the causes and effects of earthquakes and forest fires.

Learning Outcomes:

Students should be able to:

- Understand the term 'natural disaster' and different types of disasters.
- Outline the causes and effects of various natural disasters.
- Explain how to reduce the damage caused by natural disasters.

Key Terms:

1. **Natural disasters:** It is a sudden and unfavourable event that takes place due to natural processes of the earth; for example: volcanism, earthquakes floods, etc.
2. **volcanism:** The eruption of magma or molten rock onto the surface of the earth.
3. **Landslides:** The movement of rock, debris or earth down a slope.
4. **Desertification:** The process during which a fertile land becomes a desert due to deforestation, human activities, drought and improper agriculture.
5. **Floods:** When the volume of water in a water body exceeds its total holding capacity, it causes the water body to overflow.
6. **Cyclone:** Spinning storms that rotate around a low pressure center.
7. **Earthquakes:** The sudden shaking of the ground caused by two blocks of the earth slipping past or over one another. It is also caused by the movement of magma.
8. **Forest fire:** A sudden, uncontrollable fire that takes place in a forest.

UNIT 4

No. of lessons: 8-9

Duration: 40 minutes

Resources: Textbook, illustrations and images.

Lesson 1

Teaching Objective:

To make the students understand the term 'natural disaster' its types and the process of volcanism

Time	Methodology
40 minutes	Lesson 1
5 minutes	Warm up and Introduction: Start the lesson with a discussion about natural disasters and ask the students if they have experienced any.
30 minutes	Explanation: Talk about the differences between natural and man made disasters. List the most common disasters and then introduce the term 'volcanism'. Describe how volcanoes are formed, the impact of volcanic eruptions, how to monitor and reduce volcanic activity.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across.

UNIT 4

Lesson 3-4

Teaching Objectives:

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	Recap: Recap and review the work done in previous class.
30 minutes	Explanation and Discussion: Read the chapter, discuss the causes of landslides and how to reduce them. Now talk about the causes and effects of desertification, as well as the measures that should be taken to prevent it.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Tell the students to revise the chapter at home. Questions 1 and 4 on page 65 can be given for homework.

UNIT 4

Lesson 5-6

Teaching Objectives:

To describe floods and cyclones and how the damage caused by them can be reduced.

Time	Methodology
40 minutes	Lesson 5-6
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss the causes of floods as well as the hydrologic characteristics that are observed to forecast flood. Ask the students to mention ways of controlling floods. Now talk about how a cyclone is formed, when and where it will hit and the measures taken to reduce the damage caused by it.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Worksheet 1 can be given for homework.

UNIT 4

Worksheet 1

A. Circle the correct answer.

1. The movement of rock, debris or earth down a slope is known as:
 - I. Volcanism
 - II. Cyclones
 - III. Landslides
2. Floods can be controlled by:
 - I. Cutting trees
 - II. Planting trees
 - III. Having a poor drainage system
3. An example of geophysical natural disaster is:
 - I. Earthquake
 - II. Cyclone
 - III. Drought

A. Answer the following:

1. List the causes of landslides.

2. What measures can be taken to reduce the damage and destruction caused by cyclones?

UNIT 4

Lesson 7-8

Teaching Objectives:

To highlight the cause and effects of earthquakes and forest fire.

Time	Methodology
40 minutes	Lesson 7-8
5 minutes	Recap: Recap and review the work done in previous class
30 minutes	Explanation: Read the chapter and discuss the causes and effects of earthquakes. Ask the students how to forecast, monitor and reduce the damage caused by earthquakes. Discuss how seismic waves and Richter scale are used to measure earthquakes. Now talk about the causes and effects of forest fire, how it spreads and what measures are taken to reduce the damage.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Question 3 on page 65 and worksheet 2 can be given for homework.

Worksheet 2

A. Define the following terms:

1. Fault zone: _____

2. Hypocenter: _____

3. Epicenter: _____

4. Tectonic plates: _____

5. Seismic waves: _____

A. Answer the following questions:

1. How does the forest fire spread?

2. What measures should be taken to reduce the damage caused by forest fire?

UNIT 4

Lesson 9

Teaching Objectives:

To assess the students on the topic of natural disasters through class discussions and written assignments.

Time	Methodology										
40 minutes	Lesson 9										
5 minutes	<p>Recap: Recap and review the work done in previous class.</p>										
10 minutes	<p>Discussion: Discuss the safety measures that should be taken in case of natural disasters.</p>										
25 minutes	<p>Conclusion: Homework: Give Busy Bee activity on page 65 for homework.</p> <p>Class Activity: Divide the class into two teams and give the following questions to each team:</p> <table border="1"> <thead> <tr> <th>TEAM A</th> <th>TEAM B</th> </tr> </thead> <tbody> <tr> <td>What is magma?</td> <td>What is the difference between natural and man made disasters?</td> </tr> <tr> <td>State one natural and one human cause of landslides.</td> <td>What are piezometers?</td> </tr> <tr> <td>What are seismometers?</td> <td>State one cause of desertification.</td> </tr> <tr> <td>Which natural disaster takes place when dams collapse?</td> <td>Which natural disaster takes place when two blocks of the earth suddenly slip past one another?</td> </tr> </tbody> </table> <p>One member of Team A can pick any member of Team B to answer the question and vice versa.</p> <ul style="list-style-type: none"> The team with a greater number of correct answers wins. 	TEAM A	TEAM B	What is magma?	What is the difference between natural and man made disasters?	State one natural and one human cause of landslides.	What are piezometers?	What are seismometers?	State one cause of desertification.	Which natural disaster takes place when dams collapse?	Which natural disaster takes place when two blocks of the earth suddenly slip past one another?
TEAM A	TEAM B										
What is magma?	What is the difference between natural and man made disasters?										
State one natural and one human cause of landslides.	What are piezometers?										
What are seismometers?	State one cause of desertification.										
Which natural disaster takes place when dams collapse?	Which natural disaster takes place when two blocks of the earth suddenly slip past one another?										

UNIT 5

Climate

Objectives:

- To introduce the term 'climate'.
- To highlight the variation in climate of Pakistan
- To discuss the factors causing a variation in climate in different regions.
- To outline the four seasons of Pakistan.
- To understand the climatic divisions of Pakistan.
- To explain the impact of climate on life.

Learning Outcomes:

Students should be able to:

- Understand the term climate and the factors causing changes in the climate.
- Describe the four seasons of Pakistan.
- Explain the climatic divisions of Pakistan.
- Talk about the impact of climate on people and land.

Key Terms:

1. **Climate:** Average pattern of weather conditions over a long period of time.
2. **Latitude:** Line extending horizontally around the earth. These lines are parallel to the equator.
3. **Western depression:** A storm originating in the Mediterranean Sea that brings sudden winter rain. Pakistan receives a small amount of rainfall as the level of moisture decreases during the journey.
4. **Isobars:** A line on a map connecting places with the same atmospheric pressure

No. of lessons: 4-5

Duration: 40 minutes

Resources: Textbook, illustrations and images.

UNIT 5

Lesson 1-2

Teaching Objectives:

To make students understand the term climate and the factors causing regional diversity in climate.

Time	Methodology
40 minutes	Lesson 1-2
5 minutes	Warm up and Introduction: Start the lesson with a discussion about the difference between weather and climate.
30 minutes	Explanation: Read the chapter and discuss why there is a variation in climate across different regions of Pakistan. Explain how factors such as latitude, oceanic influence, altitude, continental effect, monsoon winds and western disturbances cause regional diversity in climate.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson Homework: Tell the students to read the chapter and mark any difficulties that they come across.

UNIT 5

Lesson 3-4

Teaching Objective:

To discuss the four seasons and climatic divisions of Pakistan.

Time	Methodology
40 minutes	Lesson 3-4
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss the four seasons in great detail. Students should know the onset and duration of each season. Highlight the four climatic divisions and discuss how temperature, precipitation and altitude differs in each.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Questions 1,2,4 and 5 on page 73 can be given for homework. Ask the students to bring an atlas in the next class.

UNIT 5

Lesson 5

Teaching Objectives:

To explain the impact of climate on life and to assess the students on the topic of climate through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 5
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Discussion: Discuss the impact of climate on people as well as land
5 minutes	Conclusion: Homework: Question 3 and busy bee activity on page 73 can be given for homework. Class Activity: Worksheet 2 to be given to the students. Ask them to write down the capital cities of the countries given and then state the latitude of each using an atlas.

UNIT 5

Lesson 5

Teaching Objectives:

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

Time	Methodology
40 minutes	Lesson 5
5 minutes	Recap: Recap and review the work done in previous class
15 minutes	Discussion: Discuss the impact of climate on people as well as land.
20 minutes	Conclusion: Homework: Question 3 and busy bee activity on page 73 can be given for homework. Class Activity: Worksheet 2 to be given to the students. Ask them to write the capital cities of the countries given and then state the latitude of each using an atlas.

UNIT 5

Worksheet 2

A. Fill in the table below by:

1. Writing the capital cities of each country.
2. Writing the latitude of the capital cities using an atlas.

Country	Capital	Latitude
Afghanistan		
Australia		
Bangladesh		
Canada		
Colombia		
Egypt		
France		
Malaysia		
Pakistan		
Turkey		
Zimbabwe		

B. Write a note on the impact climate on human life.

UNIT 6

Natural Regions of the World

Objectives:

- To introduce the term 'natural region'.
- To outline the factors that affect climatic regions.
- To discuss the major regions of the world.
- To talk about the various natural regions.

Learning Outcomes:

Students should be able to:

- Understand the term 'natural region'.
- Describe tropical, temperate and Polar Region.
- Identify and talk about the various natural regions.

Key Terms:

1. **Natural Region:** An area of land sharing common features of geography, geology and climate
2. **Frigid Zone:** The area between Arctic and the North Pole or the Antarctic Circle and the South Pole.
3. **Tundra:** Low lying, treeless area in the north of the Arctic Circle with frozen subsoil.
4. **Bedouin:** Nomadic arab people who live in the desert regions and rear camels, horses and goats.

No. of lessons: 2-3

Duration: 40 minutes

Resources: Textbook, maps, illustrations and images.

UNIT 6

Lesson 1

Teaching Objectives:

To make students understand the term natural region, factors affecting climatic regions and discussing the major regions of the world.

Time	Methodology
40 minutes	Lesson 1
10 minutes	Warm up and Introduction: Start the lesson with a discussion about natural regions and their features.
25 minutes	Explanation: Read the chapter and discuss the factors manipulating the world climatic regions. List the major regions of the world, namely tropical, temperate and polar. Talk about how the temperature varies in each of these regions.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across.

UNIT 6

Lesson 2

Teaching Objective:

To understand the common features of a natural region.

Time	Methodology
40 minutes	Lesson 2
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss rainforest, monsoon, Mediterranean and steppe region. Talk about how each of these natural regions differ in terms of temperature, rainfall and vegetation.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Questions 1 and 2 on page 82 can be given for homework. Ask the students to bring an atlas, a world map and a list of the top 10 rainforests in the next class.

UNIT 6

Lesson 2-3

Teaching Objectives:

To understand the common features of a natural region and to assess the students on the topic of world's natural regions through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 2-3
5 minutes	Recap: Recap and review the work done in previous class.
15 minutes	Discussion: Discuss the tundra region as well as the tropical deserts. Talk about how these natural regions differ in terms of temperature, vegetation and rainfall.
5 minutes	Conclusion: Homework: Worksheet 1 and 2 can be given for homework. Class Activity: Ask the students to mark the top 10 rainforests on the map using an atlas. Now ask the students to write the importance of rainforests. In their opinion, what is the most important reason?

UNIT 6

Worksheet 1

A. State whether the statement is true or false. If it is false, give a reason to support your answer.

- a. The Eurasian steppe is divided in to northern and southern steppe.
- b. Very little vegetation is found in the tropical deserts.
- c. Bedouins of Arabia live in cold regions and make pottery.
- d. Pakistan lies in the monsoon region.

B. Answer the following questions.

1. How does the earth's tilt have a major effect on the climate of the Polar Regions?

2. How is the vegetation in a Mediterranean Region like?

3. What are tundras?

4. Name the world's largest rainforest.

UNIT 7

South Asia and Neighboring Regions

Objectives:

- To outline the countries in the South Asian region.
- To discuss the countries, climate, deserts and seas of the Middle east
- To talk about the location of Central Asia and China.
- To discuss Pakistan relations with its neighboring regions.
- To explain the strategic significance of Pakistan.

Learning Outcomes:

Students should be able to:

- Understand the location of South Asia, Middle East, Central Asia and China.
- Talk about Pakistan relations with China, India, Iran and Afghanistan.
- Describe the strategic significance of Pakistan.

Key Terms:

1. **Developed countries:** Countries with high economic growth and people with high incomes.
2. **Developing countries:** Countries where people generally have low incomes and there is little industrial and growth.
3. **SAARC:** South Asian Association for Regional Cooperation is responsible for the welfare and quality of life of South Asians.

Number. of lessons: 3-4

Duration: 40 minutes

Resources: textbook, maps, illustrations and images.

UNIT 7

Lesson 1-2

Teaching Objectives:

To teach the students about the location of South Asia and Middle East.

Time	Methodology
40 minutes	Lesson 1-2
10 minutes	Warm up and introduction: Start the lesson with a discussion about the location of South Asia on a map. Mark some of the countries in this region.
25 minutes	Explanation: Read the chapter and discuss the economic activities of south asia and the importance of SAARC. Now mark the Middle East region on the map and some of the countries it consists of. Talk about its temperature, deserts, seas and the economic activities.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across.

UNIT 7

Lesson 3-5

Teaching Objectives:

To discuss the location of Central Asia, China and Pakistan's relationship with its neighboring countries.

Time	Methodology
40 minutes	Lesson 3-5
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss the location, population, and economic activities of Central Asia and China. Now talk about the relations of Pakistan with the few important countries it shares borders with.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Questions 1-5 on page 92 can be given for homework

UNIT 7

Lesson 6

Teaching Objectives:

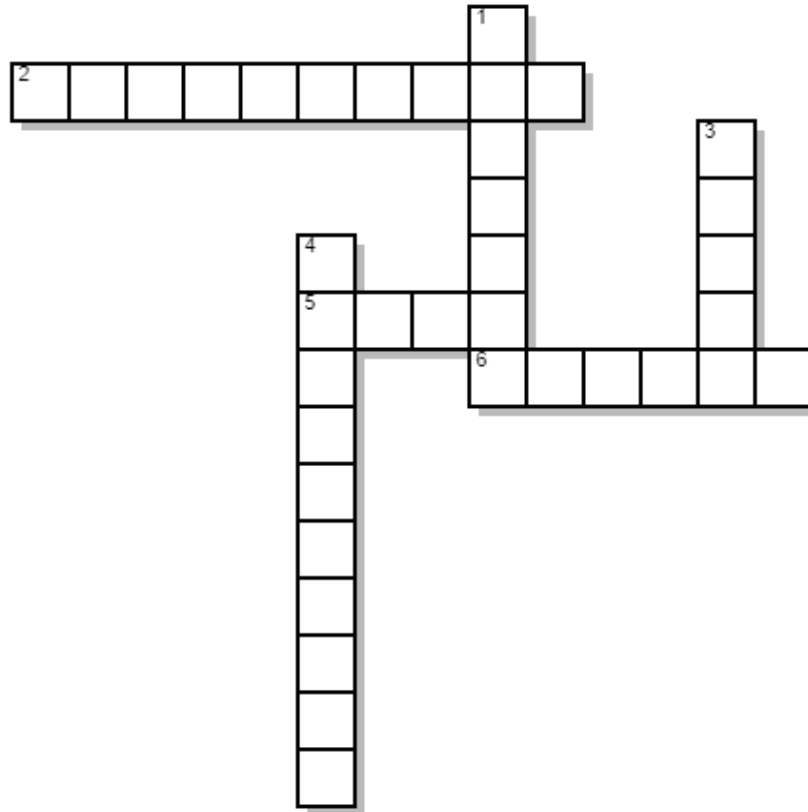
To explain the strategic significance of Pakistan and assess the students on the topic of South Asia and neighboring regions.

Time	Methodology
40 minutes	Lesson 6
5 minutes	Recap: Recap and review the work done in previous class.
15 minutes	Discussion: Discuss how Pakistan's location has been beneficial in term of politics, economy and strategy.
20 minutes	Conclusion: Homework: Worksheet 2 can be given for homework. Class Activity: Worksheet 1 can be given as a marked classwork assignment. Extended Assignment: Read about SAARC and answer the following questions: Who is the founder of SAARC? How many countries are a part of SAARC? Who is the current president of SAARC? What is the main purpose of SAARC?

UNIT 7

Worksheet 1

A. Read the clues given below to fill in the crossword puzzle.



ACROSS

- 2 Famous gulf in Middle East
- 5 First country to accept Pakistan as an independent state
- 6 China helped Pakistan establish a seaport in this city

DOWN

- 1 Capital city of China
- 3 One of Pakistan's largest trade partners
- 4 The region known for the export and production of oil

Answer to the crossword puzzle:

Across

2. Gulf of Suez
5. Iran
6. Gwadar

Down

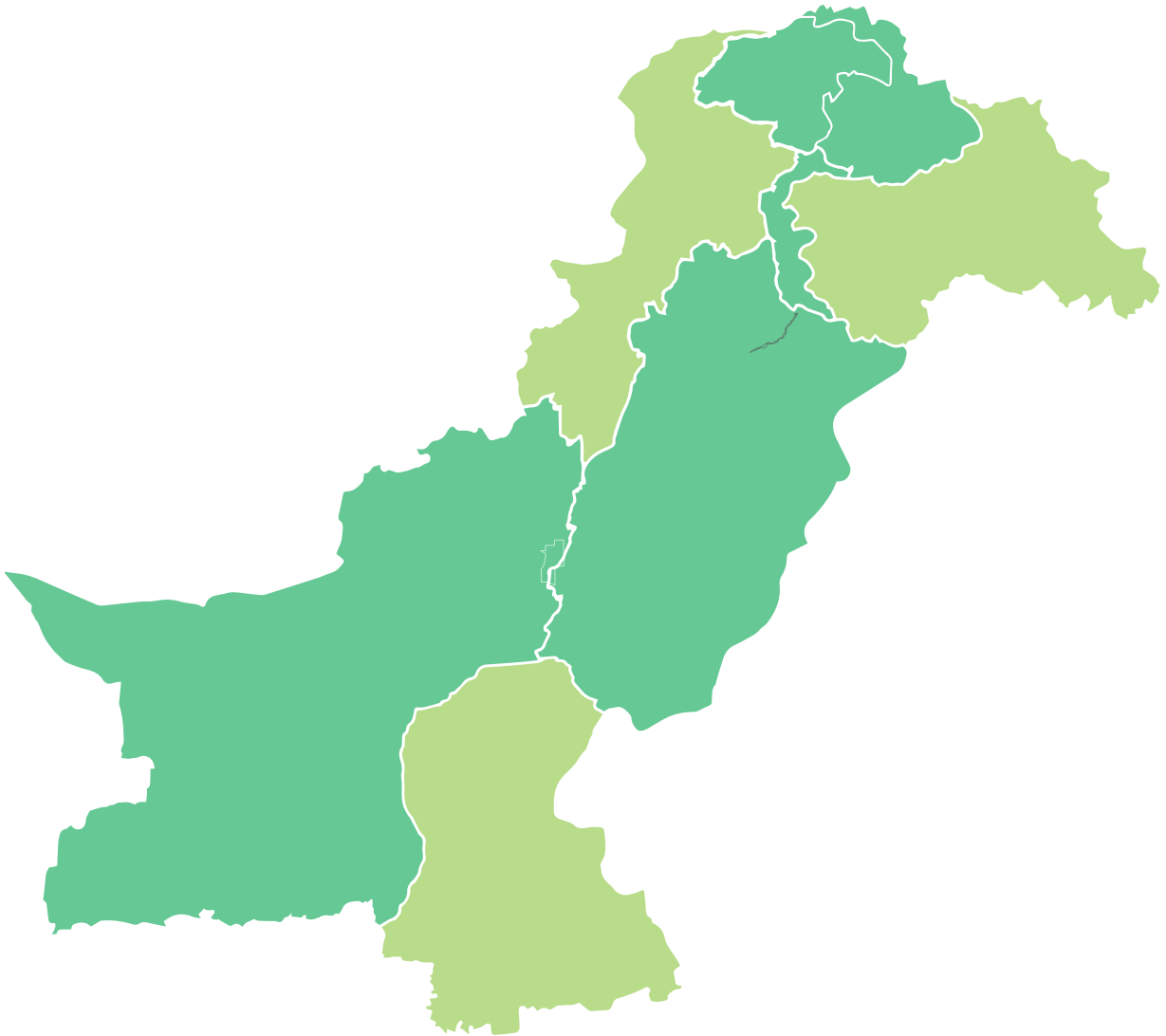
1. Beijing
3. China
4. Middle East

UNIT 7

Worksheet 2

A. Label the following on the map given below:

- i. Provinces of Pakistan
- ii. Neighboring countries of Pakistan



Unit 8

Environmental and Climatic Problems

Objectives:

- To introduce the term 'pollution'.
- To explain the causes and impact of air, water, soil and noise pollution.
- To discuss how various forms of pollution can be reduced.
- To teach students what is meant by global warming and how it impacts the environment.

Learning Outcomes:

Students should be able to:

- Define pollution and types of pollution.
- Talk about the causes and impact of each types.
- Discuss global warming and how it affects people and their surroundings.

Key Terms:

Pollution: This happens when the environment is contaminated by waste chemicals or harmful substances.

Air pollution: This happens when unwanted chemicals and harmful particles enter the air in the atmosphere.

Water pollution: This kind of pollution occurs when chemicals or harmful substances are directly or indirectly released into the water bodies without enough treatment to remove harmful compounds.

Soil pollution: This happens when trash and toxic chemicals are added to the soil which adversely affects the fertility of the soil.

Noise pollution: Unpleasant sounds that interfere with normal activities.

Global warming: Gradual heating of Earth's surface and atmosphere.

No. of lessons: 4-5

Duration: 40 minutes

Resources: Textbook, illustrations and images.

Unit 8

Lesson 1

Teaching Objectives:

To introduce the term pollution along with cause and effects of air pollution

Time	Methodology
40 minutes	Lesson 1
10 minutes	Warm up and introduction: Start the lesson with a discussion about the term pollution and outlining the four main forms of pollution. Ask the students to give everyday life examples of pollution.
25 minutes	Explanation: Read the chapter and discuss the causes as well as effects of air pollution. Now discuss what steps can be taken to reduce air pollution.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across. Question 2 on page 104 can be given for homework.

Unit 8

Lesson 2-3

Teaching Objective:

To discuss the causes, effects and ways of minimizing water pollution. Students will also learn what factors cause soil pollution.

Time	Methodology
40 minutes	Lesson 2-3
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss the causes and effects of water pollution. Ask the students to list down ways of reducing water pollution. Now discuss factors that cause soil pollution.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Worksheet 1 can be given for homework.

Unit 8

Lesson 3-4

Teaching Objective:

To highlight effects of soil pollution and how to minimize them. Causes and effects of noise pollution will also be discussed.

Time	Methodology
40 minutes	Lesson 3-4
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Talk about the effects of soil pollution and how they can be reduced. Read the chapter and ask the students to identify the sources of noise pollution and their impact on the environment as well as individuals. List down ways of reducing noise pollution.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson Homework: Question 4 on page 104 can be given for homework.

Unit 8

Lesson 5

Teaching Objective:

To explain the process of global warming and assess the students on the topic of environmental and climatic problems through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 3-4
5 minutes	Recap: Recap and review the work done in previous class.
15 minutes	Discussion: Read the chapter and discuss the term global warming with the students. Outline the factors causing global warming and how it is affecting the earth. Discuss the different categories of air pollution and the methods used to measure the quality of water
20 minutes	Conclusion: Homework: Worksheet 2 and questions 1, 3 and 5 on page 104 can be given for homework. Class Activity: Ask the students to list down causes of air, water, soil and noise pollution in school, how it affects the environment as well as individuals and what measure should be taken to reduce each one of them.

Unit 8

Worksheet 1

A. Answer the following:

i) Define the term pollutants.

ii) Name the most common air pollutants.

iii) List 3 ways of minimizing air and water pollution.

iv) How does sewage cause water pollution?

v) Define acid rain.

Worksheet 2

A. Define the following:

i. Biological air pollution

ii. Physical air pollution

iii. Chemical air pollution

B. Answer the following:

a) Which methods are used to measure the quality of water?

b) Name the second most common greenhouse gas and how is it produced?

c) Write down two causes of noise pollution.

Consolidation of British Rule

Objectives:

- To tell students how East India Company (EIC) was established.
- To discuss how the British took over the Mughal Empire.
- To explain the key points of the act of 1858.
- To highlight the educational and social reforms by the British government.
- To describe how the means of communication changed during that era.
- To discuss the acts implemented in the subcontinent.

Learning Outcomes:

Students should be able to:

- Talk about the trade carried out by EIC and how it was overthrown by the British.
- Understand the educational and social reforms introduced by the British.
- Explain the developments in the communication sector as well as in infrastructure.
- Talk about the various acts implemented in the subcontinent.

Key Terms:

EIC: It was formed in 1600 for trading activities and later gained control after the Battle of Plassey.

Empress of India: In 1858, the powers were transferred to the British crown and Queen Victoria was titled 'Empress of India'.

Caste: Different social classes in a Hindu society amongst which people are divided.

Sati: A Hindu custom in which the widow burns herself to death.

No. of lessons: 5-6

Duration: 40 minutes

Resources: Textbook, illustrations and images.

Lesson 1-2

Teaching Objectives:

To describe the establishment of EIC and how it lost control under the British rule.

Time	Methodology
40 minutes	Lesson 1-2
10 minutes	Warm up and introduction: Start the lesson with how EIC was established, its objectives and why India was famous.
25 minutes	Explanation: Read the chapter and discuss how EIC gained control over the provinces which resulted in British rule. Talk about the key points discussed during the act of 1858 and the new administrative structure that was introduced.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across. Questions 1 and 2 on page 114 can be given for homework.

Unit 9

Lesson 3-5

Teaching Objective:

To discuss the educational and social reforms introduced by the British government as well as the developments in communication and infrastructure.

Time	Methodology
40 minutes	Lesson 3-5
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss the various educational reforms that were introduced. Talk about how the low caste indians enjoyed an improvement in their social status. Discuss other social reforms such as ban on <i>sati</i> , restriction on underage marriages and dowry in detail. Describe the developments in infrastructure and communication under British rule.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Question 4 and 5 on page 114 can be given for homework.

Lesson 6

Teaching Objective:

To explain the acts implemented in the subcontinent and assess the students on the topic of consolidation of British rule

Time	Methodology
40 minutes	Lesson 6
5 minutes	Recap: Recap and review the work done in previous class.
20 minutes	Discussion: Read the chapter and discuss the main provisions of each of the reforms implemented in the subcontinent as well as its drawbacks.
20 minutes	Conclusion: Class Activity: Worksheet 1 can be given as a marked classwork assignment Extended assignment: How was EIC beneficial to the mughals? Reasons for the decline of EIC. Robert clive and the battle of plassey.

Unit 9

Worksheet 1

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

1. The Battle of Plassey took place in 1857.
2. Queen Victoria was titled as the Empress of India.
3. The education system introduced by Lord Macaulay was known as Macaulay's Minute.
4. *Sati* is when the husbands burn themselves to death.
5. In 1853, the first railway line opened in India between Bombay and Thane.

B. Fill in the blanks.

1. The Indian society was divided into four categories. _____ were the highest and _____ were the lowest in rank.
2. British raised the minimum age of marriage to _____ years to prohibit underage marriages.
3. In a grand Darbar at _____, Lord _____ announced the royal proclamation.
4. The last Mughal emperor, _____, was exiled to _____.
5. _____ was chosen as the first Viceroy of India.
6. In 1757, the EIC defeated the ruler of Bengal at the famous Battle of _____.
7. In Indian Council Act of 1861, limited powers were given to the presidencies of _____ and _____.
8. India was famous for its _____.

C. How did the East India Company establish itself in India?

Worksheet 2

A. Choose the correct the answer.

1. In which year did the East India Company defeat the ruler of Bengal?
a. 1745 b. 1750 c. 1757
2. When were the Morley-Minto Reforms passed?
a. 1919 b. 1900 c. 1909
3. Who introduced postal stamps?
a. Lord Canning b. Lord Dalhousie c. Lord Mountbatten
4. Which Queen took over as the supreme monarch of India in 1858?
a. Queen Victoria b. Queen Elizabeth c. Queen Margaret
5. Who was the first viceroy of India?
a. Lord Mountbatten b. Robert Clive c. Lord Canning
6. Which Mughal emperor was exiled to Burma?
a. Aurangzeb b. Shah Alam II c. Bhadur Shah
7. According to the Hindu caste system which caste was known as the untouchables?
a. Sudras b. Brahmans c. Vaishyas
8. In which year was Lord Macaulay's education system introduced?
a. 1933 b. 1853 c. 1883

B. In your opinion, which is the most important reform made during the British Raj? Give reasons for your answer.

Unit 10

Political Awakening in British India

Objectives:

- To discuss why Indian National Congress was established and its objectives.
- To understand the cause of partition of Bengal and reaction of Hindus and Muslims post partition.
- To tell the students what demands were put forward by Muslim leaders during Simla deputation.
- To outline the reasons of establishment of Muslim League and its objectives.
- To discuss the importance of Lucknow Pact and Khilafat Movement.

Learning Outcomes:

Students should be able to:

- Talk about the reasons that lead to the establishment of Indian National Congress and what purpose it served.
- Discuss what lead to the partition of Bengal, reactions of Muslims and Hindus post partition and the demands of Muslim leaders during the Simla Deputation.
- Highlight the importance of Muslim League, Lucknow Pact and Khilafat Movement.

Key Terms:

Diarchy: A dual system of government in which two heads are responsible for administration.

Indian National Congress: Allan Octavian Hume formed this organization to present the demands of all Indians to the government.

Muslim League: A political party formed to safeguard the interests of the Muslims.

Unit 10

No of lessons: 7-8

Duration: 40 minutes

Resources: Textbook, illustrations and images.

Lesson 1-2

Teaching Objective:

To discuss the establishment of Indian National Congress and the partition of Bengal.

Time	Methodology
40 minutes	Lesson 1
10 minutes	Warm up and introduction: Start the lesson with a discussion about why the locals were not happy with the British government and how it led to the formation of Indian National Congress.
25 minutes	Explanation: Read the chapter and talk about the aims and objectives of the Indian National Congress and how it became anti Muslim. Now talk about the causes of partition of Bengal and the reactions of Hindus and Muslims post partition
10 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across. Questions 1 and 2 on page 126 can be given for homework.

Unit 10

Lesson 3-5

Teaching Objective:

To explain the demands of Simla deputation, establishment of Muslim League and the importance of Lucknow Pact.

Time	Methodology
40 minutes	Lesson 3-5
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss the demands that were put forward by Muslim leaders during the Simla deputation. Now talk about the reasons for the establishment of Muslim League and its objectives. Highlight the importance of Lucknow Pact and the factors behind the pact.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter Homework: Questions 2 and 3 on page 126 can be given for homework

Unit 10

Lesson 6

Teaching Objectives:

To outline the causes of Khilafat Movement and its importance.

Time	Methodology
40 minutes	Lesson 6
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and talk about the causes, objectives and importance of the Khilafat Movement. Discuss the Hijrat Movement and the reasons for its failure, <i>reshmi rumal</i> and the civil disobedience movement.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Worksheet 1 can be given for homework.

Unit 10

Lesson 7

Teaching Objectives:

To talk about the system of diarchy and assess the students on the topic of Political Awakening in British India through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 7
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Discussion: Read the chapter and discuss the diarchy system that was introduced and why it failed.
5 minutes	Conclusion: Homework: Question 4 on page 126 can be given for homework. Class Activity: worksheet 2 should be given as a marked classwork assignment Extended Assignment: Write a note on the failure of Khilafat Movement

Worksheet 1

A. Fill in the blanks.

1. _____ was the first president of Congress.
2. The partition of Bengal was carried out under _____ for administrative convenience,
3. The _____ included 35 Muslim leaders from all the provinces of India led by _____ and Nawab Mohsin ul Malik.
4. The first session of All India Muslim League was held in _____ and chaired by _____.
5. In _____, _____ abolished the system of khilafat.
6. _____ started the Civil Disobedience movement and announced the boycott of English products and civil departments.

B. Answer the following:

1. What is meant by the term diarchy?

2. Why was the movement named *Reshmi Rumal* Movement?

3. What were the objectives of the Muslim League?

Worksheet 2

A. Answer the following questions.

1. Which Governor General was influenced by the Hindus to cancel the partition of Bengal in 1906?

2. The partition of Bengal was carried out under which Governor General?

3. What was the name of the party formed by Allan Octavian Hume?

4. When was the Muslim League formed?

5. How many Muslims were part of the Simla Deputation in 1906?

6. Who abolished the Khilafat system?

7. What is diarchy?

8. Who formed a democratic government in Turkey?

B. Write a note on the Hijrat Movement.

Political Settlement

Objectives:

- To discuss the Delhi proposals, Simon Commission and Nehru Report.
- To explain the Allahabad Address.
- To outline the features of Government of India act 1935.
- To discuss the status of Muslim League during 1926-36.

Learning Outcomes:

Students should be able to:

- Talk about the settlements made in the Delhi proposals, recommendations of Simon Commission and demands of the Nehru Report.
- Explain what happened during the various Round Table Conferences.
- Understand the Government of India Act 1935 and the status of Muslim League during 1926-36.

Key Terms:

Nehru report: Report presented at the all parties conference which was boycotted by the Muslims after which amendments were proposed by Quaid Azam.

Round Table Conference: The British government organized three Round Table Conferences from 1930-32 to discuss the constitutional reforms in India.

Bande matram: National song of India.

No. of lessons: 6-7

Duration: 40 minutes

Resources: Textbook, illustrations and images.

Unit 11

Lesson 1-3

Teaching Objective:

To discuss the Delhi proposals, Simon Commission and the Nehru Report.

Time	Methodology
40 minutes	Lesson 1-3
10 minutes	Warm up and introduction: Start the lesson with a discussion about the settlements made during the Delhi proposals
25 minutes	Explanation: Read the chapter and talk about the recommendations made in the Commission Report and why they were rejected. Now talk about the demands that were presented in the Nehru Report, how Muslims reacted to these demands and the Fourteen Points suggested by Quaid e Azam.
10 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson Homework: Tell the students to read the chapter and mark any difficulties that they come across. Questions 1-3 on page 139 can be given for homework.

Unit 11

Lesson 4

Teaching Objective:

To describe the Round Table Conferences.

Time	Methodology
40 minutes	Lesson 4
10 minutes	Recap: Recap and review the work done in previous class.
25 minutes	Explanation: Read the chapter and talk about what was decided during each round table conference and the reasons for their failure. Now talk about how sindh was separated form bombay and declared as an independent province.
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter. Homework: Worksheet 1 can be given for homework.

Unit 11

Lesson 5-7

Teaching Objectives:

To highlight the government of India act 1935, status of Muslim League During 1926-36.
To investigation reports and assess the students on the topic of political settlement through class discussions and written assignments.

Time	Methodology
40 minutes	Lesson 5-7
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Discussion: Read the chapter and discuss the feature of government of india act 1935, eletions of 1937, the Pirpur Report, Sharif Report, Kamal Yar Jang Report and the effects of Second World War on India.
5 minutes	Conclusion: Homework: Questions 4 and 5 on page 139 can be given for homework. Extended Assigment: Worksheet 2 can be given as a marked homework assigment.

Worksheet 1

A. Answer the following questions.

1. In your opinion, what was the reason behind the failure of the Round Table Conferences?

2. List any 6 points from Jinnah's Fourteen Points. In your opinion, which demand was the most important and why?

B. State whether the statement is true or false. If its false, give a reason to support your answer.

1. In the Central Legislative, Muslim representation shall be one third and no less was one of the demands mentioned in the Nehru report.
2. The Muslim League arranged meetings in Allahabad in 1930.
3. The first Round Table Conference was opened by Muhammad Ali Jinnah.
4. Maulana Muhammad Ali Jauhar was replaced by Allama Iqbal during the Second Round Table conference.
5. The Communal Award in 1932 allowed separate electorate for Muslims and all minorities.
6. According to the Pirpur report, Hindi had been eliminated.
7. At the age of 20, Jinnah was the only Muslim barrister in Sindh.

Unit 11

Worksheet 2

A. Fill in the timeline below:

Events	Year
Simon Commission	
Nehru Report	
Jinnah's Fourteen Points	
Allahabad Address	
Round Table Conferences	
Government Act after the RTCs	

B. Write short notes on the following:

1. Simon Commission

2. Allahabad Address

Unit 12

Struggle for Pakistan

Objectives:

- To explain the importance of Lahore Resolution.
- To tell the students why the Quit India Movement took place and reasons of failure of the Simla Conference.
- To discuss the elections of 1945-46.
- To highlight the role of Quaid-e-Azam as the founder of Pakistan and discuss how Pakistan was established

Learning Outcomes:

Students should be able to:

- Talk about the importance of Lahore Resolution and the Quit India Movement.
- Explain what happened during the elections of 1945-46.
- Understand what led to the establishment of Pakistan and how it happened.

Key Terms:

Lahore Resolution: Resolution passed on the 23rd of March 1940 regarding the establishment of separate states for Muslims where they can live peacefully and practice their religious rights.

Radcliffe Award: Outcome of a plan announced on 3rd June 1947 by Lord Mountbatten which suggested the partition of the Indian subcontinent into two independent states – India and Pakistan.

Quit India Movement: A civil disobedience movement launched in India in 1942.

No. of lessons: 4-5

Duration: 40 minutes

Resources: Textbook, illustrations and images.

Unit 12

Lesson 1-2

Teaching Objectives:

To explain the importance of Lahore Resolution and reasons that led to the failure of Simla Conference.

Time	Methodology
40 minutes	Lesson 1-2
10 minutes	Warm up and introduction: Start the lesson with a discussion about the Lahore Resolution and ask the students, in their opinion, how important this step was in the creation of Pakistan.
25 minutes	Explanation: Read the chapter and talk about what was proposed in the Resolution, why the Quit India Movement took place, what happened during the protests, what was stated in the Rajagopalachair formula and reasons of failure of Simla Conference.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across. Questions 1 to 2 on page 151 can be given for homework.

Unit 12

Lesson 3-4

Teaching Objective:

To discuss the elections of 1945-46 and the decision to split India into two separate states.

Time	Methodology
40 minutes	Lesson 3-4
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Explanation: Read the chapter and discuss the main objective of the Cabinet Mission plan. Now talk about the points that were announced in the 3rd June plan and why was the Radcliffe Award unjust?
5 minutes	Conclusion: Review the main points of the lesson and resolve any queries that the students may have regarding the chapter . Homework: Tell the students to revise the chapter at home.

Unit 12

Lesson 5

Teaching objectives:

To talk about the establishment of Pakistan and assess the students on the topic of struggle for Pakistan.

Time	Methodology
40 minutes	Lesson 5
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Discussion: Read the chapter and discuss the role of Quaid - e - Azam as the founder of Pakistan, role of minorities in the establishment of Pakistan and Boundary Commission.
5 minutes	Conclusion: Homework: Question 3-5 on page 151 and worksheet 2 can be given for homework. Extended Assignment: Write a note on the problems faced by Pakistan right after it became an independent country in 1947.

WorkSheet 1

A. Answer the following questions.

1. What is the Radcliffe Line?

2. In your opinion, how successful were the elections of 1945-46?

3. Why did the Simla Conference fail?

B. Fill in the blanks

1. Pakistan's first official name was _____.
2. The Sikh community leader, _____ sent a declaration to the Boundary Commission.
3. _____ was nominated as the first Governor General and _____ as the first Prime Minister of Pakistan.
4. The Simla Conference took place in _____.

Unit 12

Worksheet 2

A. Choose the correct answer:

1. Who became the first mayor of Karachi?
a. Jamshed Nusserwanjee b. Liaquat Ali Khan c. Maulvi Fazal-e-Haq
2. In which year was the Independence Act passed?
a. 1940 b. 1948 c. 1947
3. What was the The Civil Disobedience of 1942 also known as?
a. Quit India b. Go British Rulers c. Free India
4. In 1944 Jinnah held talks with which politician?
a. Nehru b. Sir Radcliffe c. Gandhi
5. Who presented the Lahore Resolution?
a. Quaid-e-Azam b. Maulvi Fazal-e-Haq c. Allama Iqbal

B. Do you think the Radcliffe Award was just? Give reasons for your answer.

Unit 13

Human Rights

Objectives:

- To discuss the importance of human rights.
- To highlight a few articles of the Universal Declaration of the Human Rights.
- To explain the rights of children.

Learning Outcomes:

Students should be able to:

- Understand and raise awareness of human rights.
- Talk about children's rights.

Key Terms:

Human Rights: Basic living standard without which people cannot achieve self respect.

Universal Declaration of Human Rights: A revolutionary document consisting of articles related to human rights.

No. of lessons: 2-3

Duration: 40 minutes

Resources: Textbook, illustrations and images.

Unit 13

Lesson 1-2

Teaching Objectives:

To explain the importance of human rights and discuss some of the articles related to human rights.

Time	Methodology
40 minutes	Lesson 1-2
5 minutes	Warm up and Introduction: Start the lesson with a discussion about human rights and how they play an important role in our lives. Ask the students to highlight some of the basic human rights.
30 minutes	Explanation: Read the chapter and talk about the human rights practiced in our everyday lives and how human rights are violated. Now talk about some of the articles of Universal Declaration of Human Rights.
5 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across. Questions 1 and 2 on page 160 can be given for homework.

Unit 13

Lesson 2-3

Teaching Objective:

To discuss the rights of children, some of the articles related to human rights and assess the students on the topic of human rights.

Time	Methodology
40 minutes	Lesson 1-2
10 minutes	Warm up and introduction: Start the lesson with a discussion about human rights and how they play an important role in our lives. Ask the students to highlight some of the basic human rights.
25 minutes	Explanation: Read the chapter and talk about the human rights practiced in our everyday lives and how human rights are violated. Now talk about some of the articles of Universal Declaration of Human Rights.
10 minutes	Conclusion: Recap the main points discussed by asking questions related to the lesson. Homework: Tell the students to read the chapter and mark any difficulties that they come across. Questions 1 and 2 on page 160 can be given for homework.

Unit 13

Lesson 2-3

Teaching Objective:

To discuss the rights of children, some of the articles related to human rights and assess the students on the topic of human rights.

Time	Methodology
40 minutes	Lesson 2-3
5 minutes	Recap: Recap and review the work done in previous class.
30 minutes	Discussion: Read the chapter and talk about some of the articles of Universal Declaration of Human Rights. Now talk about the general principles of Children's Rights.
5 minutes	Conclusion: Homework: Question 3-5 on page 160 can be given for homework. Extended Assignment: Worksheet 1 and 2 to be given as marked homework assignment.

WORKSHEET 1

A. Write the following:

1. Write three instances from history where importance was given to human rights by influential personalities.

2. Write a note on the general principles of children's rights.

WORKSHEET 2

A. In the chart below state the Human Rights that you think are most important.

Social Studies

Teachers' Guide

