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for PAKISTAN

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Lesson 1 Maps

Discussion points

- What is a map?
- Does it show the whole picture of the Earth?
- How to study a map

Types of maps: Give some time to explain this lesson for it is vitally important that the students fully understand the basics of studying a map. It will establish their knowledge and skill of map reading for the rest of their lives. Make sure you have a globe on your desk and a map of the world at hand as you explain the lesson to the class.

Begin with telling the students about the different kinds of maps and their uses; talk about the earliest maps, cartography, and different kinds of projections. Information on this is available on the Internet and in encyclopaedias.

Longitude and latitude: Explain that the lines of latitude and longitude are imaginary lines drawn on a globe or a map to show the location of places and the distances between them. The lines of latitude are horizontally parallel to each other, from the equator (0°) to the poles (90°); the circle is widest at the equator and gets smaller till it is just a dot/point at each pole. The lines of longitude circle the Earth vertically from north to south, converging at the poles.

Lines of longitude also determine the time zones across the world. There are 360 degrees of longitude, marked at intervals of 15 degrees each. The Earth completes a rotation in 24 hours, so each hour means a 15 degree turn ($360 \div 24 = 15$).

Look at the map on page 3 of the textbook or a world map in an atlas. The lines of longitude and latitude form a grid across the Earth. This helps to pinpoint directions and locations. Show the pupils how a place is referred to in the atlas index, and how it can be located accurately.

Suggested activity

- Draw a circle on the board. Mark the North and South poles on it. Then draw the lines of longitude as vertical arcs from north to south. The straight line down the middle is marked 0° (Prime Meridian). Next, draw a straight line across the middle—the equator—and at regular intervals above and below, draw parallel lines of latitude.

Emphasize again that these lines do not actually exist, but are all imaginary lines created by map makers to facilitate location and navigation.

Students may be given a worksheet with a circle of 3–4 cm radius drawn on it, to mark the lines of latitude and longitude as explained by you on the board.

Students should know:

- 1 The lines of latitude are marked at a difference of 10° , from 0° at the equator to 90° at each pole.
- 2 The tropic of Cancer is at 23.5° north and the tropic of Capricorn is at 23.5° south of the equator.
- 3 The lines of longitude are known as meridians. These cross the Earth north to south and are marked at intervals of 15° east and west of the Prime Meridian till they reach 180° at the International Date

Line (IDL), which is directly opposite the Prime Meridian. When you add 180° east and 180° west, you get 360 degrees.

In 1884 the Prime Meridian (0°) was marked at Greenwich, in London, where the Royal Observatory is located.

Suggested activity

- Use a globe or a world map to help pupils identify the equator, the tropics, the Prime Meridian and the International Date Line.

How to study a map

- 1 Show the students/pupils the use of the grid, on page 4 of the textbook, to locate a place.
- 2 Maps are generally drawn to a scale which is shown on the map. The directions of the compass are marked on the maps and there is also a key to help understand the symbols that mark different features. With the help of the illustration on page 4 of the textbook, explain the use of scale and key on a map.

Answers to questions

1. A physical map shows the landforms such as hills, mountains, rivers, lakes, valleys, deltas, plateaus, seas, and oceans.
2. A political map shows the different countries, their capitals and major cities, and the international borders between countries.
3. Meridians of longitude are the imaginary lines that run vertically, north to south, across the globe. They converge (meet) at the poles. The imaginary lines that run horizontally from east to west are called parallels of latitude.
4. The directions on a map are shown by a compass rose or an arrow marked with N at the top. The compass rose shows the general directions, and the arrow tells us where north is.
5. The location of a place is calculated by its position in degrees, north or south of the Equator and east or west of the Prime Meridian or the International Date Line.

Work Page

A With the aid of the clues, help the pupils to label the five given cities of Pakistan by marking each with a large coloured dot.

- B
- 1 latitude
 - 2 Greenwich
 - 3 scale
 - 4 key
 - 5 180°

C Latitudes: Peshawar, 34° north; Chakwal, 33° north; Sahiwal, 32° north.
Longitudes: Landi Kotal, 71° east; Islamabad, 73° east; Nowshera, 72° east.

Things to do

- 1 Use a large map of Asia to do this as a class exercise.
- 2 Help pupils to do this by drawing a sample map on the board. It can be an interactive class exercise.
- 3 Use a globe to demonstrate this.

Lesson 2 World climate

Discussion points

- What is climate?
- What are climatic features?
- How does climate affect the land and the people?

The pupils have studied in Books 3 and 4 about climate as being the usual weather of a place throughout the year. The aim of this lesson in Book 5 is to teach them about the effects of climate, temperature, and climatic zones, and the climate of Pakistan.

How does the climate of a place affect the lifestyle of the people living there? Climate affects us in many ways. The way our houses are built, the clothes we wear, the food we eat, and whether we can have an 'indoor' life or an 'outdoor' one are all affected by the climate around us.

Apart from discussing the illustrations in the book, talk to the class about different places they may have visited. What sort of climate did they experience? How did the local people live?

Suggested activities

- Ask the pupils what kind of clothes they would wear in a hill station like Murree or Ziarat in winter and what kind of games they would play. Ask them why the houses in these places have sloping roofs.
- Discuss what grains/cereals are commonly eaten in China (rice), Japan (rice), USA (wheat and corn), and Pakistan (wheat): why is this so?

Temperature and climatic zones: Explain that the Earth is divided into four main climatic zones: equatorial, tropical, temperate, and polar. Climatic zones can be easily identified by the major lines of latitude, namely, the equator, the tropics, and the Arctic and Antarctic Circles. The main factors that define climate are temperature (hot, cold, or mild) and rainfall (wet, dry, or moderate). However, ocean currents and the height from sea level also affect a region's climate.

The equatorial zone (very hot and wet) lies from 0–10° north and south of the equator; the tropics of Cancer and Capricorn define tropical climate (warm, sunny, and not very wet) from 10–30° north and south; the temperate zone (cold and wet) lies between 30–60° north and south, and the Arctic and Antarctic Circles mark the polar climate (very cold) from 60–90° north and south.

The key to the map on page 8 further defines the climatic zones.

Suggested activity

- On a world map outline, the pupils could mark the equator, the tropics of Cancer and Capricorn, and the polar circles.

The use of a thermometer to measure body temperature was explained in the Teaching Guide to Pupils' Book 4. Now explain how temperature on the Earth is measured. The thermometers used for this purpose work on similar principles but are differently designed. Temperature is measured in scales or degrees called Celsius or Fahrenheit. These are the names of two 18th century scientists, Daniel Fahrenheit, a Dutchman, and Anders Celsius, a Swede. Temperature was generally measured in 'degrees Fahrenheit' (according to the Fahrenheit scale), but in 1948 it was decided at a world conference that temperature would henceforth be measured in 'degrees Celsius'. The Celsius scale marks 0° as the freezing point of water, and 100° as its boiling point.

The climate of Pakistan: Pakistan lies between the latitudes 24°, just above the tropic of Cancer, to 38° north. Thus the coastal region in the south enjoys a tropical climate while the northern region falls in the temperate zone. The text on page 9 further clarifies the affecting factors.

Suggested activities

- Ask the pupils to find out the hottest place in Pakistan. It is Sibi in Balochistan, where the summer temperature crosses the 50°C mark. Then ask them to locate it on a map of Pakistan. They could also find out which is the coldest place in the country.
- Bring a simple thermometer to class to demonstrate how temperature is recorded. Arrange for a glass each of cold and warm water. First dip the thermometer into the cold water and ask the students to come up and note the temperature. Then dip the instrument into the glass of warm water and ask students to observe how the mercury in the bulb rises. They should note the temperature again and compare the difference.

Answers to questions

1. Climate affects how we live: the kind of houses we live in, the food we eat, the clothes we wear, our activities and work, and the way we spend our time indoors and outdoors.
2. There are no forests to cut down for wood, nor is stone available to build houses in the Arctic region. The only building material available is snow.
3. The Arctic and Antarctic Circles, the tropics of Cancer and Capricorn, and the equator.
4. The temperature, the amount of rainfall, the direction and frequency of winds, and the presence of hills and mountains are factors that influence the climate.

Work Page

A 1 The hill station of Murree: 1789.3 mm

2 Nok Kundi: 35.3 mm

3 Quetta: -2.0°C

4 Jacobabad: 36.9°C

5 a) The average winter temperature in Quetta can go as low as -2°C, and the average temperature in summer can also go high to 25.6°C, whereas Murree's average winter temperature is 3.7°C and maximum temperature in summer is 20.6°C.

b) Murree gets 1789.3 mm of rain annually and Quetta gets 260.8 mm.

Both the places have low temperatures. However, Murree gets a lot more rain than Quetta.

B 1 False

2 True

3 False

4 True

5 False

Things to do

- Ask the pupils to make a weather chart and keep it in the classroom. They should fill in the weather with symbols (clouds for 'cloudy'; sun shining for 'sunny'; raindrops for 'rainy'; breeze blowing bent trees for 'breezy').
- Help the students to make a weathervane, or simply to make a flag, using paper and a straight, foot-long rod, placed at an open and raised point to note the direction of the wind.

Lesson 3 Life in the desert

Discussion points

- What are the characteristics of a desert?
- Where are deserts generally located?
- What is the soil and vegetation like in a desert?
- Do animals and birds survive in deserts?
- Can deserts be made to bloom with plants and vegetation to support people, animals, birds, and insects?

Name the different types of deserts and their features.

Look at the map on page 11: this shows the location of desert regions on Earth. You will see that most deserts fall in tropical regions, and are located on the western side of the continents, except for the vast desert belt that covers North Africa from the west to the east, up to Arabia, and the Gobi Desert in Mongolia.

Since one-eighth of the Earth's surface is desert land, ask the pupils to locate and name the deserts on a map of the world. Some deserts have not been shown on the map on page 11 of the textbook, but they have been mentioned in the text. Ask the pupils to locate them also.

Deserts are harsh, dry, hot areas of land where no worthwhile vegetation grows because there is no rainfall and the soil is dry and infertile; it is very difficult for people to live in such conditions, hence there are no settlements, except at the edges. Whatever little plant and animal life there is in a desert, adapts itself to the harsh conditions. We have tropical deserts, continental deserts, rain shadow deserts, and coastal deserts. Their location and features are given on pages 11 and 12.

Desert climate has been described in detail on page 12. Explain this further with reference to the desert regions in Pakistan: Thar in Sindh, Cholistan in southern Punjab, and Kharan in west Balochistan.

Physical features of deserts: Deserts can be sandy as well as rocky. The wind piles up the sand into crescent-shaped mounds called dunes. Rocky deserts are made up of barren rock, mostly sharply eroded by the wind. There are no surface sources of water, like rivers, streams, or lakes.

While some deserts are naturally created over a period of time, sometimes they are also the result of careless human activity, which robs a region of its vegetation and makes it a desert. In such cases, it may be possible to reverse the process to some extent, by cultivation and prevention of soil erosion. Deserts are also created when there is overgrazing by goats and cattle; the plants are eaten away to the root so they wither away.

Vegetation: The vegetation in a desert is typical. Ask the pupils if they have heard of or seen the cactus plant (plural: cacti). It comes in different shapes and sizes, but it is generally thorny with flat stems, fleshy leaves, and widespread roots. Some cacti can also be eaten for they are quite juicy as their stems store water. If possible, bring a cactus plant to the class for the students to see.

Warning: cactus plants have thorns that can cause irritation and pain if they prick the skin.

Is there no water or greenery in a desert? There is, in some places called oases. These are green spaces that grow around underground sources of water. Date palms can survive here and a small settlement grows around it. Ask students to collect pictures of an oasis, a wadi, and other desert features.

Animals: Some of the typical desert animals are listed on page 13. The most well known is the camel. Discuss with the students the features that help the camel to survive in the desert. Ask them if they know how many eyelids a camel has and how many rows of eyelashes. Why? Where does the camel store water? Why does it have such broad feet?

Ask the pupils if they know of any other animals or insects that can survive in the desert. Reptiles such as vipers, scorpions, lizards, and beetles are also found in the desert.

Discuss human population in deserts, the people, Bedouin and Tuareg, for example, and how they live.

Can deserts be made to bloom with life? Yes. Saudi Arabia is an example and so are the United Arab Emirates. These countries are oil-rich, so they are able to develop their land with the money they get from the sale of oil. These countries have built up the land—even imported soil—and created sources of water by desalinating seawater, grown gardens, plants and crops, and have huge, bustling cities full of people and life. In the UAE, the waters of the Arabian Sea have been diverted inland to create small lakes around which beautiful houses have been built. Similarly, the UAE and Saudi Arabia have huge desalination plants which convert seawater into fresh water. So, with science, technology, and a lot of money, a desert can be made to bloom with life.

Answers to questions

1. Continental deserts are in the middle of a continent; they get no rain clouds, like the Gobi Desert in Mongolia, and the Great Australian Desert.
2. The areas on one side of a mountain, which do not get rain as the mountains block the rain-bearing winds.
3. Deserts are hot, dry places, with a harsh climate; there's little or no vegetation, very little water, poor soil, no farming and no food crops; there are no settlements and no development, hence the population is very low. Mostly nomadic tribes live in these areas.
4. Desert plants are spiny and have thick, fleshy stems that store water. The spines prevent the animals from eating the plants.
5. Saudi Arabia has large reserves of oil underground. The government sells the oil and uses the money for the development of the country.

Work Page

- A
- 1 Bedouin is the name for nomads of the Arabian Desert.
 - 2 Sirocco is the name for the hot, dry, dusty wind that blows through the Mediterranean region.
 - 3 A wadi is a dry river bed in the Middle Eastern desert. It means 'valley'.
 - 4 A nomad is a wanderer, a person who does not live in one place but is constantly on the move.
 - 5 A cactus is a fleshy plant, usually with prickles, found in a hot, dry climate.
- B
- Climate—wind, temperature, rainfall, whirlwind
Land—sandy, rocky, wadi, dunes
Vegetation—spiny, leaves, stem, roots
Animals—camel, snake, lizards, hedgehogs

Things to do

- Along with the first activity, it would be a good idea for the pupils to name all the deserts of the world.
- Great Australian Desert: Help students look up more information from the encyclopedia or the Internet. This is a good research activity for the class.
- Project work: Along with the activity given, ask the pupils to find out more about the lifestyles of the Bedouins of the Arabian deserts; their food, livestock, homes, and way of life.

Lesson 4 Life in a forest

Discussion points

- What is nature?
- Why do we need forests?
- Why do only a few forests remain today?
- What is the difference between equatorial and temperate forests?
- How does life in these forests change when the trees are cut?
- How does this change affect humans?

Nature is all of the wonderful things that existed and exist on Earth. Nature is the land, the seas, rivers, valleys, plains, mountains, clouds, breeze, rain, sunshine and plants, forests, birds, fish, animals, and insects. Remind the pupils that all things in nature are linked to each other and depend on each other for their survival. We need them all to survive on Earth.

Forests need rains to grow tall and attract more rain; we need forests to keep the topsoil from wearing away (erosion), to provide food for wild animals and birds, and to give them protection from predators and the weather. Forests also provide us with many medicinal plants. Trees provide humans with fruit, shade, and wood from which they build houses, make paper, and burn fires for warmth and protection. Trees are also a pleasure to look at. The colour green is very soothing for the eyes. Think of a desert with dusty-looking scrub vegetation and compare it with an equatorial or temperate forest. Looking at fresh, crisp, green foliage is like taking a deep breath of fresh air.

Forested areas in the world are decreasing because land is cleared either for settlements, or farming, or industry. Trees are also cut down for firewood, and hardwood trees are cut for timber.

Equatorial forests: Ask the pupils to look at the map on page 16 of the textbook. The two types of forests are marked on the continents in lighter and darker shades of green. The lighter green colour represents equatorial forests and the darker green colour shows temperate forests. Ask them to guess why the colours are different.

Ask the students to observe the lines of latitude on the map: equatorial rainforests are in the equatorial climate belt, extending in some places to the tropical regions. The equatorial belt gets the full impact of the Sun's heat as well as high rainfall, resulting in lush vegetation and colourful plants. Countries in this region are named in the textbook. Ask students to locate these on a world map.

The text explains how the equatorial climate nurtures plant growth and along with it the variety of animal, bird, and insect life. Equatorial forests are also rich in medicinal plants, such as quinine, from the Brazilian rainforest. These forests are not only valuable for the variety of the plant and animal life, but more so for the oxygen that they produce: equatorial rainforests are known as the lungs of the Earth.

Suggested activity

- Ask the pupils where all these animals, birds, and insects would go if all the trees were cut down. They depend for their food on the trees—leaves, fruits, and nuts—and use the trees as shelter from predators. What will happen to them when man 'deforests' a forest?

Talk to the pupils about the reasons for the fewer number of forests in the world now as compared to the past.

Do people live in forests? Yes, some tribes do, whose lifestyles have not changed for generations. They have not evolved with civilization and still hunt animals and gather food (hunter-gatherers) from the forest floor or from tree branches. They use the leaves of some trees for medicines and do

not leave the forests. They have tribal cultures, and modern civilization frightens them. But their way of life is dying out, and when the forests are cut down, they will die out too.

Suggested activity

- Get the pupils to find pictures of pygmies and other tribes that live in equatorial forests in Africa, South-east Asia, and South America. They are usually lightly or barely clad, and wear strange jewellery made from natural materials like bone and hard seeds, and wear feathered headdresses. They also carry spears for their protection.

Temperate forests: These forests are very different from the equatorial forests. The vegetation here is not as dense, the evergreens are a darker shade of green, and the plants species and animals, birds and insects are also different, because of the colder climate. Only certain types of vegetation can survive in these regions, usually on hilly slopes.

Ask students if they have visited the Northern Areas of Pakistan, or the Ziarat valley, near Quetta. These areas fall in the temperate zone and have coniferous forests. The ancient junipers of Ziarat are a protected species.

Explain the features of conifers and pines that help them to survive the cold and dark winters with little sunlight: the stiff pointed leaves do not allow snow to stay long enough, and their shape controls the evaporation of water from the plant surface.

The animals have thick coats of fur to keep them warm in the severe winters. People used to hunt the animals not only for food but also for their fur, to make clothing to keep warm, and sometimes to make tents from the animal skins. Now it is prohibited to hunt animals for the skins and furs as these were highly prized and hunting led to the extinction of some species.

The long periods of cold weather also affect the lifestyle of the people who live in these regions. Canada, Russia, and parts of North America fall in this climatic zone. Discuss with the class what they know about these countries and the way people live there.

Suggested activities

- Bring some pine cones to the class. Many people, who have been up north to the hill stations of Pakistan, usually bring back these decorative fruits of the pine tree. Tell the pupils to spray-paint them with silver and gold paint. They look very decorative and pretty.
- Ask the pupils to find out which animals live in temperate and alpine forests: lynx, moose, bears, like the grizzly, mountain lions like the cougar, Siberian tigers, mountain goats, reindeer, caribou, wolves, and foxes, especially the silver fox. Ask the pupils to bring pictures of these animals to show to the class.

Answers to questions

1. Ecuador, Colombia, and Brazil.
2. These forests are very important because they are a source of oxygen for all living things and are known as the lungs of the Earth.
3. Equatorial forests are hot, wet, and humid all year round; the vegetation is very dense as the plants grow very close together; there is a lot of animal life. Temperate forests are very cold and the vegetation is very different: the trees grow apart and there is ground vegetation in the form of bushes; the animal, bird, and insect population is not as high as in the equatorial regions.
4. People find it difficult to travel through these thick, dense forests and they cannot clear the land for cultivation; they also face the problem of tropical diseases.
5. There are fewer temperate forests in the southern hemisphere because there is less land mass, and more water covering the surface of the Earth. The ocean currents, on either side of Africa and South America, keep the land warmer than the huge land mass of the continents in the northern hemisphere.

Work Page

A Green: a lot of sunshine, over 200 cm of rain, hot climate, unnamed species, pygmies, South America, fast-growing plants, millions of small insects, hot wetlands, heavy rainfall.

Blue: cold climate, snowshoes, long roots, coniferous trees, alpine trees, animals with fur, North America, frozen rivers.

- B
- 1 of the cold climate.
 - 2 from being washed away.
 - 3 of the dense vegetation.
 - 4 of the heavy rainfall and fertile soil.
 - 5 there are laws to protect wildlife species.

Things to do

- Guide pupils to make an outline map of Africa and mark the equatorial countries on it.
- Ask the pupils to find information about the Jivaro Indians; headhunters; cannibals. Who are they? How and what do we know about them? This should be dealt with carefully as it can disturb some children.
- This can be done as a group project in the class.

Lesson 5 Life in the polar regions

Discussion points

- What are the North and South poles?
- What is the position of the Sun in the polar regions?
- Why is it so cold there?
- Do people live there? If not, why not?

This is a very interesting lesson, the reason being that the regions are so underdeveloped and the climate so harsh, that it excites our curiosity about it. People have gone there on expeditions in the past, but many have died on their way or before coming back to civilization.

Tell the pupils that the polar regions and deserts are two of the most inhospitable places on Earth. The North Pole is also known as the Arctic Circle and the South Pole is known as the Antarctic Circle. Antarctic really means 'opposite of Arctic' (anti-arctic). Point out the two poles on the globe, or a world map. This will help them to better understand the maps shown on pages 21–22 of the textbook.

Because of the tilt of the Earth's axis, at 23.5° the polar regions have prolonged periods of sunshine and darkness, in summer and winter. At the peak of summer, in the northern hemisphere, the Sun is visible for the better part of the day—it does not seem to set—hence the term 'the land of the midnight sun'. At the same time when there is winter in the southern hemisphere, there are long hours of darkness, with very little daylight. The process reverses, when it is summer in the southern hemisphere.

The Arctic region is composed almost entirely of icebergs; there is very little land except for the northern coasts of Asian and North American continents. The Antarctic, on the other hand, is a huge land mass covered with ice and snow. The Antarctic has been preserved as an international region for research; although it may have resources, no one country is allowed to exploit them. The polar ice

caps are nature's store of fresh water on the Earth. However, due to global warming the Arctic ice cap has depleted at an alarming rate.

An interesting fact: there are polar bears in the Arctic, but no penguins; the Antarctic has penguins but no polar bears!

Other than these animals, there are seals and walruses in the polar regions.

Draw a circle to represent the Earth; mark the North Pole as N on the top, and South Pole as S on the bottom. Write these simple facts on the board:

Top: North Pole – Arctic Circle – Polar bears – No penguins

Bottom: South Pole – Antarctic Circle – Penguins – No polar bears

Hopefully, this will help the pupils to remember and not to confuse the two polar regions.

Discuss with the students the problems faced by the few people who live or work in these regions.

What problems do they face with respect to the weather? How do they live? What work do they do and what do they eat?

Suggested activity

If your school has audio-visual facilities, you could get a *National Geographic* or *Discovery Science* video cassette or CD about the polar regions and arrange to show it to the students.

Answers to questions

1. The Arctic Circle (North Pole) and the Antarctic Circle (South Pole)
2. a) Seals, whales, and penguins live in Antarctica, and polar bears, seals, walruses, and whales live in the Arctic Circle.
b) The animals in the polar regions, like polar bears, seals, whales, and walruses have a thick layer of fat or blubber under their skins, which keeps out the cold.
3. It is bitterly cold in Antarctica and the climate is dangerous, with hurricanes and blizzards blowing. People who travel here cannot bear the cold and often get frostbite. Frostbite can be so severe that people can often lose their limbs. Because of these extreme weather conditions, the Antarctic region has not been explored.
4. In the middle of summer in each hemisphere, the Sun remains above the horizon all the time, so there is daylight all the time. That is why these are called the 'lands of the midnight sun'.
5. Difference: The Arctic region is composed entirely of icebergs. There is very little land except for the northern coasts of Asian and North American continents. The people of the region are called Inuit. Temperatures, most of the year, are below -23°C . There are polar bears in the Arctic, but no penguins.

The Antarctic region is a huge land mass covered with ice and snow. It is uninhabited, with temperatures as low as -87°C . There are penguins in the Antarctic, but no polar bears.

Work Page

- A 1 Arctic
- 2 Antarctica
- 3 Inuit
- 4 Kayaks
- 5 Frostbite

B Fill in the blanks:

- 1 Pytheas
- 2 Roald Amundsen, 1911
- 3 Robert Edwin Peary, 1909
- 4 Antarctica
- 5 Arctic

- C**
- 1 An iceberg is a huge block of ice and snow that floats on the ocean in the polar regions.
 - 2 A hurricane is a fast, furious storm, with strong winds blowing and heavy rainfall.
 - 3 A walrus is a mammal with tusks that lives in the Arctic. It can move on land and swim in the sea.
 - 4 A harpoon is a spear with a rope attached to it for catching whales and seals.
 - 5 An igloo is a low, round building made with blocks of ice in which the Inuit used to live.
 - 6 A kayak is a canoe or boat made from animal skins that was used by the Inuit.
 - 7 A penguin is a black and white seabird that cannot fly, and lives in the Antarctic.
 - 8 A blizzard is a severe snowstorm.
 - 9 Frostbite is a condition that affects the fingers, nose, and toes, when they are exposed to the freezing cold, and become bruised and inflamed. People can lose their fingers and toes as a result of frostbite.
 - 10 Huskies are strong, furry dogs that pull sledges and sleighs in the polar regions.

Things to do

- Encourage the class to carry out research on these topics, in the school library, and share their findings. Guide them to use children's magazines and fact books for information.
- This can be done as a group project by the class with the help of an encyclopedia and the Internet.
- Blocks cut from polystyrene foam can be glued together to make model igloos for a class presentation.
- Talk about icebergs which are like rocks of solid ice, and how these can be dangerous to ships in the polar regions: the Titanic broke up and sank when it hit an iceberg. Find out when and where this happened.

Lesson 6 Our country

Discussion points

- Being proud of our country and of being a Pakistani
- Pakistan is our land and that we have a 'right' to live here
- Pakistan, while preserving its history and culture, is rapidly growing and developing.
- Universal education is essential to make Pakistan a stable, developed, and prosperous state.

Ask the pupils how many of them were born in Pakistan. Many will say they were, and some will say they were born outside the country, but that their parents prefer to live here.

Explain that to be a Pakistani citizen, you must have a 'passport'. What is a passport? It is your identification as a citizen of Pakistan. You use this when you travel outside the country, and you cannot enter another country without it. You also need an ID (identification) card, which has a number on it, which 'identifies' you within Pakistan. It also has your photograph and fingerprint, and some details about yourself, such as your name, your parents' name, your birth date, home address, and any obvious mark of identification. You must carry your ID card with you wherever you go, so that your name and identity is known, and sometimes, it can prove who you are, if you are asked. It is also needed to open a bank account, get a driving licence, and to obtain a passport.

Ask the pupils if any of them have their own passports. Show them a copy of an ID card and a passport. Tell the pupils they will be able to have ID cards when they become 18 years old. Tell them that, as Pakistani citizens, they belong to Pakistan and have a right to live here!

Pakistan has everything we need for our daily lives. There are schools, colleges, universities, hospitals, marketplaces, houses, offices, old and new buildings, parks, and playgrounds. We have transport: railways, ships, and aeroplanes, roads, railway stations, airports, and seaports. Ask the pupils what else they can think of: an army, a navy, and an air force to protect our country; big cities, towns, and villages. We have a beautiful country, with magnificent mountains and green valleys, glaciers, lakes, rivers, and an amazing coastline with great beaches; we have a stable and productive climate. We are safe from many natural disasters that affect other countries, like cyclones, hurricanes, etc. Our people are cheerful, hard-working and intelligent, and can achieve more if given a better chance.

Ask the pupils how many provinces there are in Pakistan. Why is the country divided into provinces? Remember that the Northern Areas have now been given self-government and provincial status (29 August 2009). This region is now known as Gilgit-Baltistan. The division of the country into provinces and districts makes it easier for administration and development planning.

Talk about natural resources, growth and progress, industry and overall development in the country: encourage students to take pride in their country and also to be aware of its problems, and of the responsibility we have, as Pakistanis, in trying to solve them, as much as we can. Explain about the value of good citizenship and the rule of law.

Explain to the pupils that Pakistan is well known in the world today. We export our products to countries abroad: our *basmati* rice is world-famous; our textile products and cotton garments are of very good quality; and the mangoes and *kinnoo* oranges we grow are exported to many countries; our leather goods are also very popular abroad.

Discuss that though Pakistan has everything we need, people go abroad to work and live in other countries. Explain that in certain fields of work, people look for more opportunities, so they go and work in other countries where they are paid better and they are able to rise in their professions. Pakistan, however, is their home base, so they keep coming back here to visit. We need to build more hospitals, schools, and universities to educate our people and provide them better opportunities to stay back and serve their country.

Also discuss some of the problems faced by Pakistan. These are refugee problems due to the war in Afghanistan and the situation in the north-west of the country. Population growth, inadequate resources, lack of jobs, and poverty are some other issues. Keeping the students' age levels in mind, these should be dealt with carefully.

Suggested activities

- Talk about national heroes in different fields. Ask the pupils to name some of the famous sportsmen of Pakistan, such as our cricket celebrities, Wasim Akram, Waqar Younus, Shoaib Akhtar, and Younus Khan as well as Javed Miandad and Imran Khan. They will readily answer this question because they are avid followers of sports, particularly cricket, and many of our sportsmen are heroes to our youngsters. They may not know the squash legends Jehangir Khan and Jansher Khan, and the hockey heroes Islahuddin and Hasan Sardar. Tell them about these great sportsmen and their sports records.
- The pupils should find out names of international organizations of which Pakistan is a member, other than those mentioned in the textbook.

Pakistan's nuclear capability is a serious topic for discussion. Pakistan's nuclear assets have to be protected with utmost vigilance and responsibility. Ask how many Islamic countries have this capability?

Answers to questions

1. To the south stretches the Makran coastline along the Arabian Sea. Further inland in Balochistan are the plateaus and deserts, rich in minerals. Another example would be of high, snow-topped mountains in the north and the Indus delta region's flat lands.
2. Pupils to write their own answers.
3. Pupils to write their own answers.
4. United Nations (UN), South Asian Association for Regional Cooperation (SAARC), Organization of Islamic Conference (OIC).
5. Tourists are attracted to the famous historical sites and buildings. They also go trekking, mountaineering, fishing, and hunting.

Work Page

A The Gandhara civilization flourished in the north and north-west of the country. The remains can be found mainly in Taxila.

Teachers may guide pupils to write a few relevant lines.

B Pupils to do this with your help.

C Fill in the blanks

- 1 south
- 2 Thar, east
- 3 export
- 4 South Asian Association for Regional Cooperation
- 5 Makran, Arabian Sea

Things to do

- First explain the meaning of the words ‘compare’ and ‘contrast’ to the pupils. To ‘compare’ means to show how the four provinces are similar and to ‘contrast’ means to show how they are different from each other.
- Begin by telling the class about Boy Scouts and Girl Guides, and how and when these movements began. Then ask the pupils to put up their hands in response to this question.
- This is a good discussion activity: make sure that each pupil gets the chance to participate.
- This can be given as homework.

Lesson 7 Agriculture in Pakistan

Discussion points

- Is Pakistan’s economy industrial or agricultural?
- Which areas are the best for growing crops in Pakistan?
- What crops are grown in Pakistan?
- How does livestock contribute to Pakistan’s economy?

Explain the definition of economy; quite simply it is how a country produces and uses goods and earns an income. Pakistan is mainly an agricultural country, but it is also becoming industrialized. We now have more industries producing goods for local use, such as textiles, chemicals, and food products.

Explain why the workforce in the rural areas dropped in 1999–2000. This was not because fewer crops were grown, but because (a) farming is gradually becoming mechanized, and (b) people are moving to the towns and cities to work in factories and to find other jobs. Agriculture continues to flourish because Pakistan is basically an agricultural country. Old methods of crop growing and harvesting have been updated and farmers have now entered the 21st century, technologically-speaking.

While the Punjab has the best soil and the best irrigation system and produces the bulk of our wheat, Sindh also produces rice and millet (*bajra*), and maize (corn) is grown in the NWFP. Sindh also produces cotton, and sugar cane is grown in the Punjab, Sindh, and the NWFP. Fruit and vegetables are grown in abundance, according to the climatic conditions in all the four provinces; excellent fruit products like jams, juices, and squashes are produced.

Kharif and rabi crops: Explain to the pupils what *kharif* and *rabi* mean. *Kharif* crops are those grown in summer, while *rabi* crops are grown in winter.

Of the *rabi* crops, which one is the staple food of Pakistan? Explain also what ‘staple’ means. It means main or principal. The staple food crop in Pakistan is wheat. It is ground into flour to make bread—*roti*. We have so many different types of delicious *roti*—*naan*, *paratha*, *taftan*, *sheermal*—all made from wheat and delicious enough to be eaten by themselves or with other cooked dishes.

The pupils should also make a list of all the food grains available under the headings *Kharif* crops and *Rabi* crops, so that they know which crops are grown in winter and which in summer.

Pulses: Arrange for pupils to bring to the class a small quantity of pulses/*daal* (lentils). Make sure they know the name of each, for example, *maash*, *moong*, *masoor*, and *channa*. Put the samples in clear little plastic bags and label them for a class display.

Pulses or lentils and dry bean seeds, like *lobia*, are a good source of protein and are a healthy replacement for meat. In fact, pulses (*daal*) and *roti*, along with seasonal vegetables, are the staple diet of most people in the rural areas if they cannot afford meat.

Food and cash crops: Explain the difference to the students; explain that some food crops are also exported, such as rice and fruit. A country grows crops to feed its people and the surplus (extra) can be sold (exported) to other countries to earn money for the country.

Suggested activity

- Ask the pupils to make a list of Food Crops and Cash Crops. In a few sentences, they could define the two types of crops and then list the different crops and the areas they grow in, under each heading.

Cotton: Most children seldom see crops in their raw form. Cotton grows as fluffy balls, called bolls, on a stem. It is strange to see a cotton pod, and the children will be quite fascinated by it. Show a sample of a cotton boll to the class. Tell them that the clothes they are wearing are made from the same cotton; briefly outline the process of how cotton is made into yarn and then woven into fabric, from which clothes are made. Tell them that, apart from growing enough cotton for the people's needs, Pakistan exports cotton yarn, cotton fabric, and cotton garments overseas.

Sugar cane: Explain the importance of sugar cane as a crop. We make sugar and *gur* (jaggery) from sugar cane juice. The pupils will, no doubt, find it difficult to equate the white, refined sugar grains they use, with sugar cane juice, but tell them that the sugar goes through many processes before it reaches our tables.

Explain to the pupils what type of climate is needed for sugar cane to grow and where it is mostly grown in Pakistan.

Livestock: The word 'livestock' means farm animals, such as cows, buffaloes, sheep, goats, and oxen (bullocks). These are used for various purposes: to pull ploughs and carts; to provide meat, milk, skins, and wool. As Pakistan is becoming more industrialized, farmers are increasingly turning to mechanized farming and tractors are more in evidence on the farms. There are also breeding farms where animal numbers are multiplied and bred especially for meat and dairy products. Poultry farming is also carried out on similar lines for poultry meat and eggs.

Suggested activity

- Guide students to make a class display of various locally produced food products using posters, empty labelled containers/packets, and newspaper and magazine advertisements.

Answers to questions

1. The Punjab is the best farming area because of its fertile soil and canal irrigation system.
2. *Kharif* crops are grown in summer, for example, cotton and rice. *Rabi* crops are grown in winter, for example, wheat.
3. Cotton is Pakistan's largest export crop. It is grown in south-east Punjab and parts of Sindh.
4. A food crop is one that is grown to feed the community, for example, wheat, rice, sugar cane. A cash crop is grown for sale or export, that is, against which we can get cash. Cotton, tobacco, and also sugar cane are cash crops.
5. Livestock is an important part of agriculture as it is reared for meat, dairy products, and hides and skins (leather). Almost all small farms in Pakistan also use cattle to work the land, help till the soil, and provide transport for farmers.
6. Staple food means the main or principal food. The staple food crop in Pakistan is wheat.

Work Page

Answers in horizontal sequence.

- | | |
|--|----------|
| A 1 Sugar cane | 2 Pulses |
| 3 Wheat | 4 Rice |
| 5 Millet (<i>jowar</i> and <i>bajra</i>) | 6 Cotton |

B Fill in the blanks

- 1 buffaloes
- 2 Thar and Cholistan deserts
- 3 170 kilograms. Divide this figure by 2.2 and the answer is 77.27 pounds.
- 4 linseed, castor seed, sesame, mustard, and cotton seed

Things to do

- Discuss each problem individually with the students, explaining briefly how each affects the quality and quantity of farm produce, and the difficulties faced by small farmers. For example, crops cannot grow in arid (dry, barren) soil: is this always a natural condition or because of erosion? Can this be corrected?
How does lack of mechanization affect tilling, harvesting, etc? Talk about the need for natural and chemical fertilizers and pesticides, and good roads and transport to take the crops to the markets.
- The second activity can be done individually by the students. However, some clues are: corn, custard, cornflour, savoury snacks.

Lesson 8 Water and irrigation

Discussion points

- In the absence of rainfall, how do we water the land?
- What is this process called and how many different methods are there?

This lesson has been explained very well. It is detailed and comprehensive, and you should have no problem explaining it to the class.

First establish that Pakistan, because of its location and physical features, does not receive much rainfall annually. However, our land has been blessed by the River Indus and its tributaries, Jhelum, Chenab, Ravi, and Sutlej, which flow from the north of Pakistan all the way down to their confluence at Punjab and then to the Arabian Sea. The water from these rivers is stored, diverted and redistributed to the crop-growing areas through a variety of methods such as dams, reservoirs, barrages, and canals.

To explain how the irrigation system works, taking water from the source and distributing it as required, give the pupils the example of the heart and the circulation system.

The heart is a machine that pumps blood to the body through a system of arteries, veins, and capillaries. These are spread out all over the body so that oxygen and the blood's nutrients can reach every part of the body for us to grow and become strong and healthy. The blood is circulated according to a system that is controlled by valves.

Similarly, the irrigation of land enables water to be 'piped' in all directions, so that with the natural working of soil, sunshine, and water together, crops can grow and flourish.

Suggested activity

- Take a limp, drooping plant that needs water. Let the pupils see it in its wilted condition. Water the pot (do this in class). (Make sure there is an arrangement to catch the drainage.) Now ask the pupils to carry on with their lesson, but occasionally observe the plant. It will slowly come to life as the roots suck up the water and transport it through the stem, to the branches, right up to the tips of the leaves. Soon, the plant will stand tall and straight, with its head up, looking fresh and strong, as water courses through its veins.

Now explain the different methods of irrigation to the pupils. Some of them are typical to Pakistan: *shaduf*, *charsa*, and *karez*. The Persian wheel, canals, and tube wells too are common and widespread methods. The tube well is the only one that is not manual and is operated by an electric motor or pump.

Explain the working of a dam. These are built on rivers, generally before they enter the plains; the dam is used both as a reservoir to store water and also as a hydroelectric power source. The Tarbela, Warsak, and Mangla dams are situated in the highlands in the NWFP and Punjab. The Hub Dam is in lower Balochistan, fairly close to Karachi. The Punjab has had a very effective canal irrigation system and this has been replicated in Sindh as well. In Balochistan, the *karez* (underground tunnels) system is used, so that the water does not evaporate in the dry heat.

It is important to keep the dams and canals in good condition—free of leakage, silt, and pollution.

Answers to questions

1. Pakistan cannot depend only on rainfall for its crops to grow. Since it is an agricultural country and a regular supply of water is necessary, farmers depend on irrigation.
2. Almost 80 per cent of our arable (cropped) land is irrigated.
3. Irrigation methods are mainly canals and tube wells, and in some areas the *shaduf*, *charsa*, *karez*, and the Persian wheel are also used.
4. Dams are built to store water and release it when it is needed; barrages are used to divert river flows into canals over a long distance, to the fields. Secondly, some dams are also used to produce electricity.

Work Page

- A
- 1 Rivers: Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hingol, Hub, Dasht, and Porali.
 - 2 Dams: Warsak, Mangla, Tarbela, Rawal, and Hub
 - 3 Barrages: Kotri, Panjnad, Guddu, Taunsa, and Sukkur
- B This activity is to be completed by the students.

Things to do

- Dams and barrages are very impressive structures through which millions of gallons of water pass. The sight can be very awesome, too huge to even imagine. Apart from the given activity, an excursion to a dam or a barrage in the vicinity of your city would be an interesting and informative exercise. Ask the pupils to write a definition of each type of irrigation mentioned, in one or two sentences.
- Help students to make models of the *shaduf* and *charsa* for a class display.

Lesson 9 Minerals

Discussion points

- The Earth's crust is made up of rich mineral resources.
- What is the only metallic mineral to be found in Pakistan in large quantities?
- What are the non-metallic minerals and how do we use them?
- Where are they found in Pakistan?

Explain to the pupils that nature has many wonderful things for people to discover and use. One of these are minerals.

Minerals are inorganic substances found deep inside the Earth, which are 'mined' for various uses. Mining is the process of removing the mineral ore from the Earth or from mountains and rocks, with heavy machinery and/or dynamite blasting. The study of minerals is called mineralogy.

Minerals are of two kinds, metallic and non-metallic, i.e. minerals that contain or do not contain metals. In Pakistan, we have some metallic minerals such as celestite, barite, manganese, bauxite, iron ore, and copper, but chromite is the only metallic mineral we have in abundance, and which is mined on a large scale; it is found near Muslim Bagh in Balochistan. Chromite is used to make stainless steel from which surgical instruments and cutlery (knives, forks, spoons, etc.) are made. Balochistan is particularly rich in copper deposits, found at Saindak.

Ask the pupils about the different types of non-metallic minerals found in Pakistan. Non-metallic minerals are usually found in the form of gemstones, coal, oil, rock salt, and stone for building.

Some minerals are found closer to the surface of the Earth and are obtained through open-cast mining, while those that are deep inside are obtained through drilling and blasting. Oil and gas are drilled for, while coal is mined from the seams underground and brought to the surface. There are coal mines in upper Punjab, Sindh, and Balochistan.

Take the example of marble: the rock is exploded with dynamite. The huge boulders are then cut into a manageable size for transportation to the factories. Here, they are cut again into blocks and slabs, sorted according to colour and quality, then polished and marketed.

Suggested activities

- Help students find out where precious stones and ores are found and how they are mined.
- Ask the pupils to find out the names of the different gemstones they might have seen their mothers wear. Show them pictures of these gems in their original condition, as found in the rocks, and pictures of cut and polished gemstones.

Discuss the use of marble with the students: name some famous buildings where marble has been used, for example, the Taj Mahal.

Show them rock salt in its original, unrefined state. It is white and pink in colour and looks very decorative too. We have many uses for the salt, apart from cooking—ask them to think of possible uses. Salt is a preservative and is used for its medicinal value as well. In ancient times, salt was so precious that it was worth its weight in gold; people were paid their wages in salt! The word salary itself is derived from salt. Ask them to locate on the map the places where rock salt is found in Pakistan—Khewra, Warcha, and Kalabagh, and where the salt mines are—Kallar Kahar.

N.B. Many of these minerals, metallic and non-metallic, will not be accessible to the children. You will have to make an effort and find samples yourself to show the class.

Answers to questions

1. Use the maps on pages 40 and 42 of the textbook, as well as page 29 of the Oxford School Atlas for Pakistan, to answer this question. Minerals are important as raw materials for industry.
2. Sometimes, it is difficult to reach the minerals, and quite expensive to acquire extra machines and labour required to mine them. If the quantity available does not justify the costs, it is not worthwhile to mine them.
3. Chromite is found at Muslim Bagh near Quetta. Copper deposits are found at Saindak. Iron ore is found in Dammer Nissar, Kalabagh, and Chilgazi. Antimony is mined at Krinj.
4. Salt is used in cooking and preserving, and in the food industry. It is also used to make various sodas for laundry, textiles, and tanning.
5. Limestone and magnesite.
6. Refer to the maps on page 40 and 42 for answer.

Work Page

- | | |
|---------------|--------------|
| A 1 Chromite | 2 Barite |
| 3 Marble | 4 Rock salt |
| 5 Sulphur | 6 Limestone |
| B 1 Hunza | — rubies |
| 2 Krinj | — antimony |
| 3 Quetta | — chromite |
| 4 Skardu | — aquamarine |
| 5 Koh-i-Maran | — fluorite |
| 6 Spin Kan | — magnesite |

Things to do

- This can be developed into a group project for the class, assigning different mineral objects to each group, for a class display.
- Encourage students to take interest in geology and collect rock and mineral samples, as project work, by awarding marks for participation.

Lesson 10 Power resources

Discussion points

- What are fossil fuels?
- What is oil?
- Other than oil, what are Pakistan's sources of power?
- How is power generated?
- What do we use power for?

Fossil fuels are mainly oil, gas, and coal, all found under the Earth's surface, at various depths. The pupils will be very surprised to know that crude oil, a thick, black, sticky fluid, comes out of the Earth. They will be even more surprised to know that oil is the remains (leftovers) of dead leaves, plants, insects, and animals that existed millions of years ago on Earth! As the vegetation died, it decomposed and became compressed in the layers of the Earth. As different eras came and went, huge land and sea animals, like the dinosaurs and mammoths, died out and were swallowed up by the Earth. Dinosaurs became extinct after the last great Ice Age: where did they go? Ask the pupils to guess. Over millions of years, this matter made from the remains of plant and animal life, under pressure of the Earth's weight turned into what we know as oil, gas, and coal.

According to research, coal first came into use as early as 4000 BC in China and around 2000–3000 BC in Britain. Regular use of coal by Romans in Britain dates back to the 2nd century AD. Mineral oil that just seeped out of the ground, for example in Iran, has been used for lighting for thousands of years. (People also used animal fat for lamps.) The use of coal increased several times over with the development of industry, especially after the Industrial Revolution in the 18th century.

The first people to tap oil resources deep underground were the Americans, in the 1850–60s, in Pennsylvania. Subsequently, oil refineries were set up and oil was used as a power source to run machines. After the discovery and invention of the wheel thousands of years ago, this is the next great achievement of humans.

Today we use oil in different ways to produce power in industry, and for domestic and agricultural purposes; to run the world's cars, trucks, buses, aeroplanes, and ships.

As the Earth's resources are being used up by the industrialized nations (USA, UK, France, Germany, Italy, Russia, Australia), scientists are trying to find new sources of energy to harness.

Suggested activity

- Ask the pupils to name all the machines they know of that are powered by fuel.

Ask them to observe the traffic on the roads. Every vehicle needs fuel to run. What will happen if our fuel source (oil) finishes? How will transport move? How will machines run? How will we generate energy?

Explain to the pupils that there are different kinds of energy sources which come from oil, gas, water, and coal. We also use nuclear energy, LPG (liquified petroleum gas), CNG (compressed natural gas), biogas, and solar energy.

Pakistan's oilfields are in the Potohar Plateau (ask the pupils to locate this on the map of Pakistan) and in lower Sindh, at Khaskheli and other regions nearby, but the supplies are far from adequate for our needs, so Pakistan has to import oil.

Natural gas is found under the Earth; Pakistan has plenty of it. The gas is piped from Sui and Marri in Balochistan to many of our towns and cities. Smaller gas deposits are found in parts of Sindh and the Punjab. Students can look up these locations on the map in their textbooks as well as in the atlas.

We produce electricity through hydroelectric (hydel), thermal, and nuclear power plants. Ask the pupils to name the three major hydel plants: Tarbela, Mangla, and Warsak.

There are low-quality coal mines in Balochistan, but huge deposits of good quality coal have been lately discovered in Thar, in Sindh.

Coal is a mineral substance, completely black in colour and resembles a very burnt piece of wood. It is actually 'fossilized' wood (wood that has become old and hard and has solidified over millions of years underground), and is found in seams underground; that is why it has to be mined. We have coal mines in the Salt Ranges, in Quetta, and in lower Sindh. Coal burns immediately, which is why it is used as a low-cost fuel, by brick-makers and potters.

The pupils can bring a piece of coal to the class, as most households keep a bit of coal for kitchen use such as smoking and barbecuing meat.

Hydel power: These are hydroelectric power plants, producing electricity from huge quantities of fast-flowing water. The location of hydel plants in Pakistan is given on page 46.

Thermal power: The process has been described and the locations listed in the textbook; oil has to be imported, hence the thermal power stations operate mainly on gas and coal, which are available in Pakistan.

Nuclear power: There are two nuclear power plants in Pakistan, at Karachi (KANUPP) and the other at Chashma in the north. Students are not expected to know how a nuclear plant works: simply explain that atomic energy is used to power these plants which are very expensive to build and maintain.

Other sources of power: This is an important topic to discuss. Make students aware of the fact that fossil fuels (coal, gas, oil) are being used faster than nature produces them. Moreover, coal and oil release carbons into the air and this adds to pollution as well as global warming. This is why we need to look for alternate sources which are naturally and cheaply available, like sunshine (solar energy) and wind (for wind energy).

Answers to questions

1. Power resources are important because they are needed for the running of industries, households, and transportation.
2. Pakistan uses energy generated from oil, gas, water, and coal, as well as nuclear energy, LPG, CNG, and wind, and solar energy.
3. Thermal power is generated from heat which is produced by burning oil, gas, or coal. This powers the turbines, which in turn, work dynamos that produce electricity.
4. Thermal power plants are located in Karachi, Kotri, Hyderabad, Sukkur, and Guddu in Sindh. In the Punjab, there are plants at Faisalabad, Multan, Lahore, Rawalpindi and Kot Addu. In Balochistan there are thermal plants at Quetta, Pasni, and Hub.
5. Most of the hydel plants are in upper Punjab and the NWFP.
They are also located in lower Sindh, at Jhimpir-Meting, Lakhra, Sanda-Thatta, and Thar.
6. A fast-flowing river with a great volume of water in its upper part is needed to produce electricity at a hydel or hydroelectric power station. Dams are built across the river and the powerful release of water turns the turbines which produce electricity.

Work Page

- A
- 1 Oil
 - 2 Petroleum
 - 3 Natural gas
 - 4 Coal
 - 5 Electricity
 - 6 Solar energy
- B
- 1 Karachi, Chashma
 - 2 solar energy
 - 3 hydroelectricity
 - 4 9.5 hours long
 - 5 Punjab
 - 6 A megawatt (MW)

Things to do

- This activity is fairly simple. The pupils need to look round their homes and jot down the following items.

Electricity: refrigerator, deep freezer, iron, air conditioners, television, radio, fans, lights, computer, cordless telephone, washing machine, kitchen appliances.

Gas: ovens, stoves, geysers

Petroleum: cars, motor cycles, generators

CNG: cars

Jobs done by machines/equipment

Electricity:

- air conditioner, fan—keep cool in summer
- light—enables us to work, study from sunset to sunrise
- television, radio—inform and entertain

- iron/washing machine—keeps our clothes clean and neat
- kitchen appliances—help make cooking fast and easy
- refrigerator, deep freezer—help keep food fresh and preserved for a longer time
- cordless telephone—convenient to use away from its base

Gas:

- ovens, stoves—easy, clean and economical for cooking food
- geysers—provide warm/hot water for bathing and washing

Petroleum:

- cars, motorcycles, etc. are fast and convenient modes of transport
- Some cars run on CNG which is Compressed Natural Gas.

Task: On an outline map of Pakistan, pupils should fill in the locations from the map on page 44 of the textbook.

Lesson 11 Industrial development

Discussion points

- Why is industry important to a country?
- What industries did Pakistan have when the country came into being?
- What industries has it developed since then?
- What is their importance?

This is a fairly detailed lesson. Start by telling the pupils that in 1947 Pakistan, as a new nation, was largely underdeveloped. People who wanted to settle here had begun pouring in from across the border in India. There were few or no businesses, so there was little employment. The early years in the new Pakistan were very difficult.

Gradually, however, people started investing their money in trade and business and very slowly, the government started building and developing industries. Agriculture also provided the raw material for later industry and exports. The 1960s (Ayub Khan's era) were a period of remarkable growth known as the 'Decade of development'. We started making (manufacturing) different items for export, such as leather, surgical instruments, carpets, and sports goods to earn foreign exchange for the country.

To give the pupils an idea of the gradual progress and development of Pakistan, tell them that in 1948 we had 78,000 spindles and 3000 looms for yarn and cotton textile production, which already existed in the part of the country that became Pakistan. With progress, hard work, and a sense of patriotism, these numbers have grown fantastically. We have today 500 cotton mills, over ten million spindles, and 25,000 looms producing cotton yarn and cloth. We also produce and export beautiful household linen, towels, socks, curtains, upholstery fabric, and canvas.

Suggested activities

- Explain to the pupils that all goods that are made in any part of Pakistan have to, by law, be labelled 'Made in Pakistan', thus showing their country of origin. The same law applies to other countries as well. Ask the students to check the labels on all the clothes in the house and, if possible to bring to the class, one item each, labelled 'Made in Pakistan'. If we manufacture a good product, we feel proud to say that it is made in Pakistan.

Divide the class into groups. Ask each group to list, for as many products as they can find in this lesson, the progress made in industry, since Pakistan came into being. For example:

ITEM	1947	TODAY
1. Cotton	78,000 spindles 3000 looms	ten million spindles 25,000 looms

This will give the pupils the concept of development and of 'going from strength to strength'.

Explain to the class about each of the products listed in the textbook.

Cotton is a product that has been grown and used for fabric in the subcontinent since the earliest times. Students will be surprised to learn that the people of Mohenjo Daro used to trade their cotton textiles with Mesopotamia (modern Iraq). Today, Pakistan's cotton industry is an important source of revenue for the country.

Woollen textiles: Apart from items of personal use, the most important export item is the fine hand-knotted carpets produced in Pakistan.

Art silk is the name given to the artificial silk yarn and fabric produced for local use and export.

Jute: The local production of jute is negligible; it is mainly imported from Bangladesh. There are 12 jute mills in the country, producing hessian for sacks and packaging.

Chemicals, fertilizers, vegetable oils: The raw materials for these industries are mostly imported. The industries have developed due to the rising demand for the products.

Cement, iron, steel, and engineering: With the growth and progress of the country, there has been an increase in construction, and in civil and mechanical engineering, leading to the growth of these industries all over the country.

Cottage and small industries: These provide an opportunity to local craftsmen to develop and market their handicrafts.

Tourism as an industry generates income as well as jobs in hospitality (motels and hotels), catering (eating places), transport, and in mountain areas, for guides. Pakistan has much to be seen and enjoyed by its own citizens as well as foreigners. However, security is an issue in some parts of the country. Discuss the tourist spots, both known and not so well known, as well as pupils' own experiences of tourism in Pakistan.

The concept of import and export: Explain this concept clearly to the pupils as applied to the economy of a country. What is import? We pay money to buy goods from another country in raw or finished form. We buy it in raw form, to process it to make a 'finished' product (ready to use), and either sell it in the local market, or sell it to other markets in foreign countries. The sale of goods or raw material to other countries is export. Tell the pupils 'im-port' means to bring into and 'ex-port' means to send out of a port (seaport, airport).

Raw materials cost less to import, but also sell for a lower rate, when exported. On the other hand, manufactured goods bring in more revenue when exported, and also cost more to import. This explains why it is important to have a strong industrial base in a country.

Suggested activity

- Ask the pupils to list the items we import as raw material and as finished products. Similarly, list the items we export as raw material and as finished products. Tell the pupils to do this exercise for jute, iron ore, tea, and electrical goods.

Now compare the two lists: do we import more items or export more? This will help to understand the concept of trade.

Answers to questions

1. Cotton textiles.
2. Woollen textiles, art silk, jute, chemicals; cooking oil; fertilizers; cement; iron, steel and engineering; cottage and small industries.
3. Utensils; cutlery; pottery; shoes; surgical instruments; sports goods; handicrafts; carpets; toys; furniture; carved doors and window frames; ornaments. Dyeing, printing, and tailoring are also cottage industries.
4. Russia, China, and Switzerland.
5. Cooking oil and *ghee*: 75 per cent of the edible oil used is imported.
6. Most of Pakistan's industries are located in the Punjab and in Sindh, and in part of the NWFP. The reasons are the availability of water and power, or nearness to raw materials, as in Balochistan.

Work Page

- A Exports: carpets, cotton textiles, art silk, towels, hosiery, and canvas
Imports: Art silk yarn, jute, fertilizers, edible oil, iron ore, manganese, and oil product to run the industries
- B
- 1 textiles, household linen, hosiery, canvas.
 - 2 Harnai and Mastung in Balochistan; Bannu and Nowshera in the NWFP; Quaidabad, Lawrencepur, Rawalpindi, and Sahiwal in Punjab; and Karachi, Hyderabad, and Larkana in Sindh.
 - 3 soap, paper, textiles, fertilizers and, iron and steel
 - 4 limestone and gypsum.
 - 5 Pakistan Steel Mills and Pakistan Machine Tool Factory Karachi, Heavy Mechanical Complex, Taxila.

Things to do

- Refer to pages 30–31, *Oxford School Atlas for Pakistan* to do this exercise.
- Students can do this on their own after some group/pair discussion.

Lesson 12 Some important cities

Discussion points

- Which are Pakistan's largest cities?
- What is their importance?
- Which provinces are they located in?
- Which cities are provincial capitals?

Ask the pupils to specifically remember these facts about the major towns and cities:

Location (province)

Population

Status (national/provincial capital)

Importance (industry/trade/agriculture/history)

List the towns and cities. Discuss the details with students, asking them if they have visited any of these places and what they have seen. Encourage students to collect facts and pictures to make a

class display. Practical work involving their interest is the best way to learn and remember.

Tell the pupils we now have five provinces and seven or eight large cities to remember facts about. Make a comparison with the United States of America, which has 51 states and many important cities in each state.

Tell them that they must know everything about their own country: major cities, population, crops, exports, industries, and important facts about them. Explain that each city has its own history and cultural flavour.

Discuss in detail, each of the cities described in the textbook. Ask students to name the national and provincial capital cities:

Islamabad—Pakistan

Karachi—Sindh; Lahore—Punjab; Quetta—Balochistan; Peshawar—the NWFP; Gilgit—Gilgit-Baltistan (Northern Areas)

Then ask them to name the towns/cities next in order of importance and discuss the reasons for it. Use the *Oxford School Atlas for Pakistan* to locate these places.

Suggested activity

- In the lesson in the textbook, the major cities of Pakistan have been described. If any of the pupils has lived in those cities or visited them, and can give more information about the city to the class (than what is given in the textbook) ask him/her to stand up and talk about it. This could be an informal discussion, with the whole class joining in with their observations or memories of their experiences of the city under discussion.

Answers to questions

1. Islamabad is the capital of Pakistan. It is a fairly new city as it was planned and built in the 1960s, so it does not have any previous history of its own. It is the place from which the country is governed and all the foreign embassies are located there.
2. Quetta does not have many old buildings as the city was almost completely destroyed by the earthquake of 1935. It was then rebuilt.
3. Peshawar in the NWFP.
4. Karachi had 400,000 people in 1947. Today it has more than 14 million. The population, therefore, has multiplied 35 times, roughly.

Work Page

Answers in horizontal sequence:

- A 1 a) Karachi
b) Sindh
c) Over 14 million people
d) The Quaid's mausoleum, the beach, the National Museum, Mohatta Palace
- 2 a) Islamabad
b) Punjab
c) Nearly one million people
d) Daman-i-Koh, Margalla Hills, Shah Faisal Masjid, the Presidency
- 3 a) Lahore
b) Punjab
c) About 10 million people
d) The Lahore Fort, Shalimar Gardens, Badshahi Masjid, Minar-e-Pakistan, Lahore Museum

- 4 a) Quetta
- b) Balochistan
- c) 700,000 people
- d) Ziarat, Quaid-i-Azam Residency, Hannah Lake

B Pupils to do this with the help of the *Oxford School Atlas for Pakistan*.

Things to do

- The activities mentioned in the textbook are good exercises for the pupils. The first will compel them to do some research and the second will enable to identify their province and major cities on the map. They should colour only their province so that it stands out on a map of Pakistan.
- You could pick up some brochures from the Pakistan Tourism Development Corporation (PTDC) office in your city, relating to different cities of Pakistan. From these, the pupils can add to the information about their particular city.

Lesson 13 Pakistan and her neighbours

Discussion points

- Pakistan's location
- Which countries are Pakistan's immediate neighbours?
- What is Pakistan's relationship with them?
- What does Pakistan share with them?

Location: Pakistan is in South Asia. Its immediate neighbours are Iran to the west, Afghanistan to the north-west, China to the north, and India to the east. Make sure you have a globe or a world map at hand as you explain the lesson, to identify the places you are discussing. Refer also to the map of Asia in the *Oxford School Atlas for Pakistan* for this lesson.

Pakistan has had good neighbourly relations with these countries, especially Iran and China, but there have been problems with India and also with Afghanistan. Briefly discuss the reasons: disputes and war with India over Kashmir, and the role of India in the creation of Bangladesh. Following the Soviet-Afghan war in the 1980s and the influx of Afghan refugees into Pakistan, the relations between Pakistan and Afghanistan have been difficult. It is important to adopt a balanced approach and stress the value of peaceful negotiation for the security and progress of a country.

Besides the borders on the ground, Pakistan shares many common things with its neighbours: religion (with two countries), a common history (with India, Afghanistan), similar cultures, language script, trade ties, etc.

Suggested activity

- As pupils now know that Pakistan lies between the latitudes of 24° N and 37° N, and the longitudes of 61°E and 76°E, ask them to establish the locations of the four neighbouring countries, by using the lines of latitude and longitude. The aim here is to get the pupils used to the idea of locating places on a map by calculating their distances from the equator, the tropics of Cancer and Capricorn, and the North and South poles, and also to use an atlas index to find the location of a place.

There are many figures quoted in this lesson and it would be a good idea for the pupils to know the lengths of the borders we share with our neighbouring countries.

- a) Pakistan and Iran—800 km along its western border
- b) Pakistan and Afghanistan—a 2200 km border in the north-west
- c) Pakistan and China—the Karakoram Range forms the border in the north
- d) Pakistan and India—a 1500 km border on our eastern side

Explain to the pupils that we share our religion with Iran and Afghanistan. They are both Muslim countries and we have, therefore, a brotherhood with them. China has a small Muslim population too, but the majority of the people are Buddhists and Taoists. The majority of the Indian population is Hindu but there is also a fairly large Muslim population.

Ask the pupils to study each of the four maps given in this lesson to get a good, basic idea of each country's location in relation to Pakistan.

Ask them about the present leaders of each country.

Iran: President Ahmedinijad; Afghanistan: President Hamid Karzai; China: Premier Hu Jintao; India: Prime Minister Manmohan Singh, President Pratibha Patil.

Next, ask the pupils about the languages spoken in these countries. In Iran, Farsi/Persian is spoken; in Afghanistan, they speak Pushto and Dari Persian; Mandarin is spoken in China; and in India, though there are many languages spoken, the official languages are Hindi and English.

Answers to questions

1. Pakistan lies between 24 and 37° North, and 61 and 76° East.
2. Iran, Afghanistan, China, and India.
3. Afghanistan shares the longest border—2200 km—with Pakistan.
4. The Karakoram Range forms the border with China.
5. China and Mongolia
6. Afghanistan

Work Page

This is a good way to recognize a country—by its flag:

- A 1 a) People's Republic of China
 b) Beijing
 c) Mandarin
 d) 1.33 billion people
 e) Rice, cotton, textiles, electronic goods
 f) Mao Zedong, Chou en Lai, Deng Xiao Ping
- 2 a) Islamic Republic of Iran
 b) Tehran
 c) Farsi
 d) 70.5 million people
 e) Oil, gas, minerals, carpets
 f) Shah Raza Pahlevi, Ayatullah Khomeini, President Khatami
- 3 a) Afghanistan
 b) Kabul
 c) Pushto and Dari Persian
 d) 32 million people

- e) Carpets, lambskins, fruit
 - f) King Zahir Shah
- 4
- a) India
 - b) Delhi
 - c) Hindi
 - d) 1.2 billion people
 - e) Rice, cotton and silk, machinery, computer software
 - f) Mahatma Gandhi, Jawaharlal Nehru, Indira Gandhi

Things to do

- This is a very good exercise. Ask the pupils to list under the headings provided, the three things about each country, for example:

Iran:

National Day	February 11
Important Festival	<i>Nauroze (New Year)</i>
Special Dish	<i>Chello Kebab</i>

Help pupils to complete this, using the Internet and other resources. Discuss with them, where they would like to go, how, why, and what they would see there. They can also collect and display postcards and calendar pictures.

- This can be a group project for the class to research, copy, and display scripts and goodwill messages in different languages.

Lesson 14 Early history of Islam

Discussion points

- The importance of leadership in early Islam
- Who were the four Rightly-guided Caliphs (RA)?
- The main facts about their rule
- The spread of Islam in the world
- The two important dynasties, the Umayyads and the Abbasids

This lesson is important in that it informs the pupils about Islamic history as the events happened. The prophet Hazrat Muhammad (PBUH) died in AD 632. By this time, Islam was established in the Arabian peninsula, and was spreading to the neighbouring countries. However, a religious leader was needed to keep the people together.

The first four leaders of Islam were known as the ‘Rightly-guided Caliphs’—*Khulafa-e-Rashideen* (RA) because they were close companions of the Holy Prophet (PBUH) and respected by all. (The western world spells the words *Khalifa* as Caliph and *Khilafat* as Caliphate.) They were chosen by consensus—common approval—to be the rulers.

Hazrat Abu Bakr (RA) was chosen as the first caliph after the Prophet (PBUH). He was among the first to convert to Islam and was held in high esteem by all the Muslims; he was also the father-in-law of the Prophet (PBUH). Although his rule lasted for only two years (AD 632–34), some important achievements were made: (i) the suppression of revolts and false prophets, (ii) the compiling of the Holy Quran, as revealed to the Holy Prophet (PBUH), and (iii) the spread of Islam to Syria.

The second caliph was Hazrat Umar (RA) who ruled fairly, firmly, and successfully for 10 years, from AD 634–44. His government is known for its competent and efficient administration and for the spread of Islam to Persia in the east, Palestine in the north, and Egypt in the west.

Hazrat Usman (RA) was the third caliph, and he ruled from AD 644–56. The faith spread beyond North Africa into Cyprus during this period and the important work of completing the compilation of the Quran was also done.

The last of the Pious Caliphs was Hazrat Ali (RA), the Prophet’s (PBUH) cousin and son-in-law. His government lasted for four years (AD 656–61), he had to face revolt and uprisings. He had shifted his capital from Madina to Kufa in Iraq, to control the situation.

The students will also be learning more about the history of Islam in their Islamiyat classes, so it will provide good reinforcement for this chapter.

The Umayyad dynasty: Explain that after the death of Hazrat Ali (RA), there were many other leaders, but none of them were as noted or respected as the first four caliphs, who were well known to Hazrat Muhammad (PBUH) and trusted by him, in his lifetime. They were four of the Prophet’s (PBUH) 10 blessed companions (his closest friends).

The Umayyad dynasty was established by Muawiya Ibn Abi Sufyan in AD 662 and the Umayyads ruled the Islamic regions for almost 90 years. They moved the seat or capital of their empire to Damascus in Syria. Under them, the Islamic empire reached Spain in the west and the subcontinent in the east. Tell pupils about Tariq’s invasion of Spain, and how Gibraltar got its name.

The Abbasids followed the Umayyads. They founded the city of Baghdad, in Iraq, which became their capital. They set up libraries and patronized learning and intellectual progress. The Arabs, under various rulers, ruled Spain for 800 years.

Spread of Islam in the subcontinent: Arabs had been trading with the coastal communities of India even before the advent of Islam. Mohammad bin Qasim was sent to punish Raja Dahir of Daibul for failing to control pirates who had seized ships carrying Muslim pilgrims for Hajj, and gifts for the Umayyad ruler. Mohammad bin Qasim, who was only 17 years old, conquered territory from Daibul on the Arabian Sea to Multan in southern Punjab. He ruled very fairly and considerately and many people willingly converted to Islam. This region became a part of the Arab empire. In the 11th century, Mahmud of Ghazni invaded India from the north-west. He attacked several at times (17) but returned to Ghazni in Afghanistan. The next invasion was by Mohammad Ghori who made Lahore his seat of government. His successor Qutbuddin Aibak established the Delhi Sultanate. Gradually, Islam and Muslim culture spread in the subcontinent.

It would be interesting to know about parallel developments in Egypt, which was under Fatimid rule; later, with the spread of Islam in Persia and Afghanistan, there were other important kingdoms in this region.

Suggested activity

- On an outline map of the world, ask students to indicate the spread of Islam by labelling the countries, starting from Arabia.

Answers to questions

1. During Hazrat Abu Bakr's (RA) time, there were many uprisings and some people refused to pay taxes, and some declared themselves to be prophets. These revolts were put down by Hazrat Abu Bakr (RA).
2. The four Rightly-guided Caliphs are held in high esteem as they were the close companions of the Prophet (SAW).
3. During Hazrat Umar's (RA) rule, Islam spread far and wide. He was an able administrator who set up the basic systems for a sound government.
4. The important work of completing the compilation of the Holy Quran was done during the *Khilafat* of Hazrat Usman (RA).
5. Spain came under the Muslim rule during the time of the Umayyad dynasty and Muslims continued to rule over Spain for the next 800 years.
6. In the 8th century, under Muhammad bin Qasim.

Work Page

- A
- 1 South-east Asia: Bangladesh, Malaysia, Brunei, and Indonesia
 - 2 Africa: Libya, Egypt, Sudan, Somalia, Djibouti, Morocco, Nigeria, Tunisia, Mauritania, Mali, Niger, Senegal, Gambia, Chad, Algeria, Uganda
 - 3 The Middle East: Turkey, Syria, Jordan, Lebanon, Iraq, Kuwait, Saudi Arabia, the UAE, Iran, Oman, Yemen, Qatar, and Bahrain (Albania and Cyprus are located in Europe.)
- B
- 1 Hazrat Abu Bakr Siddiq (RA) AD 632–634
 - 2 Hazrat Umar Ibn-al-Khattab (RA) AD 634–644
 - 3 Hazrat Usman Ibn Affan (RA) AD 644–656
 - 4 Hazrat Ali Ibn Abu Talib (RA) AD 656–661

Things to do

- Ask the pupils to state the importance of these two cities, Makka and Madina, in relation to the presence of the Kaaba in Makka; this is where the Holy Prophet (PBUH) was born and where Islam was first revealed to him. He lived in Makka, and faced opposition in trying to teach the people the principles of Islam and the unity of Allah. When life became impossible in Makka, Allah commanded the Prophet (PBUH) to migrate to Yathrib, which then became known as 'Madinatun Nabi', the city of the Prophet (PBUH). In Madina, he was welcomed and found peace; it became the seat of the Islamic world; it is also the location of the Masjid-e-Nabvi and Jannat-ul-Baqi.

Jerusalem is also a holy city for Muslims as Masjid al-Aqsa was the first *qibla* before Kaaba. Also on the Night of Ascension, the Prophet (SAW) was transported here from Makka before his ascent to Heaven.

- This can be a very exciting project for the pupils. They should make a scrapbook in which they list the Islamic countries, alphabetically or according to continents, and draw and colour their flags. The best presentation must be rewarded.

Lesson 15 Europeans and the subcontinent

Discussion points

- The Mughals
- The European traders

The Europeans in India: As the Mughal Empire gradually weakened after Aurangzeb, there was a vacuum in the country. The Mughal princes were weak and rulers of other states fought amongst themselves to gain control. That is when the Europeans saw their chance and settled in India, at first as traders, then as rulers. (The first Englishman to come to India was Sir Thomas Roe, an ambassador of Queen Elizabeth I. He arrived in 1600, during Emperor Jehangir's reign.)

First came the Portuguese traders who were astonished at the variety of riches available in India. There were beautiful fabrics, spices, and fruits and, more often, gold and riches which they bought or exchanged for their own goods. Then in the 17th century, Dutch traders saw the richness of the land and came to India for trade in spices, dyes, and fabrics. They went on to the Malay Peninsula and to the Spice Islands and took back with them spices such as they had never tasted before. Spices were very costly in the west and the abundance of these luxury goods in the subcontinent amazed and tempted the Europeans; they became very wealthy through the spice trade.

The next Europeans to explore India were the French, who were eventually driven out by the British. The latter started a company called the East India Trading Company (later known as East India Company), and as they traded and became rich, they decided to stay on in India and took over power to make it one of Britain's colonies (a colony is a country that is ruled over by foreign masters).

How long were the British in India? The pupils should know that India was ruled by the British for 200 years. When finally, in 1947, the British left India, they had already taken much of India's wealth to Britain.

Answers to questions

1. The Europeans were interested in the East because they saw it as a land of rich spices, fruits, clothes of different colours and textures, fabulous ornaments, and jewellery. They established trade relations here.
2. The first European visitors were the Portuguese. They arrived here during the 15th century.

3. The British came to India as traders. When trading became profitable for them, they started the East India Trading Company in the 17th century. Since the French were also in India at the time, competition in trading grew between the French and the British. After the Mughal rule ended, however, the British succeeded in driving out the French from India and establishing their own rule over the subcontinent in the 18th century. They ruled India for 200 years.
4. The British introduced their language, architecture, politics, and their ideas. They built roads, railway lines, and large buildings and improved the canal irrigation system.
5. They could not succeed against the British because they were not united.

Work Page

A 1 Vasco da Gama

2 1498

3 Sir Thomas Roe

4 December 1600

5 Queen Elizabeth I

6 Surat, Bombay, and Calcutta

B Pupils will do this exercise individually.

Things to do

Organize this as a class project, to be done in groups.

Lesson 16 The struggle for independence

Discussion points

- The growth of freedom movements
- The need for independence
- The struggle and sacrifice for freedom

At this level, pupils cannot be expected to be aware of this background, hence it needs to be explained briefly (they will learn all this in greater detail at the secondary and higher secondary levels).

Explain how the War of Independence, in 1857, was a joint effort by the Muslims and Hindus of the northern and central states of the subcontinent, but it was not completely successful as it was not a united effort by all the people.

Pakistan is 62 years old today: those who fought for the freedom of this country are the grandparents and great-grandparents of your pupils. Much of what they learn in this lesson will be of little interest to them because (a) they are still very young and removed from the struggle for independence and (b) they are only concerned with current affairs. However, they must be made to realize that their country was once upon a time, not a free nation as it is today. We had to struggle to get Pakistan. We were ruled by two groups of people: the British and the Indians, mainly the Hindus. The British ruled India, and the Indians i.e. the Hindus, because they were in the majority, tried to rule us.

We did not like the way the British treated us. They did not know our customs and traditions and, instead of bringing Hindus and Muslims together, they caused trouble between us.

The War of Independence: Explain that the War of Independence in 1857 was the beginning of the struggle to free ourselves from the yoke of British rule and, ultimately from Indian rule. The people

had many grievances against the British who had gradually gained control of the weakened Mughal Empire, but this came to a breaking point when the local soldiers were ordered to use the Enfield rifle, whose cartridges were greased with cow and pig fat, which is forbidden to Hindus and Muslims, respectively. These cartridges had to be bitten off before being loaded into the rifles. When they discovered that the cartridges were greased with animal fat, the Hindus and Muslims refused to obey their British commanders. Thus both the Hindus and Muslims revolted, starting the war.

Suggested activities

- From page 76–77 of the textbook, ask the pupils to list some reasons why the Indians wanted to be free from British rule.
- Ask them to find out from their parents and grandparents what the events were that led to the War of Independence.
- Ask them to find out (a) for how many years the British had ruled India, and (b) the good things they did for India (for example, education, road-building, railways, buildings, etc.).

The Indian National Congress and the Muslim League: Explain that these two political parties were created to achieve the objectives of the Indians (to get the British to leave India) and, later, the Muslims (to secure an independent country for the Muslims of India). Define and explain what a political party is, what it does, and compare the current political parties of Pakistan with these two parties in India. For example, we have the Pakistan Muslim League (PML), Pakistan People's Party (PPP), the Muttahida Majlis-e-Amal (MMA), Awami National Party (ANP) and the Muttahida Qaumi Movement (MQM) in Pakistan today.

Ask the pupils to study the photographs on page 78 of the textbook. These were some of the people in the forefront of the political movement to achieve Pakistan and, of course, Quaid-i-Azam Mohammed Ali Jinnah, whose photograph is on the same page. (Sir Syed Ahmed Khan, Maulana Mohammed Ali Jauhar, Allama Iqbal, Liaquat Ali Khan and Chaudhry Rehmat Ali.) There were other great people, too, who worked hard towards the Muslim goal, like Sir Abdullah Haroon, Sardar Abdul Rab Nishtar, etc.

Quaid-i-Azam Mohammed Ali Jinnah was a brilliant lawyer who was the main negotiator for the Muslims. He had many discussions with the Hindu and British leaders as to how and which part of India could be given to the Muslims for a separate state. Professor Stanley Wolpert, in his book 'Jinnah of Pakistan', said about the Quaid, 'Few individuals alter the course of history. Fewer still modify (change) the map of the world. Hardly anyone can be credited with creating a nation state. Mohammed Ali Jinnah did all three.' Tell the pupils the Quaid was a great man and they should be proud of him. If in Karachi, students can be taken to the mausoleum of the Quaid and also shown Flag Staff House, Mohatta Palace, and Wazir Mansion in Kharadar.

Answers to questions

1. The soldiers in the British army were Hindus, Muslims and Sikhs. In 1857 they were issued rifles whose greased bullets had to be bitten for loading. The bullets were greased with animal fat. Lard is forbidden to Muslims and cow fat to Hindus. The soldiers objected and were severely punished by the British. So they came out in open defiance, the battle they fought is called the War of Independence.
2. Some educated people thought that no progress could be made by just fighting the British. In 1885 they formed the Indian National Congress. They felt that by having their own political organization, one day they could rule their own country.
3. The Quit India Movement was a call for the British to leave India. It was started in 1942 by Congress leader Mohandas Gandhi.

4. The Muslim League was created for the Muslims of India, so that they would be able to have a political say in the matters that concerned them in the Indian government, such as elections to the legislature and the judiciary and to ask for their rights. They also knew that when the British left India, the Hindus would take control of the country and the Muslims would not have any importance in the government. So the Muslim League was the first political platform created for the Muslims of India.
5. Quaid-i-Azam Mohammed Ali Jinnah, Sir Syed Ahmed Khan, Allama Mohammad Iqbal, Maulana Mohammed Ali Jauhar, Quaid-i-Millat Liaquat Ali Khan, Sir Abdullah Haroon, and many others. (Teachers to help list more names.)
6. After a long struggle by the Muslims and Hindus, the British decided to leave India. A commission was set up by the British to mark the borders of the two new countries, India and Pakistan. The Muslim majority areas were to be included in Pakistan. The rest would be India. Thus Pakistan was created with two wings, West Pakistan and East Pakistan.

Work Page

- | | | | | | |
|-----|--------------------------------|---|---------------|---|-----------------|
| A 1 | 1857 | 4 | 1906 | 7 | 1942 |
| 2 | The middle of the 19th century | 5 | 1930 | 8 | 14 August, 1947 |
| 3 | 1885 | 6 | 23 March 1940 | 9 | 15 August, 1947 |
| B 1 | Indian National Congress | | | | |
| 2 | Mohandas Gandhi | | | | |
| 3 | Sir Syed Ahmed Khan | | | | |
| 4 | Allama Iqbal | | | | |
| 5 | All India Muslim League | | | | |

Things to do

- Detailed information about the War of Independence can be found in the Pakistan Studies syllabus textbooks. You could get more information and give the pupils a short note on it, in simple language.
- Short biographical notes on some of the leaders can be found in textbook 4 of this series. For more detailed information, you will need to consult Pakistan Studies textbooks.

Lesson 17 Lessons from history

Discussion points

- Who are we? How did we come to Pakistan?
- Who were the people who helped to make Pakistan?

This is a wonderful lesson. Though the pupils are very young, they are at the right age for teachers to tell them what their 'identity' is and how Pakistan came into being.

Suggested activity

- Ask each pupil to stand up and relate who he/she is (name), nationality, where his/her parents came from to Pakistan (if they know). In other words, you are asking them what their identity is. Explain the background of Pakistan's history before 1947, beginning with the end of British rule, the bid for an independent state, and the exodus from India of millions of Muslims to Pakistan.

Now ask them if they know of the three names on page 81 and 82 of the textbook: who were they and what role did they play in the history of Pakistan? These people were Muslim patriots who worked hard to convince the British and the Indians for the creation of Pakistan as an independent state for the Muslims of the subcontinent. It was a very difficult task, but they achieved it. Since this is not a history book, per se, only three personages have been mentioned in the textbook, viz. Sir Syed Ahmed Khan, Allama Mohammad Iqbal, and Quaid-i-Azam Mohammed Ali Jinnah, the father of the nation. However, there were many other patriots who took active part in the independence movement such as Maulana Mohammed Ali Jauhar and Maulana Shaukat Ali, Quaid-i-Millat Liaquat Ali Khan; Sardar Abdul Rab Nishtar, Choudhry Rehmat Ali, and Sir Abdullah Haroon, to name a few.

Suggested activity

- After completing the lesson, plan to have a short play about the independence of Pakistan. Three pupils can be chosen to play the roles of each of the three figures. According to the text and their roles, help to write the dialogue for them. They may or may not dress up for the part. The play can be enacted in a class of 40 minutes. Each person will speak about what he did to help achieve Pakistan. The pupils will enjoy this deviation from book learning and the awareness of the sacrifices made by these patriots will be well and truly remembered by the pupils.

Answers to questions

1. He helped to create better understanding between the British rulers of India and the Muslims; he wrote many papers and essays explaining the Muslim position to the British; he established a college called the MAO (Mohammedan Anglo-Oriental College) in the city of Aligarh in 1875.
2. He was a well-known poet and philosopher who first put forward the idea of a separate country for the Muslims of India.
3. No; he died in 1938. Pakistan became independent nine years after his death, in 1947.
4. Mohammed Ali Jinnah, the founder of Pakistan, is known as Quaid-e-Azam, the great leader.
5. He was a brilliant and successful lawyer.

Work Page

- A 1) 1 Mohammed Ali Jinnah
2 Quaid-i-Azam
3 25 December, 1876
4 Karachi, Pakistan
5 11 September, 1948
6 Karachi, Pakistan
7 Founding the nation of Pakistan
- A 2) 1 Mohammad Iqbal
2 Allama Iqbal, Sir Mohammad Iqbal
3 9 November, 1877
4 Sialkot, Punjab
5 21 April, 1938
6 Lahore, Pakistan
7 First putting forward the idea that the Muslims of India should have their own country
- B 1 Begum Raana Liaquat Ali Khan, the wife of Quaid-i-Millat Liaquat Ali Khan, who helped towards creating Pakistan
2 Tipu Sultan, ruler of Mysore

- 3 Fatima Jinnah, the Quaid's sister, who worked beside the Quaid to create Pakistan
- 4 Maulana Mohammed Ali Jauhar, key figure in the Khilafat Movement; he was against British rule.

Things to do

Here are short biographies of each personality mentioned in this activity.

- 1 Liaquat Ali Khan—he was the first prime minister of Pakistan after independence from India. He worked beside Quaid-e-Azam to create Pakistan. He was known as Quaid-e-Millat, the Leader of the Nation.
- 2 Justice A. R. Cornelius was the Chief Justice of the Supreme Court of Pakistan and a man of moral discipline and integrity. He was Pakistan's law minister from 1969 to 1971.
- 3 Hanif Mohammad was a leading cricketer who played for the Pakistani cricket team in 55 test matches between 1952–53 and 1969–70. He is regarded as one of the greatest batsmen of all times.
- 4 Jehangir Khan—Pakistan's best-known champion squash player who won many squash titles, including the British Open Championship ten times in a row, from 1982 to 1991. He also won the World Open Championship ten times. Today, he is the President of the World Squash Federation.
- 5 Dr Abdus Salam—Pakistan's leading scientist who won the Nobel Prize for physics in 1979. He is known as one of the greatest exponents of physics in this century. He died in 1996 in Oxford, England.
- 6 Dr Salim-uz-Zaman Siddiqui was a leading chemist. He conducted extensive research on plants and their medicinal importance. He was the founding director of HEJ Research Institute. He was also a painter, poet, and connoisseur of music.
- 7 Hafiz Jullundhuri (1900–82) was a Pakistani poet who composed the national anthem of Pakistan.
- 8 Sir Abdullah Haroon—a leading businessman, politician, and philanthropist; he made many large donations to various charities and institutions. He was President of the Sindh Muslim League in 1939.
- 9 Hakim Mohammed Said was a very important Pakistani citizen, known and respected for his discipline and integrity. He started the Hamdard University, and the Hamdard Foundation to help young Pakistani students financially to carry on their education. He also served as the Governor of Sindh.

Lesson 18 After independence, 1947–71

Discussion points

- How did those people feel who migrated to the new Pakistan?
- What did they lose?
- What opportunities did they have?
- How was the new country governed?
- The people who governed the country from 1947 to 1971

This is an important lesson. Most of the pupils are too young to know the political history of Pakistan. They may generally know the names of the current President and Prime Minister, but are not necessarily aware of the past details.

Tell the pupils that the migration between India and Pakistan in 1947 was one of the biggest, if not the biggest, movements of people between two countries. The people, who left India to come to Pakistan, had mixed feelings. One was relief at being safe in their own new homeland. The other

feeling was apprehension (nervousness and fear) at what lay ahead of them. It was a time of upheaval and confusion.

When it was decided that Pakistan was to be a separate homeland for the Muslims, the British drew the borders of West Pakistan to the west of the subcontinent and of another area on the eastern side, in east Bengal was marked as East Pakistan.

The country needed a government. Quaid-i-Azam, Mohammed Ali Jinnah was made Governor General and Quaid-i-Millat, Liaquat Ali Khan was made Prime Minister. There was a lot of work to be done. A constitution had to be written (rules and regulations of the country that all the people had to follow) and a cabinet (a council of ministers) had to be formed.

Just before partition, the Hindu Maharajah of Kashmir (where the majority of the population is Muslim) decided that Kashmir should be a part of India. This became, and remains to this day, a subject of major disagreement between India and Pakistan.

Suggested activity

- Ask the pupils what their opinion is regarding Kashmir: should it be ruled by India or Pakistan, or should it become an independent state, ruled over by the Kashmiris themselves? Ask them to take a vote in favour or against the idea.

Ask the pupils what a republic is: when did Pakistan become a republic? A republic is a state in which supreme power is held by the people or by an elected or nominated president. Pakistan was declared a republic in 1956 and became known as the Islamic Republic of Pakistan.

Tell the pupils that we have often had military leaders in the government. Ask the pupils if our present leader is a military leader or an elected president. What is his name? Does he have a title?

Ask the pupils to name at least three military rulers in the past: Major-General Iskander Mirza, Field Marshal Mohammed Ayub Khan, and General Mohammed Yahya Khan.

Discuss the changes during Ayub Khan's rule:

- a) The capital was moved from Karachi to Islamabad.
- b) A new constitution was framed in 1962.
- c) Many new industries were set up: this was known as the 'Decade of Development'.
- d) A new law was introduced to redistribute the land.

Ayub Khan's rule ended in 1969 with handing over of power to another general, Yahya Khan. General elections were held in 1970 in which the Awami League of East Pakistan won the majority. Explain the background of the differences that arose between the two wings of the country.

East Pakistan was almost 1500 km away from West Pakistan and, naturally, it was not easy to govern from such a distance. The East Pakistanis, mainly Bengali Muslims, did not like this arrangement—they felt that they had little or no say in matters that concerned them. The election results of 1970 were in their favour and, naturally, they wanted a government of their own. After disagreement with West Pakistan in 1971 they fought, with India's help, for their independence from West Pakistan (which became Pakistan as it is now) and established Bangladesh, with Sheikh Mujibur Rehman as its leader.

Answers to questions

1. The Constituent Assembly comprised a group of leaders who had to write the constitution of Pakistan and to organize the government departments.
2. In a democracy, the people elect a leader of their choice to run the government.
3. They went to UN because fighting broke out on the border regarding Kashmir. The UN ordered a ceasefire.
4. a) A new constitution was passed.

- b) A law was introduced to redistribute the land.
 - c) Many new industries were set up.
 - d) The capital was moved from Karachi to the newly developed city, Islamabad.
- Ayub Khan's era is known as the Decade of Development.
5. In the December 1970 elections, Awami League won most of the seats in East Pakistan, and the PPP won in West Pakistan. Being in the majority in the National Assembly, Sheikh Mujib made certain demands that the others did not agree to. Fighting started in East Pakistan and martial law was imposed there. With the help of India, the people of East Pakistan fought against the rule of West Pakistan. Dhaka fell to Indian troops in December 1971 and a new country, Bangladesh, was established.

Work Page

- A. August 1947: Pakistan gained independence.
 September 1948: Quaid-e-Azam died.
 October 1951: Prime Minister Liaquat Ali Khan was shot dead.
 October 1958: Iskander Mirza declared martial law and the constitution was abolished.
 March 1962: New constitution was passed.
 March 1969: Ayub Khan handed over control to Yahya Khan.
 December 1970: Elections
 December 1971: Fall of Dhaka, creation of Bangladesh
- B
- 1 Khwaja Nazimuddin
 - 2 Governor General
 - 3 1956
 - 4 Pakistan People's Party
 - 5 Sheikh Mujibur Rehman

Things to do

- Make this a project for the pupils to do over at least a fortnight or more. Divide the class into groups. They will have to find photographs of past presidents and prime ministers. Once the project is completed, display the work in the classroom and reward the pupils accordingly.

Lesson 19 Pakistan since 1971

Discussion points

- The aftermath of 1971
- A new government led by Z. A. Bhutto; his achievements
- Martial law under General Zia; his sudden death
- Benazir Bhutto's return and government; prime ministers from 1990–99
- Takeover by General Pervez Musharraf; international events, national developments, Benazir's return and tragic death; fresh elections and their results

In Pakistan, the popular leader was Zulfikar Ali Bhutto, who stayed in power till 1977. Discuss with the class the developments during the Bhutto regime and the causes behind the change of government in 1977.

General Zia ul Haq took over in 1977 and declared martial law. Mr Bhutto was imprisoned, tried, sentenced to death, and hanged on 4 April 1979. General Zia had promised fair elections and return to democracy. However, his rule continued till his death in a plane crash in 1988. Briefly explain this chronology to the students—avoid controversial details irrelevant to this age group.

Tell the pupils that Pakistan was created to be a democratic state, but we were unable to sustain democracy in our country. Ask the pupils the meaning of democracy: it is government of the people, by the people and for the people. Three elected leaders, Zulfikar Ali Bhutto, Nawaz Sharif, and Benazir Bhutto, began with the intention but were unable to successfully establish democracy here. Now ask the pupils to guess why democracy has never been successful in Pakistan.

Briefly and objectively discuss the events from October 1999 to date. Explain how international events—9/11 and the following wars and tension—have affected Pakistan. Talk about how each individual, young or old, girl or boy, can contribute to making Pakistan a successful country.

Suggested activities

- Ask the pupils to make a time line for the democratic (elected by the people's vote) leaders of our country: Z. A. Bhutto, Nawaz Sharif, and Benazir Bhutto. Remind the pupils that Nawaz Sharif and Benazir Bhutto served two terms each as prime minister.
- Ask the pupils who was the last military leader who governed Pakistan? How did his government end?

Tell the pupils that Benazir Bhutto was the first woman prime minister in Pakistan; she served two terms. Name the women leaders of South-east Asia: Indira Gandhi in India; Shaikh Hasina and Khaleda Zia in Bangladesh; Sirimavo Bandaranaike and Chandrika Bandaranaike Kumaratunga in Sri Lanka; the present leader of the Philippines is President Gloria Macapagal-Arroyo.

As a final question, ask the pupils the name of the current president and prime minister.

Answers to questions

1. a) Z. A. Bhutto signed the Simla Accord, as a result of which 93,000 prisoners of war, held by India, were released and India returned over 5000 km of land it had occupied during the war.
b) A new constitution was passed on 14 August 1973.
c) He organized the first Islamic Conference in Lahore in 1974.
d) He signed trade and development agreements with important countries like USSR, USA, and China.
e) He began the development of the nuclear power programme.
2. Simla Accord was an accord signed when Bhutto met Indra Gandhi at Simla to settle all disputes with India by discussion. As a result of this accord, prisoners of war were released and India returned over 5000 sq km of land it had occupied during the war.
3. In August 1988, General Zia was killed in a plane crash and emergency rule was declared by Acting President Ghulam Ishaq Khan. In December 1988, Benazir became the first female prime minister of the country after winning the general elections. In 1990 her government was dismissed and Nawaz Sharif was elected prime minister. In 1993, Ghulam Ishaq Khan dismissed his government too and he resigned as well. Elections were held in October and Benazir again became prime minister. Her government was dismissed by President Leghari in 1996. Nawaz Sharif won the elections and became prime minister. He was deposed by General Pervez Musharraf who became the president in 1999.
4. These were suicide attacks in the USA when two commercial aeroplanes were intentionally crashed into the Twin Towers of the World Trade Centre in New York. Another airliner was crashed in Pentagon

- outside Washington DC. These crashes caused great destruction and loss of many lives.
5. a) Elections were held in February 2008 and People’s Party came to power.
 - b) President Musharraf resigned in August 2008 and the co-chairman of the PPP, Asif Ali Zardari, became president in September 2008.

Work Page

August 1973: A new constitution was passed.

July 1977: The army, under Zia-ul-Haq, imposed Martial Law.

April 1986: Benazir Bhutto returned to Pakistan.

August 1988: General Zia-ul-Haq died in an air crash.

December 1988: Benazir Bhutto became the prime minister.

October 1993: Benazir Bhutto returned as prime minister.

October 1999: Nawaz Sharif was deposed.

September 2001: 9/11—the attacks on the Twin Towers in New York and the Pentagon in Washington took place.

December 2007: Benazir Bhutto was killed in an election rally in Rawalpindi.

Things to do

Students will work in groups to do some research about the important events in Pakistan from 2000 to 2007.

Lesson 20 More about human rights

Discussion points

- What is meant by human rights?
- Children also have rights
- Importance of upholding rights and values
- Organizations to protect human rights
- Human rights’ leaders

Discuss human rights with the students; they have already read about human and animal rights in textbooks 3 and 4, so they may have a basic idea about the subject. In this lesson, refresh the concept of rights and then discuss the different human rights organizations in Pakistan and elsewhere in the world.

Suggested activity

- Make a list of the basic rights that everyone must have, by birth, by religion, and by God’s law: the right to freedom, food, clothes, shelter, education, and love.

Discuss why it is important to understand and protect people’s rights. Tell the pupils that the world has become full of turmoil, crime, and injustice. People lose their rights when there is a war or a brutal government or system is in place. We need human rights’ organizations to highlight and expose the injustice done to human beings—people in our country and the rest of the world—and to restore the rights to the people.

The United Nations Commission for Human Rights (UNCHR) has taken the initiative to investigate where the denial of human rights was happening in the world. The UNCHR then warns governments

responsible for this breach that their record was not good and that they would have to take measures to stop peoples' rights from being trampled.

Talk about Amnesty International, an international organization that keeps track of human rights violations by different countries. It particularly monitors those countries where the rights of prisoners, who have been jailed for crimes committed and sometimes not committed by them, are often violated. Prisoners cannot be mistreated in prisons or denied food and water, or abused or chained.

Explain that when a person is put in jail, he is already paying for his crime through the punishment of being locked up and denied the freedom to move about and live his own life. He does not have to be also beaten, tortured, starved, and abused. As long as he serves his sentence in prison, he should be treated well.

Talk about what sort of punishment children may get when their parents punish them: are they locked in their rooms? Are they not given their meals? Are they not allowed to watch TV? Are they grounded (not allowed to go out with friends)? Ask their opinion as to what sort of punishment they would consider fair.

Now explain to them that laws are very strict in certain countries that protect children's rights. Children cannot be beaten, starved, abused, or mistreated in any way, by parents, schoolteachers, or their classmates. If a complaint is made against the person who does these things, an enquiry is made and the person can be arrested and put in jail, even if it is the parent of the child. Do we have any such laws in our country that protect children from adults?

In Pakistan, we also have organizations for women's rights, such as Shirkat Gah, Women's Action Forum, and Aurat Foundation.

Also discuss the individuals who have been crusading for human rights, in Pakistan and other countries of the world. Some of the most famous are Mother Teresa, Martin Luther King Jr, Nelson Mandela, and Abdul Sattar Edhi.

Suggested activity

- Tell the pupils about the work done by the SOS Villages. This is an international organization that takes in children who are orphans or have been abandoned by their parents. They have a village set up with houses that each have a house mother, who looks after about 10 children. The house mothers feed, clothe, and educate these children and look after all their needs.

There is an SOS village in almost every major city of Pakistan. Take the pupils to an SOS village in your city and show them how children are rehabilitated. Ask the pupils if they know what the letters SOS stand for. They mean 'save our souls'. This is also a universal distress signal that everyone can use in an emergency. It will be immediately recognized as an urgent call for help.

Answers to questions

1. It is important to protect human rights because these rights have been given to us by religion and by law.
2. Martin Luther King fought for the rights of African-Americans. Nelson Mandela also fought the white government in South Africa for the rights and freedom of Black people.
3. Aung San Suu Kyi is a brave lady who has been fighting for the rights of the Burmese people from an oppressive government. She has been under house arrest since 1990, when her party won elections but wasn't allowed to form a government.
4. The Edhi Foundation provides shelter for homeless women and children; education for the children; ambulance service for the sick and needy; medical treatment for the poor; burial service for the homeless and beggars; emergency help during natural calamities and other disasters and accidents. They also help people in other countries, affected by wars, disasters, natural calamities such as floods and earthquakes.

5. United Nations Organization in December 1948.
6. We can help the weak and poor by providing them with financial and emotional support.

Work Page

- A UNHCR: United Nations High Commissioner for Refugees
HRCP: Human Rights Commission of Pakistan
HREP: Human Rights Education Programme
UNICEF: United Nations International Children's Emergency Fund

- B
- 1 Convention for the Rights of Children
 - 2 Ramon Magsaysay Award
 - 3 Mother Teresa
 - 4 The Citizen's Foundation, good quality education
 - 5 Dr Akhtar Hameed Khan

Things to do

- Organize these activities as a group project for the class, giving a week for completion.
- Talk about other individuals as well, in your area, and organize this activity.

APPENDIX: WORKSHEETS

Unit 1: World Geography

Lesson 1: Maps

1. Look at the map of the world and note down the names of 10 countries which lie on the line of 30 degrees N latitude.

2. Which places on Earth have the same time of the day?

3. What information can you find on a relief map?

Lesson 2: World climate

1. What is the difference between the climates of Karachi and Peshawar?

2. What reasons can you give for the difference?

3. Would you like to live in a cold or a warm climate? Why?

Lesson 3: Life in the desert

1. Why do few people live in deserts?

2. Why is the date palm so important to the people living in the North African and Arabian deserts?

3. What is so special about the camel?

Lesson 4: Life in the forest

1. If a man wanted to start farming in an equatorial forest region, what challenges would he face?

2. Winters are extremely cold in temperate forests. What are the conditions and how do people survive in that season?

3. How do the animals living in temperate forests adapt themselves?

Lesson 5: Life in the polar regions

1. Why does the Sun remain above the horizon 24 hours of the day in the month of June in the Arctic Circle?

2. Find out what food the Inuit eat, and how they move from one place to another.

3. Find out another name for the Inuit.

Unit 2: Geography of Pakistan

Lesson 6: Our country

1. On the outline map of Pakistan, mark the sites of historical interest and importance. Tell your class about any one of these places.



2. Name the member countries of SAARC.

3. Find out names of people, other than those in the lesson, who have played important roles in the progress of Pakistan.

Lesson 7: Agriculture in Pakistan

1. List the reasons how Pakistan is able to produce more food grain today than 50 years ago.

2. What livestock animals are best suited for keeping in Balochistan and the deserts of Thar and Cholistan? Give reasons.

3. On the outline map of Pakistan mark where cotton, rice, wheat, and sugar cane are grown. Select your own symbols for these crops.



Lesson 8: Water and irrigation

1. What is the difference between a dam and a barrage?

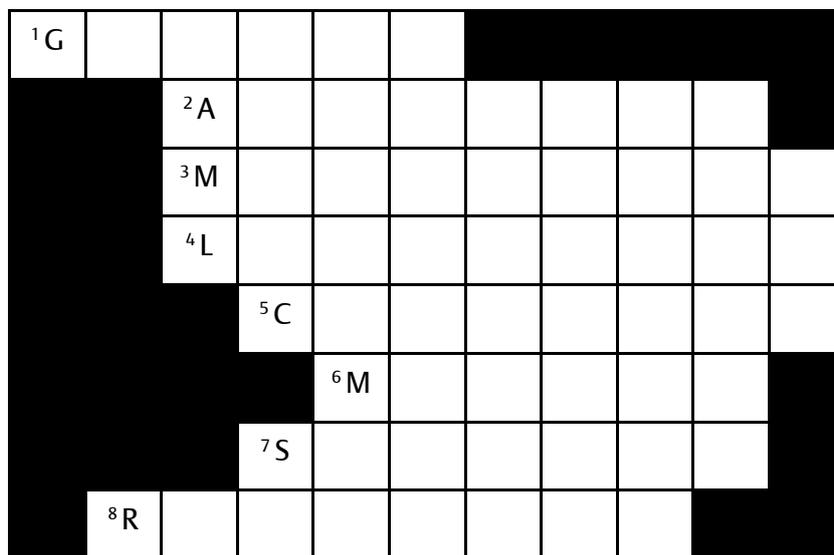
2. Why have so many dams and barrages been built in Pakistan?

3. What is the difference between a Persian wheel and *karez*?

Lesson 9: Minerals

1. Find names of four other gemstones besides the ones mentioned in this lesson. Mention their colours.

2. Complete the word puzzle based on minerals. The last letter of the first word makes a new word, reading down.



Clues:

1. This is found in the Salt Range and is used for fertilizer
2. Mined at Krinj and used in chemical industry
3. Mined at Spin Kan and used for cement and chemicals
4. Found in Margalla Hills as well as Manghopir; raw material for cement
5. Used to harden steel; mined at Muslim Bagh
6. A decorative stone, found in many colours in the NWFP
7. Used for explosives as well as fertilizer; found in Koh-i-Sultan
8. Found in pink and white seams; has many uses and is a must in every kitchen

Lesson 10: Power resources

1. Why does Pakistan use less electricity than many smaller countries of Europe?

2. Why is the supply of electricity from hydroelectric sources not constant around the year?

3. From page 28 of the *Oxford School Atlas of Pakistan* make two lists to show where the thermal and hydel power stations are located in Pakistan.

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Lesson 11: Industrial development

1. Why is the manufacture of cotton textiles the most important industry of Pakistan?

2. Name five things which you use and/or eat that are imported, and five which are exported.

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3. Name the countries that Pakistan trades with.

Lesson 12: Some important cities

1. If a family living abroad wants to settle in Pakistan, where would you advise them to live? Give reasons.

2. The map on page 56 of your textbook shows major cities of Pakistan. Select any two, other than those in the lesson, and make a fact file.

3. What is so special about the name 'Karachi'?

Lesson 13: Pakistan and her neighbours

1. From the Muslim countries given on page 66, select one from each region, and make fact sheets like those on page 67 of the textbook. You can use the school library for reference.

Country	
Capital	
Official languages	
Population	
Things grown or made here	
Famous leaders	

Country	
Capital	
Official languages	
Population	
Things grown or made here	
Famous leaders	

Country	
Capital	
Official languages	
Population	
Things grown or made here	
Famous leaders	

Country	
Capital	
Official languages	
Population	
Things grown or made here	
Famous leaders	

Country	
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Official languages	
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Famous leaders	

Country	
Capital	
Official languages	
Population	
Things grown or made here	
Famous leaders	

UNIT 3: History and Rights

Lesson 14: Early history of Islam

1. Fill in the blanks using information from the lesson.

- i) Hazrat _____ (RA) was the first caliph.
- ii) The first four caliphs are known as _____.
- iii) The work of compiling the Holy Quran was begun by Hazrat _____ (RA).
- iv) The compilation of the Holy Quran was completed in the caliphate of Hazrat _____ (RA).
- v) The capital of the caliphate was moved from Madina to _____ by _____.
- vi) The point from where the Arabs entered Spain is called _____.

2. How did Gibraltar get its name?

Lesson 15: Europeans and the subcontinent

1. Complete the following sentences.

i) The Europeans who visited the subcontinent were amazed by _____

ii) Sir Thomas Roe came to Jehangir's court as _____.

iii) Among traders who settled in the subcontinent were the _____

_____.

iv) The _____ became stronger when the Mughal rule _____.

v) The headquarters of the East India Company were in _____.

2. Why, do you think, were the British more successful than the other Europeans in staying on in the subcontinent?

Lesson 16: The struggle for Independence

1. Why did Mohammed Ali Jinnah fight for the creation of Pakistan?

2. What did Mohandas Gandhi do in 1942? What did he aim to achieve?

3. What is East Pakistan called today?

Lesson 17: Lessons from history

1. Find out more about the women leaders like Lady Nusrat Haroon and Begum Shaista Ikramullah. Write three sentences on either personality.

2. What title was Syed Ahmed Khan presented with? Who gave it to him? Why?

Lesson 18: After independence, 1947-71

1. Why did trouble begin in Kashmir in 1948?

2. What two posts did Khwaja Nazimuddin hold?

3. What important events took place in 1965?

Lesson 19: Pakistan since 1971

1. Who is the present Prime Minister of our country?

2. Who took over as Acting President after the death of General Zia-ul-Haq?

3. Make a time line to show the important dates of Benazir Bhutto's political career.

Lesson 20: More about human rights

1. How do you think you can help some needy people? Why is it important to do so?

2. What does UNICEF stand for?

3. Can you think of other personalities of Pakistan who are trying to help the people of the country at present?
