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Revised Edition

NEW OXFORD

Social Studies

for PAKISTAN

TEACHING GUIDE

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Introduction

The *New Oxford Social Studies for Pakistan* series has been revised both in terms of text and layout for compatibility with the change in data and the changing demands of the classroom. The series presents updated facts and figures in a well-illustrated, attractive, and user-friendly format. The sequence of topics has been revised and lessons are grouped thematically under Unit headings. The Teaching Guides have also been revised correspondingly and are presented in a new format. A valuable addition is the appendix that provides photocopiable worksheets for students. Furthermore, extensive lesson plans have been included along with more worksheets, as appropriate, to facilitate the teachers. (The duration of a teaching period is generally 40 minutes and the lessons have been planned accordingly.)

The main objective of this Teaching Guide is to give ideas to make teaching and learning enjoyable, interesting, and useful. At this age, it is important that children are taught in a creative, interactive way so that they do not learn by rote, but absorb knowledge meaningfully and also develop crucial skills such as observation, critical thinking, and using their imagination.

The guidelines for each lesson cover mainly four parts. First is the textbook itself. It has been suggested how the teacher may begin the topic and initiate questions and points of discussion that should be incorporated into the introduction and the reading of the text. These points should be referred to repeatedly while doing the other activities/sections as well.

Secondly, there are comments on the questions, Work Pages, and 'Things to do', given in the textbook. These are useful tools for reinforcement. From Class 3 onwards to Class 5, the use of a good children's atlas is strongly advised to help them understand basic geographical concepts and to introduce geographical skills such as map-reading; the *Oxford Project Atlas for Pakistan*, especially developed for Classes 3, 4, and 5, meets these requirements most suitably and attractively.

In addition to these, in the third part of the guidelines, an art and craft section has been included. Children always enjoy making things themselves and getting them to do a related craft is a fun way to reinforce what has been taught.

Finally, ideas that can be used as homework or developed as worksheets for each lesson have also been included to give the children supplementary material to choose from. For some lessons, related songs, stories, display boards, and excursion ideas have been offered.

Lessons must be planned in advance for the week or month so that the course coverage is assured along with adequate time for assessments.

Teachers may choose to link the lessons for continuity, if required, but it is not necessary to complete each and every suggested activity. The teacher, being familiar with the class and the time frame to be followed, is the best judge to select, adapt, and diverge as appropriate. The lesson should, however, be as interactive and enjoyable as possible, so that the children remain attentive and involved. Happy teaching!

Lesson 1 The Earth in space

Discussion points

- Concept of the Earth as part of space
- Other bodies in space
- Earth's movements and their effects

Explain to the pupils, in very simple terms, the structure of the Universe and our solar system: the Earth, Sun, moons, planets and stars, sky, space, and atmosphere. Use the example of a top and how it spins to show the pupils, the idea of the Earth's rotation and revolution. Better still, use a globe to show the pupils how the Earth moves.

The Sun: Point to the bright sunlight outside the classroom and make the pupils aware of the concept of the warmth and light of the Sun and the cool darkness of the atmosphere in the Sun's absence, for example, at twilight or at night. Tell the students that without the Sun, we would have to live in continuous darkness and have no warmth for our bodies. Plants would not grow, nor would fruits, vegetables, and flowers. In other words, all living things would die.

Explain that the Sun is a star made up of very hot gases; it is a life-giving source of light, heat, and energy. The Sun is so big that it looks as if it is very close to us, but in reality it is many, many millions of kilometres away from the Earth. Thus, its heat must be very intense and fiery if it can reach us from so far away. Emphasize also that the Sun is stationary, i.e. it does not move, while the Earth and Moon and other planets move around it.

The Moon is a satellite of the Earth and moves around it, just as the Earth moves around the Sun. The Moon is solid and has no light of its own; what we see as moonlight is actually a reflection of the Sun's light. The movement of the Moon around the Earth is completed in 28 or 29 days. Thus on the first day of the Moon's cycle we see a thin curve of light, the new moon. On the 7th day we see a half moon; on the 14th day we see a full moon. Then again a week later it becomes half and by the 28th day there is no moon in the night sky. Then the cycle of the Moon starts all over again.

Stars and planets: On a clear night we can see many stars in the sky. They are millions of kilometres away and in other galaxies. Our Sun and its planets form the solar system, which is part of a huge galaxy called the Milky Way.

Suggested activities

- Explain the concept of day and night to the pupils in this way. Light a candle and place it on one side of a globe. Now explain to them that all the countries on that side are experiencing daylight, and all those countries not facing the lit candle are in darkness and are experiencing night. Do this several times, but let the children tell you which side has daylight and which side has night.
- There is another exercise to explain reflection that should be tried with the students. Hold a mirror near a window and flash the Sun's light reflected on it into the classroom. Explain the concept of reflection by showing them the splash of light that will fall onto any object in the classroom when you angle the mirror up and down or back and forth.

- Then, take the children outside the classroom and ask them to stand with their backs to the Sun and look up at the sky, to see how the sky stretches wide all around them. Tell them to feel the air around them. Explain that this is called the atmosphere and that it contains the oxygen that we breathe.

Note: Do not let the pupils look directly at the Sun, as this can damage the eyes.

Atmosphere and space: Explain that if they look upwards, they cannot see where the layer of the atmosphere ends and space begins. Tell them that space is a dark, airless, empty area far beyond our beautiful, blue sky; that it has no air with life-giving oxygen in it, and we cannot go up into space without a spacesuit fitted with an oxygen tank. However, the Sun, Moon, Earth, and other planets and stars can all stay in airless space as they are a part of our solar system.

- Show pupils pictures of galaxies and stars from the Internet (NASA is a very useful site) and from reference books in the school library.
- Talk about television programmes and films about space, like Star Trek.

Answers to questions

1. We can find millions of stars and planets in space.
2. The Earth is called a planet. A planet is a heavenly body that moves in an elliptical (oval) shaped path (orbit) round a star. Since the Earth moves around the Sun, it is called a planet.
3. The Sun is made up of very, very hot gases and is a star.
4. The Earth is surrounded by air called the atmosphere. After a certain number of kilometres upward in space, there is no air, hence no atmosphere. There is just an empty, dark, airless expanse known as space.
5. No. The Earth is constantly spinning (moving in a circular direction) on its axis.
6. The spinning movement of the Earth causes day and night.

Work Page

A 1 Daylight 2 Earth 3 The Moon 4 Night 5 365 days or one year

B 1 A planet is a heavenly body that moves in an oval orbit round a star.

2 Not liquid or hollow, with no gaps or spaces.

3 The throwback of light, heat, or sound from one surface to another surface.

4 An object that is separate from something else, but dependent on or controlled by it.

Things to do

- A globe is a must in the classroom during a social studies lesson, especially if it concerns geography and the Earth. Show the pupils how a globe can be spun on its axis, mimicking the Earth's movement. Ask students to identify Pakistan on the globe.
- They can even do this experiment with the globe, but they will need a torch to represent the Sun.

Lesson 2 Land and water

Discussion points

- The distribution of land and water on the globe
- Landforms on the Earth
- Oceans, seas, and their movements
- Vocabulary to define and describe the Earth's features

This lesson describes the Earth's surface structure, that is, seas, oceans, and all the various land masses. Keep the globe on your desk while explaining the lesson to the class, and point to it frequently as you go along. This helps to keep the attention of the pupils riveted and also to identify instantly with the objects you pinpoint on the map.

To begin the lesson, it will help if you were to just mention the continents as giant land masses and give their names, without expecting the pupils to remember these details. Lesson 3 contains this information in more detail.

Seas and oceans: Emphasize that seas and oceans make up almost three quarters of the Earth's surface (show them how much that is on the globe). Explain that many of the islands thrusting out of the sea are actually the tops of underwater mountain ranges and volcanoes; later on, some of these lands were inhabited. Show the Hawaiian Islands on the globe as an example of volcanoes which erupted under the sea and then grew upwards and rose above sea level.

Landforms: Explain that once upon a time the land masses we know today as continents and islands were one huge, land mass. Due to the natural movements of the Earth deep inside its crust, their shape and structure were changed, over millions of years.

Above the Earth too, the climate has played a large part in creating, destroying, and recreating the physical features of the Earth's surface, again over millions of years of the Earth's existence. Extreme weather, rains, and floods, etc. bring about these changes.

Sea level: In explaining sea level to the pupils, a good example of 'at sea level' would be the city of Karachi. In contrast, tell them that our favourite hill station, Murree, is situated about 2134 metres above sea level and that Patriata, another hill station across from Murree, is even higher at 2743 metres above sea level. If the pupils live in Karachi, ask them to observe Oyster Rock from the Clifton Beach, the next time they go there for a drive, and guess approximately how high above sea level it might be.

Answers to questions

1. An ocean is a large mass of salt water covering the surface of the Earth. A sea is a mass of salt water smaller than an ocean.
2. A dry, sandy place without water is called a desert.
3. A valley is a low land found between hills or mountains.
4. No. The water in the sea is constantly moving with the help of currents, and along with the wind this also creates waves.
5. The sea becomes very rough when there is a storm. Strong winds create very high waves.

Work Page

A 1 plateau 2 coast 3 lake 4 island

B 1 True 2 True 3 False 4 True 5 False

Things to do

This is a class project. Divide the class into groups and assign responsibilities so that everyone will participate.

Use a $\frac{1}{2}$ m \times $\frac{1}{2}$ m piece of corrugated paper or plywood as base. Use the picture on page 6 as a guide. Plasticine or play dough can also be used.

Lesson 3 Maps

Discussion points

- What is a map?
- How is it useful?
- What does it show?
- How is it different from the place it represents?

This lesson will show and prove to the pupils the importance of consulting an atlas or a globe when studying geography and history. Let the pupils have easy access to the globe you have kept in the classroom. Children are naturally curious and will learn by expressing their curiosity. If they can observe and rotate the globe freely and at close range, and physically trace their fingers over the globe to find their answers, you can rest assured that the images and information will remain rooted in their memories, with vivid clarity.

Explain to the pupils that cartography or map-making started hundreds of years ago as the early Greeks, Romans, and Chinese made maps. When exploration and discovery were at their height, famous explorers, enterprising young men, like Columbus and Vasco da Gama, travelled to the West Indies and the shores of America (the New World) for the first time, as well as to the Orient as the East was then known. Their voyages were catalogued and their sea routes were recorded on parchment. This started the rush for riches abroad and people from all classes of society boarded sea vessels and headed for unknown destinations to seek the thrills, dangers, and riches of exploration and discovery.

Suggested activity

- Make or obtain a map of any neighbourhood. Enlarge and put it up on the class board. Show the important places such as the market, clinic, school, etc. to the students. Then ask them to come up and show how to get from one place to another, following the routes.

Now when you explain the purpose of a map—to show the exact location and shape of something like a city, a river, a continent, an ocean, a street, a building, etc.—the pupils can identify with the origins of map-making. Relief maps show the physical features of the Earth, such as mountains, hills, valleys, plateaus, deserts, and oceans, seas, lakes, and rivers. Political maps show the division of the Earth into countries, cities, towns, and villages, with details of settlements, railway lines, roads, etc. in each place.

Today, we have maps of cities which give us the exact scale, directions, and features of streets. To find these features on a map we use the help of keys, which are signs and symbols that describe these features. A compass rose, which has N, S, E, and W written on it, indicates the north, south, east, and west directions on a map.

We mentioned continents briefly in the previous lesson, but in this lesson, the seven continents are named on page 10 of the textbook. Tell the students that continents are huge areas of land on which countries and cities as well as other features are located. Explain that the shape of the Earth's land mass was very different millions of years ago. With water and wind erosion (wearing them away) and the movements of the plates deep in the crust, Earth's landforms have been constantly reshaped and parts have even broken away from larger land masses to form smaller continents and islands. Show them how the continents look like pieces of a giant jigsaw puzzle.

Suggested activities

- Draw a rough outline of the continents on the board or else put up a large outline map of the world. Point to, say, North America, then ask the class to tell you the name of the continent while they are looking at their maps on page 9 of their textbook. When they tell you the name, you may

write North America in its space. Continue this way for all the seven continents and the oceans and seas. Your aim, by the end of a few lessons, should be to get the pupils to recognize a particular continent on a map by its shape. This exercise will also lighten the subject matter for the pupils and there will be some fun in calling out the names in unison. Alternatively, you can ask individual students to come to the board and point to a continent that you name.

- Allow them to doodle on rough paper all the different shapes and then name them. You will be amazed to see how quickly the pupils will learn all about continents in this way. They can then be asked to practise drawing the outline of Pakistan by using tracing paper.

Answers to questions

1. Different kinds of maps
2. Scale, keys, and directions
3. In the middle

Work Page

A <i>Names of continents</i>	<i>Names of oceans</i>
1 North America	1 Pacific
2 South America	2 Atlantic
3 Africa	3 Indian
4 Europe	4 Arctic
5 Asia	5 Southern
6 Oceania	
7 Antarctica	

B Pupils to do this on their own or in pairs.

Lesson 4 Climate

Discussion points

- Climate and weather
- The difference between the two
- Vocabulary used to describe climate and weather
- How climatic factors are observed and measured

We usually use the word 'weather' instead of climate because weather is used in a more everyday sense; for example, 'The weather is so hot these days!' or, 'What terrible weather we're having these days!' Thus it would be correct to say that the weather changes every day. The word 'climate' is used in a more general sense to represent the type of weather a place usually has all year round; for example, 'The climate of Pakistan is tropical' or 'The climate around the Mediterranean Sea is temperate'. Climate is the word used to describe weather conditions of a place, based on keeping a record of it over a long period of time.

Suggested activity

- Tell the pupils to differentiate between the two words by writing a few sentences to show that they understand the difference. Ask them also how they would describe the climate of Pakistan; then ask them what the weather is like on the day or week that this lesson is being taught.

Explain that according to its location, every country in the world has its own peculiar climate; rainy, cool, warm, hot, cold, very cold, humid, or dry. In these countries, however, the weather can change every day, but the climate generally remains the same. It can be hot and humid on one day and breezy and warm the next. Or, it can rain for a whole week and then, there may be no more rain for a month. Different types of climates have been given different names. Climates can be tropical, temperate, humid, and arid. Describe each type of climate, say where it can be found. Use an atlas or globe for this activity.

Pakistan has a tropical as well as a temperate climate, as it is situated above the Tropic of Cancer, north of the equator. Tell the pupils that the equator is an imaginary line that goes round the Earth dividing it into two halves, north and south. (They will learn more about the equator in Book 4.) All the countries situated on the equator, or near it, have the hottest climates.

Ask the pupils if they know of any cold places in Pakistan. Have they ever been to the north—to Swat, Gilgit, or Hunza? Have they visited any of the hill stations, like Murree, Nathia Gali, Patriata, or Ziarat? These regions have a temperate climate, especially because of their altitude (height from sea level). Explain that the higher a place is above sea level, the colder it is.

Tell the pupils that tropical countries that are at sea level are hot, but the sea breezes help to cool down coastal cities in the summer. As you travel away from sea level towards the mountains, the temperature falls and the air becomes cooler; that is kind of climate we find in the Gilgit-Baltistan of Pakistan. Here, the highest mountains are always covered with snow and ice.

Seasons: The pupils will learn more about seasons in textbook 4 next year, but for the time being explain to them that a season is a period of time when the weather changes in the different regions of the Earth. Seasons are caused by the tilt of the Earth's axis and its movement around the Sun. When it is summer in the northern hemisphere, the Sun is overhead and the weather is warm. In the southern hemisphere, it is winter at this time as it is tilted away from the Sun.

The Earth's position becomes the opposite in winter when the northern hemisphere is away from the Sun. It is then summer in the South which is tilted towards the Sun.

Tell them there are usually four main seasons: spring, summer, autumn, and winter in Pakistan, spring is from mid-February to March; summer, April to August; autumn, September to mid-November; and winter, mid-November to mid-February. (This is in the northern hemisphere—the cycle is reversed in the southern hemisphere.)

In autumn it becomes dry and dusty and the leaves of the trees become yellow and brown and fall off. Then comes winter, when the days are shorter and the nights longer. It gets dark early and the weather becomes cooler and then cold. The Sun's rays are no longer hot and fierce. It may or may not rain in some places. After winter is over, spring returns and the natural cycle starts all over again.

The weather is cool and very pleasant in spring, the trees and flowers begin to bloom and birds sing as nesting time begins. Summer is hot, sometimes dry, and sometimes humid. The Sun shines down brightly; it may rain heavily in some places and there may be light showers in others. Schools close down and people often go away on holiday to cooler places.

Suggested activities

- Ask the pupils what season they are experiencing now. They should be able to tell you correctly, from your description of the weather. If they live in Sindh, what is the weather like? If they live in the Punjab, what is the weather like? In Balochistan? In Khyber Pakhtunkhwa?
- Ask them to draw the landscape for each of the four seasons, showing their special characteristics. You can make simple sketches on the board.
- Talk about different seasons—what do we see? How does the weather feel? What do we eat and do in different seasons?

Instruments to measure weather changes

Thermometer

Weathervane

Barometer

Rain gauge

Anemometer

Tell the pupils that there are instruments to measure how hot or cold, wet or dry the weather is. Some measure temperature, some measure air pressure, some measure wind speed, and some measure the amount of rainfall. It is important to have this information and to keep a record of the weather.

A weathervane is an instrument that you usually see on top of church spires. There is a picture in the textbook: this weathervane has the letters N S E W for north, south, east, and west at the ends of the two bars crossing the main pole. A weathervane shows the direction of the wind. Why would we want to know in which direction the wind is blowing? Ask the pupils to guess. You may get some humorous answers, but tell them that the weathermen or meteorologists need this information in order to forecast the weather correctly; to give them an indication that if the winds are coming from the direction of the sea, they will be carrying moisture; therefore, there may be a possibility of rain.

A rain gauge does just that—gauges or measures the amount of rainfall a place has received. The rain gauge consists of a funnel attached to a marked cylinder inside a larger container. This is fixed to a metal pipe which is set in the ground to keep it level. Every day the amount of water collected is then measured in inches or millimetres.

An anemometer measures the speed or velocity of the wind. The most common type is the cup anemometer. When the wind blows, it causes the anemometer to spin. It is connected electrically to a dial inside the weather station. Wind speed is measured in knots or metres per second.

A barometer measures the air pressure in the atmosphere.

Suggested activity

- Ask the children how their mothers find out their body temperature when they fall ill. They will probably say that she uses a thermometer; after a couple of minutes, the thermometer shows their body temperature. It would be useful if you could bring a sterilized thermometer to class and perform this simple exercise yourself in front of the class on one of the pupils. Show the pupils the temperature on the thermometer before it is put in the mouth and then the temperature it registers afterwards; then tell them that it is the correct body temperature.
- Ask them to draw a thermometer and label the parts. At this point, you need not go into details about Fahrenheit and Celsius; just explain that the mercury in the thermometer bulb rises to show body temperature (normally 98.4 degrees Fahrenheit, 37 degrees Celsius).

Then explain that a different kind of thermometer, which works in a similar way, is used to measure the temperature of a place. The highest and lowest temperatures are recorded daily using the minimum and maximum thermometer.

Answers to questions

1. Climate is the usual or typical weather a place has over a period of years. The weather changes from day to day.
2. Generally, we have a warm climate in Pakistan, but with cold winters in the northern and north-western areas.
3. The coldest parts of Pakistan are the mountainous Gilgit-Baltistan.
4. This can be done by using certain instruments that measure air pressure, wind speed, rainfall, temperature, and humidity.

Work Page

A Glossary of climate instruments:

- 1 anemometer
- 2 barometer
- 3 rain gauge
- 4 thermometer
- 5 weathervane

B Students can do this task on their own with a little guidance from the teacher, where needed.

Things to do

- This can be done as a group or pair activity.
- Using the sketch on page 14 of the textbook for guidance, pupils can make a simple weathervane with their parents' help.

Materials needed:

- One wooden rod about 1 ½ metres in length
- One slim metal or wooden/bamboo rod, 45 cm long
- Card for arrowhead and tail
- One long screw to fix the shorter rod to the main one, as shown
- Sticky tape to fix arrowhead and tail on the ends of the 45cm rod

Cut out card in the shape of arrowhead and tail and fix on the ends of the 45 cm rod, using sticky tape. Mark a point in the middle of this rod and screw it onto the longer rod.

Now set your weathervane in an open space outdoors or a balcony. (Rooftops can be dangerous and should be avoided by children.) The arrow will point towards the direction the wind blows to and the other end (tail) will show the direction from which the wind is blowing.

Lesson 5 Our country

Discussion points

- How countries are formed
- How countries are marked on a map, on the Earth
- Finding countries on a map
- Our country and its features

Begin by explaining that countries are made by people and their leaders. The countries are marked by their borders. The people living in a country are its population.

This lesson is all about Pakistan, its location, its borders, its rivers, and other physical features. Tell the pupils that Pakistan is situated on the continent of Asia. Ask them to look at the map on page 15 and name at least five other countries in Asia, such as India, China, Iran, Afghanistan, and Tajikistan. Explain that the borders of these countries, except Tajikistan, touch Pakistan so they are our neighbours. They will now understand the concept of countries as being separate states, separated by their borders. However, you should emphasize that it is not only land that makes up a state: it is also the people, their language, religion, and culture.

Suggested activities

- Point to the continent of Asia on the globe and ask the pupils to locate Pakistan on it. Do not make the mistake of asking them to find Pakistan on the whole globe. They will be very confused. Confine them to searching only the continent of Asia as this smaller area will be easier for them to cover.
- Give them an outline map of Pakistan and ask them to write the names of the neighbouring countries in order to understand their location in relation to Pakistan. Ask if anyone has visited any of these countries. If so, they can share the experience with the class.
- Now tell them what a province is. Draw your own outline of Pakistan on the board and mark off the provinces, asking the students to guide you through each name i.e. Sindh, Balochistan, Punjab, and Khyber Pakhtunkhwa. The students can add these names to their outline maps of Pakistan.

Note: The Northern Areas, now known as Gilgit-Baltistan, are a self-governing region now.

- To make the lesson fun and to get the students to interact, it would be a good idea to ask four students to take on the roles of a Sindhi, a Balochi, a Punjabi, and a Pathan. They will introduce themselves by their typical provincial names, such as, Shah Abdul Latif or Marvi for the Sindhi, Javed Bugti for the Balochi, Mian Mohammed or Sohni for the Punjabi, and Samundar Khan or Palwasha for the Pathan. They can even be asked to bring a cap or *chadar* of each province from home to complete the picture, and they should say one general sentence in each language, if they know how to.

Provincial capitals are next. Tell the pupils that each province is autonomous (responsible for itself) with its own provincial assembly and judiciary, but that all the provinces report to the federal government in Islamabad, the capital.

Do not go into too much detail on this topic. It is sufficient that they know three sets of facts: that Pakistan is an independent state; it has four provinces and three regions which are responsible to the federal government; and it has a president, a prime minister, and a cabinet to look after the affairs of the country.

Answers to questions

1. We have a coastline in the south, along the Arabian Sea.
2. There are four provinces: Sindh, Balochistan, the Punjab, and Khyber Pakhtunkhwa; Gilgit-Baltistan is a self-governing region.
3. Islamabad is in upper Punjab.
4. Iran, Afghanistan, China, and India share borders with Pakistan.

Work Page

- A This is an activity that is easy and the children will enjoy it as it involves colouring and labelling the map.
- B Children will make two lists: one of at least ten cities of Pakistan and the other of the languages they speak at home.

Things to do

Help children in collecting information about the neighbouring countries and make a class display.

Lesson 6 Our national identity

Discussion points

- Explaining identity and national identity
- Features of our national identity

As the title suggests, this lesson is meant to inspire the pupils to identify with, and to take pride in, our national identity as Pakistani citizens, and to appreciate and respect the differences between themselves and other nationalities.

Suggested activities

- Susan and Yasmeen: To establish this fact firmly in the minds of the pupils and to inculcate in our children tolerance for people of different cultures, the following activity could be very effective, as it can be enacted in the class. Select two pupils from the class to represent Yasmeen and Susan respectively. (If it's a boys' school, the names can be Jamal and John.)
- Ask them both to stand up in class and introduce themselves, after which they will begin by relating the various aspects of their respective cultures. Each student will, in turn, talk about his/her country, the climate, the language of the people, the national flag, the food, clothes, currency, and perhaps famous celebrities and sports and pop stars. As one topic is covered by one student, the other student will take up the threads and continue with the same topic about his/her country.

The climates of England and Pakistan: For example, 'Susan' will tell the class how cold the climate is in England, how frequently it rains there, and how people's lives are affected by the weather. But the rain makes the country very green; every family owns more than one umbrella and each person has a raincoat to protect their clothes from getting wet. 'Yasmeen' will then talk about the climate in Pakistan, in particular, her city, and describe it to the class that it is a tropical climate with hot, humid weather most of the year, and just a brief respite in the winter months, November to February. It is dusty and not very green in the south, but cold, wet, and green in Gilgit-Baltistan.

Clothes, food, and language: 'Susan' will then talk about the clothes that people in her country wear and the kind of food that they eat. Though all the people speak English, which is the national language of Britain, there are many other nationalities residing there, such as West Indians, Pakistanis, Indians, other Asians, and Europeans. They wear warm clothes practically all the year round. British food is quite bland, but the British people have also developed a taste for hot, spicy curries and French and Italian food. 'Yasmeen' will talk about our national language Urdu, and explain that English is also spoken in Pakistan; it is the official language for state communications and the medium of instruction in private schools, colleges, and universities.

She will tell the class that the clothes worn in Pakistan are usually made of cotton, a fabric that keeps us cool in hot weather and that warm clothes like shawls, sweaters, and coats are worn mainly in winter. Our food is hot and spicy and has a lot of variety; we also enjoy Chinese food and burgers and pizzas too!

Famous landmarks: 'Susan' should talk about the famous landmarks of London such as the red, double-decker buses, Big Ben, the clock tower, and the Tower of London. Some pupils may have already visited these places in their summer vacations and, if you draw them out, they may excitedly name other famous landmarks, such as Madame Tussaud's waxworks and the London Zoo.

'Yasmeen' should then follow up with some famous and historical monuments in Pakistan, such as the Quaid's mausoleum and Mohatta Palace in Karachi, Mughal Emperor Shah Jahan's mosque in Sindh, the Lahore Fort, Badshahi Mosque and Minar-e-Pakistan in the Punjab, the Bala Hissar Fort and the Khyber Pass in Khyber Pakhtunkhwa, etc. Encourage students to add to Susan's and Yasmeen's accounts—it will build up their confidence and the interaction is good for the class.

Suggested activity

- Tell ‘Susan’ to draw, from a picture, the British flag on the board and ask three other pupils to come up and fill in the three colours—red, white, and blue. Similarly, ‘Yasmeen’ can draw an outline of the Pakistan flag and two pupils could come up and fill in the green and white colours. Again, this activity is to ensure participation by as many children as possible. You could also give two other pupils a chance to do role-play for other nationalities as well.

Show the pupils a sample of British currency. The coins and notes have on them the image of the Queen of England, Elizabeth II. Then point out the image of Quaid-e-Azam, Mohammed Ali Jinnah, on a hundred-rupee note.

Finally, ‘Susan’ and ‘Yasmeen’ can talk about their respective national sports. Soccer and rugby are played in Britain, and cricket and hockey are a passion with Pakistanis. In England, Wimbledon is where the famous tennis matches are played and Lord’s or The Oval are the famous cricket grounds.

Alternate activity

- We have now covered almost all aspects of both cultures, except religion, and have established that there are many things that make up a national identity. If the children have enjoyed this activity, you could arrange to have a similar one in another class, and discuss other aspects of British and Pakistani culture, such as sports celebrities, films, and pop stars. Or, alternatively, do the same exercise with two other nationalities such as a Chinese and Japanese, or French and Italian, and so on. The prospects are limitless.

Answers to questions

1. Rectangular with a white stripe to the left (representing the minorities), and a deep green background with a white crescent and a star. The colours of the flag are green and white.
2. We all eat the same food, have similar names, speak the same language, have a similar history, and use the same money.
3. Ask each pupil to tell the class how many languages he/she can speak.
4. English.
5. Pupils will write their own answers.

Work Page

- | | |
|--|---|
| 1 Urdu | 6 Islam |
| 2 A sentence in Urdu | 7 the rupee |
| 3 A coloured drawing of the Pakistani flag | 8 hockey |
| 4 <i>Pak sarzameen shaad baad</i> | 9 spicy food (or name a favourite Pakistani dish) |
| 5 shalwar kameez | |

Things to do

- This is the answer the pupils could give in response to the first question in ‘Things to do’ in the textbook: Our national flower is called jasmine in English and *chambeli* in Urdu. It is a delicate, white flower, which grows on a vine (creeper) and has a lovely scent.
- Guide pupils to write a short paragraph explaining why they like living in Pakistan.

Lesson 7 For all to use

Discussion points

- Understanding what 'community' means
- Role and responsibilities of a community
- Sharing
- Services
- Government

This lesson highlights the importance of living in a community i.e. amongst a group of people from various walks of life. These are our neighbours as well as the different people we deal with daily.

The first place pupils will know well about is their home and the people in it i.e. the family. The next place is the neighbourhood and the people around them. Just as we share things in the home with our family, and have rights and duties too, we share facilities with our neighbours and, again, also have rights and duties.

Ask for examples of what we share at home, such as space, water, food and drink, watching television programmes, using the computer, etc. Ask about rights: all children have a right to be loved and cared for, to be clothed, fed and educated; everyone has a right to be respected; parents have a right to be obeyed. Similarly, talk about duty and explain what this means and how it works. This may be a good point to tell them about the Islamic concept of obedience to parents and one's duties towards them.

The next important thing is to talk about the neighbourhood and the community in terms of sharing, rights, and duties. Once again, Islam also defines these very clearly as do Christianity and other faiths.

The textbook explains the difference between private and public services. Use the given list to point out what is a free resource for all, such as air, and services that have to be paid for. Explain how taxes are imposed and collected, and how they are (or should be) utilized.

Suggested activity

- Ask the children to prepare a short skit in which two students are the neighbours who are quarrelling about the way the street cleaner has dumped the garbage in front of their houses. A third student can be the cleaner, who denies that he has done the dirty deed. It could become a very humorous dialogue at this point! Then choose another group of three students, representing the same two neighbours and the cleaner, who will communicate with each other and behave, as good neighbours should.

Now tell the students what you have described could happen in the community they live in and that everybody shares the services of people and organizations, to keep the community running efficiently.

Tax: Explain to the students that it is our money or the tax we pay which pays for community services. This is the way towns and cities are organized, and the way the government runs the country. You may give the pupils different examples like house or property tax, vehicle tax, and road tax. The best way to explain tax is that it is the collection of a certain percentage of income from the people so that essential services can be made available to them by the government.

Elections: Lastly, explain how governments are elected—by voting for the people who will make rules for the country and run the government. Explain the voting procedure; in fact, you can hold a mock election for a class monitor, as an example. For the position of class monitor, three candidates could be nominated and each given a symbol, perhaps an animal such as elephant, horse, and cat. The students should write the name of the symbol of their favourite candidate on a piece of paper and fold it up. One of the students can then collect all the voting papers, which are opened up and counted by the teacher. The candidate with the highest number of votes becomes the class monitor.

Answers to questions

1. We use the services of street cleaners, the postman, the police, and the firefighters.
2. Through an election, by voting, and choosing the people who will make the rules for us.
3. It decides how much tax we have to pay; it provides us with services such as building roads and public buildings; it provides us with water, electricity, and transport.
4. Tax is money collected from the citizens which is used to provide services for them.

Work Page

A 1 Walking on a street. Free

4 Breathing fresh air. Free

8 Drying clothes in the sun. Free

B Pupils can do this task individually with a little guidance from the teacher if required.

Things to do

- Ask the pupils to do a ‘community service’. They could start by helping the house servants learn to read and write. Suggest that they devote two hours every week to this service. They need their parents’ permission and can do this after they have completed their homework. All they need is a few exercise books, some pencils and erasers, a *dari* or an old carpet and a shady, quiet corner in their homes.
- Hold a class discussion on how students can contribute to their community, school included, and neighbourhood, and later when they are older, to society. They should be told how important it is to raise the literacy rate in our country and that this could be their way of doing their bit for the community, in the national effort to educate the masses. They should also recognize their responsibility towards keeping their environment clean.

Use the questions in the textbook to elicit responses.

Lesson 8 Services

Discussion points

- Different kinds of services and their importance
- Services provided by the government
- Services provided by individuals or organizations
- Appreciating the different services

In Lesson 7 we learnt what the words, ‘public’ and ‘private’ mean in terms of services. In this lesson, we identify the different types of services the civic authorities can provide to the citizens of a country.

Policemen: Ask the pupils if they see policemen on the roads every day. What do they do? Have the pupils noted the different uniforms worn by the police? Some wear grey shirts and khaki trousers and some wear all-white uniforms. This way the students will be able to distinguish between traffic police (white uniforms), police patrols (grey and khaki), military police, and rangers (army fatigues, khaki).

Traffic police: Ask the children if they are aware of any traffic rules, such as keeping to the left; no turning left on a red light at a traffic signal intersection; no overtaking if there is a double white line painted in the centre of a road; that the drivers of vehicles must use their indicator to signal to the cars behind them that they are turning right or left, and no horn-blowing, etc.

Suggested activity

- Ask the children to be observant when they are sitting in a car. They should be able to observe that traffic signals are operated electronically to guide the traffic smoothly at every intersection, so that everybody gets a chance to safely cross the road, without obstructing each other or causing accidents. Ask them if they know what the colours of the traffic lights represent: red for stop, amber for get ready, and green for go.
- Ask them if they have noticed that when the traffic lights are out of order, a traffic policeman wearing a white uniform and white gloves will direct the traffic. Otherwise, there would be a traffic jam and chaos on the roads. Ask students if they have been in such a situation and what happened then—you'll have a lively interactive discussion.

Emphasize that this is why rules are made for citizens to follow. If everyone obeys traffic rules and regulations without cheating, traffic will be smooth and orderly and there will be peace and safety on the roads. In this way, rules become laws when the government of a country passes them.

Ask the pupils who makes the rules at home, such as meal times, play time, and bedtime. Ask them if they know about their school rules; get each student to identify one rule each, such as no late-coming; no talking and eating or drinking in class during a lesson; no cheating; no bullying; no misbehaving; no disrespect to a teacher, etc. Ask them what happens when they disobey these rules. They are punished. In the same way, laws apply to all citizens of a country—if they steal or cheat or break other laws, they can be arrested by the police and put into jail. Ask them if anyone in the class has broken a rule and, if so, what the consequences were.

Suggested activity

- An interesting activity for the pupils to do could be, perhaps, a mock scene in a court of law. You would have to help them here. Selected pupils would play the roles of a policeman, the accused person, and a judge. The rest of the pupils could be witnesses, court attendants, and spectators. The dispute could be about short-changing a customer in a shop, or a customer paying with a forged note. A short dialogue could be prepared beforehand and the scene acted out in class. This activity will give the pupils the experience of public speaking, accepting responsibility for their actions, and will contribute to their overall confidence.

Firefighters: Children are often given toy fire engines as gifts on birthdays. Ask the pupils if anyone can bring one from home. Place it on the desk and allow the students to examine it at close quarters, the extendable ladder, the long hosepipe, the siren or bell, etc. If this is not available, use a clear picture of a fire engine. Explain the use of each item and tell them that thousands of gallons of water are required to put out a fire. When the water has all been used, the fire engines must race back to their base, replenish the water, and then race back to the site of the fire, ringing the bell or siren to clear the traffic, as this is an emergency. If possible, take the students on an excursion to a fire station or else invite a firefighter to school to talk to the students.

Explain that firefighters are brave people who risk their lives and health to do the dangerous work of putting out a serious fire, and saving lives too. They must wear fireproof suits, helmets to protect their heads and faces, and goggles to protect their eyes from the intense fire and smoke. They must also

carry axes to break down doors that may have been jammed due to the intense heat. Tell the pupils that firefighters are trained to climb tall buildings, break through windows and doors, and carry trapped people down the long ladder to safety.

Suggested activity

- A good, energetic activity for the pupils to do could be to put out a 'pretend' fire. This activity will involve physical effort and a lot of noise, so it's best that this be acted outdoors, under the teacher's supervision. You can use the 'jungle gym', if available or else use your imagination for the props, but be very careful about the pupils' safety.

It would be good to explain some basic facts about putting out minor fires by covering them with a rug, etc. and not putting water on burning oil; the water vaporizes and causes very severe burns. Also tell them about electrical fires usually caused by short circuits.

Hospitals and clinics: Another service provided to citizens is the use of hospitals and clinics. Ask the pupils how many of them have been to a clinic or a hospital. They must have, at some point in their lives, visited a doctor's clinic to get their regular inoculations, or been to a hospital with their parents to visit somebody who was ill.

Get the children whose parents are in the medical profession to put up their hands. Then ask them if they know whether their parents are doctors, surgeons, dentists, physiotherapists, pharmacists, or specialists in other fields of medicine. If they are not certain, they should find that out for homework. Tell them that everyone in the field of medicine is important for the work they do. Explain that it requires many years of study and practical work to become a doctor. Explain that doctors and specialists are different from surgeons, for they diagnose a patient's illness and prescribe treatment, while surgeons perform operations or surgery, and to do so need a keen eye, a steady hand, and good nerves.

Social welfare services:

This is an important aspect of service as those who provide such support are indeed serving humanity without expecting any benefits or returns.

Explain that this also fulfils Allah's command to serve His creation. We are all responsible to each other to help out in times of need. Give examples of social welfare services such as Dar-ul-Sukoon, Alamgir Welfare Trust, Ida Rieu Trust, and the Edhi Foundation. There are also many individuals who do a lot of welfare work on their own.

Suggested activity

- Ask students to find out the names of social welfare organizations in their neighbourhood or town. They should find out what services they provide, such as medical help, free education, vocational training, etc.

It would also be interesting if students share experiences about any incident that required such voluntary service.

Answers to questions

1. A firefighter, policemen, doctors and nurses.
2. The answer would obviously be 'Yes'.
3. A fire engine would be going to a site on fire to put it out and an ambulance would be rushing a patient to a hospital for treatment.
4. The job of the police is to keep us and our property safe.

Work Page

- A 1 Doctor 2 Policeman 3 Firefighter 4 Nurse
- B 1 policeman 2 firefighters 3 social service 4 helmet
- 5 hospital, ambulance

Things to do

- The textbook recommends that pupils write a few lines about how the fire may have started. This is a good exercise in order to be able to assess the power of their imaginations. Here are some suggestions for you to give them: someone did not put out his cigarette (or carelessly threw a burning matchstick) near the gas mains in the building and it immediately blew up; an electrical short circuit occurred due to old, faulty wiring which sparked off the huge fire.
- As a rule, police stations and hospitals are not very appropriate places for schoolchildren to visit. However, it is important to know, in case of an emergency, where the nearest hospital and police station are located and what their contact numbers are.
- Group activity

Lesson 9 Transport

Discussion points

- The importance of transport
- Different kinds of transport today
- How various kind of transport operate

Trains and vehicles are a means of land transport; aircraft and sea craft are means of transport in the air and over the sea. Cars, trucks, buses, cycles, and motorcycles, anything on wheels including trains and animal-drawn carts are a means of transporting people and goods or cargo from one place to another. Except for animal-drawn carts, all the others are run on fuel, which powers their engines. The engine of a vehicle has many parts that help it to move, but the process is complicated to understand at this level, so do not go into that detail. It is sufficient for them to know that there should be fuel in the car—petrol, diesel, or CNG—and that the tyres must be secure and functional, i.e. with proper air pressure in them.

Talk about the different kinds of road transport—buses and trucks in the cities as well as between towns and cities; taxis and rickshaws, and motorcycles. What kind of transport does not use an engine? How is it powered? Discuss this.

Describe the different means of transport used on water and in the air, and explain how they are used. Look at the variety of boats and ships on page 33 and talk about their uses.

Suggested activities

- Ask the pupils to recall as many means of transport as they can. List them under the headings land craft, sea craft, and aircraft. They can use the textbook for help. They should then read out their lists; whoever has the highest number gets a star. Ask them to collect pictures of these as well.
- Secondly, ask the pupils to give reasons why animal-drawn transport, such as horse carriages, bullock, donkey and camel carts are still seen in Pakistan instead of just trucks and Suzuki vans to carry the goods. Wait for their answers. Then tell them that firstly, everyone cannot afford to own or hire a truck or a transport van. Secondly, poor people find animal-drawn transport more economical to maintain (one just has to feed the animal, no fuel cost is involved).

Answers to questions

1. A tanker carries oil and fuel, such as petrol and diesel.
2. A ferry ferries (carries) people and cargo across a river or water channel.
3. Travelling by air.
4. Pupils will write their own answers.

Work Page

- | | |
|-----------------------------|----------------|
| A 1 A motorcycle | B 1 Car |
| 2 An aeroplane | 2 Bus |
| 3 A horse carriage or tonga | 3 Scooter |
| 4 An auto rickshaw | 4 Bicycle |
| 5 A bull | 5 Tonga |
| | 6 Bullock cart |

Things to do

- Children can collect pictures which can be displayed in the classroom.
- Talk to the children about bullet trains. These are called bullet trains for two reasons—their shape and their speed.

Lesson 10 Road safety

Discussion points

- What is road safety?
- Why is it important?
- What are the rules for road safety?

This is a very important lesson. Though many of the pupils in the school are transported to school and back in their school vans or personal cars and they rarely walk to school nowadays, awareness of traffic hazards is vital for our children. Accidents can happen right outside their homes, caused by speeding, careless drivers or a car racing madly down the street. Unfortunately, pavements are now almost a convenience of the past. Shopkeepers and vendors use pavements illegally, forcing pedestrians to use the street as a footpath.

Suggested activity

- Ask the pupils if they know any road signs. Tell them there ought to be a book called the Highway Code in their car's glove compartment (this has to be kept in the car, by law). Ask them to open it and look at the road signs and symbols. Then ask them to draw any five symbols and say what traffic rules they represent.

(Note: It's best to bring a copy of the Highway Code to class and show it to the pupils.)

Some traffic rules that the pupils should be aware of:

- If a city is declared a 'silent zone' by the authorities, only drivers of fire engines, ambulances, and police cars are allowed to sound their horns.
- You cannot overtake a car from the left. Overtaking can only be from the right.
- Zebra crossings on the streets are a pathway for pedestrians to cross to the other side of the road when the stop signal flashes for the traffic. Ask pupils why it is called a zebra crossing. It is because the stripes are painted in black and white like a zebra. It is compulsory for drivers to stop for pedestrians on a zebra crossing.

- If an ambulance, fire engine, or police car sounds its siren behind your car, you have to move to the left to allow it to pass. This is because all three types of vehicles are usually speeding towards an emergency situation.
- It is mandatory that vehicles should be road-worthy, i.e. their brakes, engine, tyres, and generally the body should be in good condition to prevent accidents.
- Above all, on no account should vehicles be driven by unlicensed and/or underage drivers.

Answers to questions

1. a. Always cross at a zebra crossing.
b. Before crossing a road, make sure you look both ways. Look first to your right, then to the left and once again to the right. If there is no traffic coming from either side, you may cross the road.
c. Do not cross from behind a parked vehicle.
2. The driver may become distracted by the noise or talk and cause an accident.
3. Traffic rules are important for our safety and for preventing accidents.
4. They are given in the Highway Code.

Work Page

- A
- 1 Cross
 - 2 Tick
 - 3 Cross
 - 4 Cross
 - 5 Cross

B Individual exercise.

Things to do

- Three important traffic rules for drivers:
 - 1 Keep to the speed limit.
 - 2 Overtake a vehicle only from the right.
 - 3 Always indicate or give a signal before making a turn.
- The list of rules that the pupils make should include a 'Walk' and 'Don't walk' instruction sign for the pedestrians. When the 'Walk' sign flashes, this means they can cross the road because the traffic has been stopped by the red stop signal. They should wait till the 'Walk' signal goes green, in which case, it is now safe for them to cross.

Lesson 11 Work

Discussion points

- Why do people work?
- What do they do with the money they earn?
- What are the categories of workers in a country?

Ask the pupils if their parents go out to work. Most children will say that their fathers work for companies or have their own business; some fathers may be landlords with farms and orchards in the countryside. Some will also say that their mothers are doctors, teachers, and social workers, but most children will say that their mothers stay home. Remember that mothers who stay home also work: being a homemaker is very important and it is a 24-hour job without any holidays!

Ask them why their parents work. Note the responses—most will say that it is for money, to earn an income. Money is used to buy whatever we need or want. In early times, people exchanged products with each other; this was known as the barter system. This continued for a long time, till it was decided to trade gold and silver in return for useful items needed by the people. Then coins were invented and money came into circulation. In ancient times, the man was considered physically stronger and fitter so he became the ‘breadwinner’—he literally ‘won’ the bread for his family, and the woman looked after the house and the children. As time went by—many hundreds of years, in fact—women also started working to earn money. Nowadays, both men and women work in responsible professions.

It is important to emphasize that there is dignity in all the good work done well by people, whether they are doctors, teachers, farmers, carpenters, homemakers, or gardeners, etc.

Suggested activity

- Ask the pupils to tell you, one by one, what professions their parents have. Ask the pupils what they would like to be when they grow up. Tell them that if they study hard and get a degree or a professional qualification, they can become professionals. There are many professions to choose from. Explain that people who do practical work can be divided into three categories: skilled, unskilled, and semi-skilled. The textbook explains this very well.
- Ask the pupils, to come up with the names of workers in the three categories, for example, plumbers, electricians, and car mechanics are skilled; masons and garage assistants are semi-skilled workers, and street cleaners, labourers, and guards are unskilled workers. Ask the pupils to think of more vocations to list.

Answers to questions

1. A professional
2. Skilled and semi-skilled
3. Volunteers and homemakers
4. To earn money; to move ahead in life; to be able to live comfortably; to look after themselves and their families; to keep themselves busy and occupied; to support their families; to take pride in their ability.

Work Page

A Pupils to do this with your help.

B An actor acts in plays and films.

A dentist checks people's teeth.

A soldier defends the country.

A baker makes bread and cake.

A chef cooks food.

An astronomer studies the stars.

A sailor works on a ship.

An accountant works with numbers and sums.

A pilot flies aeroplanes.

Things to do

- The activities suggested in the textbook are comprehensive and interesting. Pupils can do these with the teacher's guidance.

Lesson 12 Money and banks

Discussion points

- What is money?
- Why do we need money?
- How and why do we 'bank' our money?
- The State Bank of Pakistan

An explanation of the barter system is given with the notes of the previous lesson. Explain in detail the principles of barter or exchange of goods, before money was invented. When people needed commodities that they could not grow or produce themselves, they exchanged or bartered what they had for the things they needed.

Suggested activity

- Ask the pupils if they still practise the barter system—in friendship. For example, 'If I give you my pencil, will you give me your eraser?' Or 'Have one of my sandwiches and I'll share half your cold drink.' But they can also hand over money to a shopkeeper or vendor and get in return whatever they needed to buy; that transaction will not be friendship, it will be strictly 'business'!

The Lydians invented the earliest kind of money—gold—to be paid to the sellers of goods. Then came coins, made out of various metals: silver, copper, bronze. Because of their heavy weight, people felt the need to replace them, so more ideas and inventions followed, and finally, paper money came into being. The first recorded use of paper money was in ancient China, where the Sung dynasty printed currency notes. Gradually, other countries and governments followed suit. Nowadays, coins and paper money are the standard forms of currency used by all the countries of the world.

Suggested activity

- Show the pupils notes of ten, twenty, fifty, one hundred, five hundred, and one thousand rupee denominations. Ask them to study the notes carefully. What is written on them? Whose picture is on every note? Why is there a serial number on each note? Why are they in different colours and different sizes? Is there anything special about these notes? Listen to their answers. Then explain the concept of forged or counterfeit notes. Tell the pupils that there is a possibility that notes can be illegally printed and circulated. Therefore, the government has to use special paper, and special features and a special secret code are printed on every note to tell the difference between real banknotes and forged or counterfeit ones.

The word 'bank' comes from the Italian word 'banco' meaning bench; in Italy in the Middle Ages, Jews dealing with money and exchange used to sit on benches in the marketplace. If a 'banker' could not honour his payments, then he would be driven out of the marketplace and his bench used to be broken—from this we get the word 'bankrupt'. Later, as crime increased, people did not feel safe keeping money at home or carrying it around; hence banks were set up where people could safely keep their money and take it out whenever they needed to. Nowadays, we use also credit and debit cards and ATM cards. These are known as plastic money. When we travel, we also use traveller's cheques.

Suggested activities

- This is an exercise that is designed to inculcate the habit of saving in children, from an early age. Bring a money 'bank' to the class. Label each with the students's name. Tell the pupils to put a one-rupee coin each into it every morning. Appoint a monitor to look after the bank. At the end of the month, the bank can be opened or broken (as is sometimes done) and all the money counted. Tell the pupils, they saved so many rupees in one month. Congratulate them.
- Now ask them what should be done with the money. There could be three uses for it:
 - a) Each child could get back his/her share of the money put in.
 - b) It could be used collectively to buy cold drinks/snacks for the class.
 - c) It could go to charity. Suggest these options. See what the pupils will decide.

Children are probably familiar with the use of the ATM and the ATM card.

It may be complicated for the pupils to understand the system of writing a cheque and getting money against it. The credit card also is a difficult concept. Explain that when a plastic credit card is used, the details it contains about the owner can be used so that he/she can borrow money from the bank. The amount borrowed will be recorded electronically by the bank and the amount borrowed will have to be paid back to the bank over a period of time, with an extra charge called interest.

Briefly explain the role of the State Bank of Pakistan. This is the central bank in the country and is run by the government. It controls the monetary policies of the country and keeps a watch on other banks that operate here.

The photograph on page 44 is of the old bank building which is now its library; the new building is adjacent to this.

Answers to questions

1. Barter means to exchange something you have for something someone else has, that you want or need.
2. In the seventh century BC, the Lydians invented money, by trading with gold.
3. It is not safe to keep large sums of money at home or carry it around.
4. They could not carry the coins or heavy sacks of grain to the market every time. It was not practical or convenient.

Work Page

A: Sequence of events

- 1: People used to barter things.
- 2: Coins were made from gold.
- 3: Coins were made from cheaper metals.
- 4: Paper money was invented.

B 1 USA: dollar 2 UK: pound 3 Japan: yen 4 Saudi Arabia: riyal 5 China: yuan

Things to do

- Pupils can be taken to visit a museum to see old coins and medals.
- Individual activity.
- People collect coins as a hobby. Ask the pupils to find out what a person who collects coins is called. He/she is called a *numismatist*. Then ask the pupils whose parents travel a lot, if they can bring from home the coins or 'change' of different countries to show to the class.

Lesson 13 Calendars

Discussion points

- How many types of calendars are there?
- How do we know the days and dates of a year?
- How is the Islamic calendar different from the calendars used by other nations?
- Why do we use the Gregorian calendar?

Start off by telling the pupils that practically every civilization and religion had or still has its own calendar, e.g. Hindu, Chinese, Japanese, and Iranian. Ancient peoples like the Incas, Aztecs, Greeks, and Romans also had their own calendars. Page 48 shows the image of the Aztec calendar stone. Ask the students to look at it carefully—can they figure out how it works?

- There are mainly two types of calendars used throughout the world today, i.e. the Gregorian / Christian (solar) calendar and the Islamic (lunar) calendar. (The Chinese and the Hindus use their calendars mainly for religious events.)
- The solar calendar is called ‘Gregorian’ after Pope Gregory, during whose time the calendar was fine-tuned. It is sufficient for the pupils to know that the years of this calendar start from the time of Jesus Christ (Hazrat Isa AS).
- The Islamic calendar dates from the year 622 AD, when Prophet Muhammad (SAW) made his journey or Hijrah from Makkah to Madina.

The duration of the Islamic (lunar) months is based on the revolution of the Moon around the Earth, which can be 29 or 30 days. Thus the Islamic year is of 354 days. The Gregorian year is based on the revolution of the Earth around the Sun (365¼ days) and after every four years, one day is added to February to balance the days. This is called a Leap Year.

The reason we use the Gregorian calendar for everyday use is to be in step with the rest of the world in terms of trade, business, and communication. It is more convenient for the majority of countries to have similar days of work and similar holidays, so that business can function smoothly all year round.

BC/AD and BCE/CE: BC stands for ‘Before Christ’ and refers to the era before the birth of the prophet Jesus Christ; AD means Anno Domini, the year of our Lord. However, these terms have now been replaced by BCE—Before Common Era—instead of BC, and CE—Common Era—instead of AD.

Do you know?

The modern Irani calendar is a solar calendar used in Iran and Afghanistan. The Irani New Year, Nauroz, begins on 21 March, to mark the spring equinox.

Suggested activities

- Ask the pupils if they know the name of the current Islamic month. The pupils should memorize the names of the Islamic months.
- The Islamic (lunar) calendar has 354 days in a year compared to the Gregorian (solar) calendar. Work out the difference and also explain the reason for this difference.

Answers to questions

1. Calendars are important because they tell us the year, the day of the month, and the day of the week.
2. The journey or Hijrah of the Prophet Muhammad (SAW) from Makkah to Madina.
3. BC stands for Before Christ; AD is Anno Domini which means 'in the year of our Lord' in Latin. (Also refer to the note on BC/AD and BCE/CE on the previous page.)
4. There are four weeks in a month.
5. The lunar calendar has 354 days whereas the Gregorian calendar has 365 days. Each lunar month begins with the sighting of the new moon whereas all dates in a Gregorian calendar are predetermined.

Work Page

- A Let the pupils have free rein while designing their own calendar. They can draw and colour flowers, birds, insects, animals, whatever suits their fancy, as long as the dates and days on the calendar are accurate.
- B Pupils to do this with the help of their parents or teacher.

Things to do

- Chinese calendar: In the Chinese lunar calendar each year is named after an animal. It is believed that when Lord Buddha was about to die he invited all the animals to say farewell. Only twelve animals turned up and he named a year after each one in the order they arrived, over a set of twelve years. These are: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and boar. The Chinese believe that each animal influences the character of the individuals born under its sign. According to them: 'This is the animal that hides in your heart.'
- a Iran b Afghanistan c Malaysia d Indonesia e Saudi Arabia
- Two interesting ways of making calendars have been illustrated in the text on page 49. Ask the pupils to try and make similar calendars for themselves.

Lesson 14 Festivals

Discussion points

- What are festivals?
- Why do we celebrate festivals?
- What do we know about the festivals of other cultures?
- Which festivals of other cultures have you participated in?

A festival is many things: it is the celebration of an event or an occasion; a commemoration to honour the memory of a person, an event or occasion as a mark of respect, with a ceremony, rejoicing or a memorial.

A festival can be a *mela* in Pakistan—a gala which includes eating and drinking, music, song, and dance as an expression of joy and light-heartedness.

Some festivals have been listed. You can add more, such as the Chinese New Year or Basant, the spring festival and Baisakhi, the harvest festival in the Punjab.

Suggested activity

- Ask the pupils if they have been to a festival or a *mela*. If they have, can they write a short note about it? Help them here. Ask them to say what the festival was all about, what they saw and did, what others did and when it took place; did they enjoy it? Ask them to note these points. Then ask some of the pupils to stand up in class (as an exercise in public speaking) and read out what they've written; or if they can speak extempore, all the better. Encourage them here, because children are shy of being the centre of attention or being singled out while all eyes are on them.

The pupils will surely experience our national festivals every year like Eid, Eid-e-Milad-un-Nabi, Independence Day, and Pakistan Day, but they should also know more about international festivals like Christmas, Diwali, the Chinese New Year, etc.

Ask them about International Children's Day, Mother's Day, and Father's Day and also Teachers' Day. When are these days celebrated? Find out. What happens on these occasions? Do we also celebrate these days?

Answers to questions

1. To honour a person, an event, or an occasion as a mark of respect.
2. Eid-ul-Azha. This festival celebrates the spirit of sacrifice of Hazrat Ibrahim (AS).
3. On 14 August 1947.
4. We celebrate the birthday of Quaid-e-Azam, Mohammed Ali Jinnah, the founder of our nation. Christians also celebrate Christmas Day on 25 December which marks the day that Jesus Christ (Hazrat Isa AS) was born.

Work Page

- | | | | |
|-----|------------------|---|-----------|
| A 1 | 12 Rabi ul Awwal | 5 | 23 March |
| 2 | 1 Shawwal | 6 | 10 Zilhij |
| 3 | 25 December | 7 | 14 August |
| 4 | 1 May | 8 | 21 March |

B The children will write a few lines about how they celebrate Independence Day.

Things to do

- To make students aware of their country's history and heritage and to enhance their general knowledge, ask them to find out exactly why these festivals are celebrated.
 - a) Labour Day
 - b) Pakistan Day
 - c) Eid-ul-Azha
 - d) Christmas Day

Lesson 15 Cities

Discussion points

- How did cities start?
- What is the difference between a city and a town?
- Which are Pakistan's principal cities?

Cities started as small settlements and communities of people. When a settlement's needs were taken care of by the growth of shops and a bazaar or market and places of worship, more people came to live there and so it grew into a town. As it grew and developed, more facilities like schools and banks were added; people built factories, offices, and business houses within it, and more people moved there to get jobs that became available, and to earn money—and so the town grew and developed into a city. With time and the growth of technology and industry, more facilities have been added to towns as well, and the main difference between towns and cities today is of size.

Therefore, a town is a smaller, self-sufficient community of people, and a city is a larger, more developed community of people with shops, business houses, educational institutions, hospitals, stores, shopping malls, parks, a network of roads, a railway station, an airport, and /or a seaport. Note that villages, towns, and cities in every part of the world have places of worship for all the religions practised in them.

The main difference between towns, cities and villages is of size—according to area and population—and facilities. Cities are densely populated and have more and advanced facilities; people have more opportunities of finding good jobs. Towns have lower population and fewer facilities. Villages have fewer people and only basic facilities.

The Three R Principle

With the world's population growing and towns and cities getting bigger, the Earth's environment is also being affected. More people means more things being made and used, and more waste material being generated. Where will all the waste go?

In order to solve these problems and to protect the environment, the Three R principle should be applied— Reduce, Reuse and Recycle. For example, reuse paper so that trees are not cut down for more paper. Find out what happens where trees are cut down carelessly.

Look at the picture showing how a Singapore mall is endorsing the Three R principle by sorting waste into recyclable categories. The contents of the can marked 'Trash' are bio-degradable and can form compost for the soil.

A similar programme for collection and recycling of waste material is being run in Karachi by an organization called Gul Bahao. They also visit schools to inform and educate students about the Three R principle and how it is put into practice.

Suggested activity

- Students can be guided to dispose of waste according to category as shown in the picture.



Suggested activity

- With reference to the lesson, ask the students to say a few lines or write a small paragraph describing their town or city.

In Pakistan, our major cities are Islamabad, Karachi, Hyderabad, Quetta, Lahore, Multan, Faisalabad, Rawalpindi, and Peshawar. In between these large cities lie towns and small farming community settlements. A map of Pakistan (page 55 of the textbook) is essential for the children to recognize the difference between towns and cities. This will make it easier for them to recognize and to locate the different places.

Suggested activity

- Ask them to locate Pakistan's industrial cities on the map. Ask them why they are located on those sites. Many are located in the Punjab, Khyber Pakhtunkhwa, and Sindh. Remember that communities usually spring up around rivers. Therefore, agriculture and factories that require water for industry, such as the textile production, or hydroelectric power for certain industries will always be located near rivers. This could be a clue for the pupils to locate them on a map.

Ask them to find out about Sialkot in the Punjab. What is Sialkot famous for?

- a) It is the birthplace of our most famous poet and philosopher, Iqbal.
- b) World-famous sports goods are manufactured in Sialkot.
- c) Surgical instruments are manufactured in Sialkot.
- d) Cutlery (knives, forks, spoons, etc.) of high quality is manufactured in Sialkot.

Answers to questions

1. Settlements began where there was safety, water, and enough food.
2. An industrial city is the one where there are many factories.
3. An industrial city is usually started in a place which has minerals, and a good source of water and power nearby.

4. Help pupils to do this—in Khyber Pakhtunkhwa, it is Peshawar; in Balochistan, it is Quetta; in the Punjab, it is Lahore; in Sindh, it is Karachi.
5. The Three R principle is Reduce, Reuse, Recycle. It is important for keeping the environment clean and healthy; it also reduces wastage of valuable resources.

Work Page

- | | | | |
|---|---|---|--|
| A | 1 Islamabad | B | 1 London—United Kingdom |
| | 2 Karachi, Lahore, Quetta, Peshawar, Gilgit | | 2 New Delhi—India |
| | 3 Faisalabad | | 3 Kabul—Afghanistan |
| | 4 Sialkot | | 4 Washington DC—United States of America |
| | 5 Multan | | 5 Colombo—Sri Lanka |
| | 6 Karachi, Sindh | | 6 Tokyo—Japan |
| | 7 Karachi, Sindh | | 7 Tehran—Iran |
| | | | 8 Paris—France |
| | | | 9 Riyadh—Saudi Arabia |
| | | | 10 Cairo—Egypt |

Things to do

- At this level (Class 3), children will visit parks, malls, stores, playgrounds, funfairs, and clubs with their parents; children in Karachi may also visit the beach.
- Help students with the second activity by dividing the class into small groups and assigning them a city each.
- Help students to make a list of materials that can be recycled. Brainstorm for recycled products. Children can come up with novel ideas!

Lesson 16 Life in a village

Discussion points

- How many people live in the countryside as compared to the numbers in town and cities?
- What does this tell you about Pakistan?
- What is village life like?

Start the lesson by telling them that 67 out of every 100 people in Pakistan live in the villages and 33 live and work in the cities. This tells us that Pakistan is an agricultural country; people who live in the villages help to grow and harvest crops and look after livestock. They may do this on the land that they own or they may work for a big landowner who has many acres of land and grows many crops in a year.

Village life is simple and people live close to nature. Most of what they eat and drink is grown on the land or provided by livestock. Vegetables and grains are grown on the land, and meat, milk, and eggs are provided by livestock and poultry—cows, buffaloes, sheep, goats, and chickens. There are few cars in villages, except for a few pickups and vans to take the produce to the market. There are a few small shops: a tea shop, a general store, and maybe a small shop that sells cloth. There are no banks, offices or factories. Life is quiet and moves very slowly. People walk to wherever they want to go; most people work in the fields. There is always a mosque in a village, a simple school and perhaps, a very basic clinic or dispensary. People living in villages are a close community; there may be a few rich landowners, but everyone in the village generally knows the others.

Suggested activities

- Ask the pupils to think about the kinds of skilled people that might be found in villages. Are skilled people needed in villages? Tell them to think about the ploughs. Supposing they break and need repair? Can the villagers repair them, or do they need a blacksmith to do the job? What about tractors? They are machines. If they stop working, are there skilled villagers who can repair machines or engines?
- Ask students to think and list what other skills villagers might have. The women can sew and knit and usually stitch and embroider all the clothes a family needs and also some for sale. Distances to the nearest town may be great and since they have to walk or ride there in a cart, it can be tiring and troublesome. Villagers make pottery for their own use and sell some to make a little money. Some people weave cloth, straw baskets, shawls, and carpets, in their spare time.

Answers to questions

1. Because Pakistan is an agricultural country.
2. There are no libraries, no museums, no parks, or zoos in the villages.
3. Some villagers are skilled in making things out of wood or metal; some people can make things like baskets, ornaments, beautiful shawls, and carpets.
4. They are mostly farmers and work in the fields; they can mend ploughs and carts and some are blacksmiths, carpenters, potters, and cobblers.
5. Because work in the fields is manual labour and as many field hands are required to do it as may be possible.

Work Page

A 1 Tick 2 Cross 3 Tick 4 Tick 5 Cross

B This could be a discussion period in class. Build up the pupils' confidence by encouraging them to ask and answer questions, to have a lively discussion with you and the rest of the class. Let them guess and speculate, even if they are wrong. This exercise is a good test of the pupils' general knowledge, but be prepared yourself to fill in the information gaps.

Things to do

Children will draw and collect pictures of village life. These can be displayed in the classroom.

Lesson 17 Early people

Discussion points

- How did early people live?
- How did they cook?
- How did they work?
- How did they defend themselves?

Sometimes children ask the most amazing questions, such as:

Who were the first humans?

Where did they come from?

How long have they been on Earth?

The study of humans is called **anthropology**. It is quite a long word for pupils at this level to pronounce and remember, but if you break up the word into syllables i.e. *an-thro-po-lo-gy*, it will be easier for them. Explain that anthropology tells us about the earliest human beings, where they came from, how they lived in communities and settlements, how they hunted, what they ate, and about their behaviour and habits, etc.

Ask them how we know more about these early people: let them think and try to answer. Then tell them about **archaeology** (*ar-kay-o-lo-gy*), the study of human history and prehistory; scientists, called archaeologists, dig up historical sites in order to identify ancient cultures and civilizations. They have access to scientific methods of determining the ages of such civilizations, the physical differences in races of people, their habits, behaviour, and way of life. That is how we know that early humans lived in caves long before they knew how to make a shelter, such as a hut or a house.

Explain the process of 'dating an artefact' i.e., determining the age of an item or a relic recovered during an archaeological expedition. Ancient objects are dated using scientific methods such as carbon dating and quartz dating. However, this may be too complicated for young learners, so explain by showing the children the age 'rings' on a tree trunk cut in cross section. (You can buy a block cut from a tree trunk at a 'taal' or depot in your city/town.) Each ring represents one year, therefore, if the trunk has ten rings, the tree will be ten years old.

Early humans lived in caves to hide from wild animals and from rough weather. It was an uncertain life; they knew, however, that in order to survive themselves they had to kill and eat the wild animals. So they ate raw meat, used the animals' skins to cover their bodies, and used the bones as tools.

Ask the pupils if any of them like their meat undercooked. What is the difference between raw and cooked meat? Tell them that raw meat shows the red colour of blood, also raw meat may be more difficult to chew than cooked meat, which is tender. Above all, raw meat may also carry germs and bacteria.

Then, early man discovered fire. It was something startling, completely new for the caveman. He found ways (rubbing two sticks or two stones together) to make fire and also found different ways to use it. It cooked his food and kept him warm. It also frightened wild animals away.

Early people learnt other things too, such as growing food, and making basic shelters to protect themselves from the weather and wild animals. Gradually, they learnt many things and improved their lives with better tools and implements, and clever and diverse ways of using them.

Furthermore, tell the pupils that the basic difference between humans and animals is that humans have intelligence and instinct, whereas animals have only instinct. Hence, animals like the woolly mammoth could not survive and became extinct, whereas humans could and have survived successfully.

Suggested activities

- Ask the pupils how we use fire today. Listen to their answers. Tell them more about fire. We cook our meals; We use it to burn garbage in heaps; vendors roast peanuts and corn on the cob on hot, fiery coals; fire is used in the iron, steel, and glass industries; when the electricity goes off in some areas, we light candles; we make bonfires on the beach; in the villages and other remote areas, people light fires to keep themselves warm in winter. Also talk about the destructive power of fire—that it can be very dangerous and harmful if it is used carelessly. Also talk about forest fires which are often started by people’s carelessness and cause severe damages.

What did early people use for tools?

The earliest tools were made out of stone and, for this reason, the people who made and used them became known as the people of the Stone Age. They used long vines and creepers to tie stones to a heavy piece of wood to create a tool for crushing.

- Stones were used to grind grains, and sharp-edged stones were used as cutting tools. Nets to snare animals, clay pots to hold food and water were made; the invention of the wheel and axle was the beginning of wheeled vehicles, starting with animal-drawn carts.

You also need to show the pupils pictures by early man, drawn and painted on the walls of caves, from pictorial history books. Show them pictures of cavemen attacking the woolly mammoth with wooden spears and stones, using stone tools to cut and skin animals, etc. Describe how early man made a fire to keep himself warm, to cook his food and to frighten wild animals away. Tell the pupils that by rubbing two sticks together, friction was created, which, in turn, produced heat and smoke and then a fire was set alight.

- Ask the pupils to make a model bow and arrow. They will need parental supervision for safety. They need a thin flat rod or cane, about 45 to 60cm long that should first be soaked in water for a day so that it bends easily. Then they need some thick twine to join both the ends of the rod. The bow is ready. For the arrow, they need another flat rod, about 30cm long. A slot should be cut into one end to fit in the arrow point. This can be made out of cardboard and painted silver. The tail of the arrow can also be cut out of cardboard. The arrow tail can be fitted into a slot cut at the other end of the arrow and the arrow is ready. Ask them to bring the completed bow and arrow to class to show you.
- Make the students study the illustrations in the textbook; explain the progression of human life from the earliest times till today. Tell them to observe how much advancement there has been, from the first picture of the caveman to the last picture of the computer, in the present time. Explain that the various stages of human life on Earth over hundreds of thousand of years have been divided into eras or ages known as the Stone Age, the Bronze Age, the Copper Age, and the Iron Age. Ask them what they think this means.
- Try to procure sample tools, utensils, or implements representative of each period; for example, you could use a stone pestle and mortar for the Stone Age; a bronze pot for the Bronze Age; a copper utensil for the Copper Age; and an iron tool to describe the Iron Age when you are explaining this lesson to the class. Wait for the pupils to understand the question and attempt to answer it, before you tell them that the Ages got their names from the types of material used in that particular age.

Field trip/excursion: For a first-hand look at the remains of the Indus Valley Civilization, an excursion to Mohenjo-Daro near Larkana in Sindh would be ideal for the pupils. There is a museum attached to the site, housing most of the artefacts discovered during successive digs over the years, which could prove very interesting.

Answers to questions

1. By rubbing two sticks or two stones together, till the heat created a spark which became a flame.
2. Fire was useful in cooking food, keeping warm, and it kept wild animals away.
3. Logs of wood and a lever.
4. In bicycles, motorcycles, cars, buses, trucks, steam-rollers, turbines, carts, and aircrafts.
5. The Stone Age, the Bronze Age, the Copper Age, and the Iron Age.
6. Pupils to write their own answers.

Work Page

- A
- 1 To find out
 - 2 To create, to make
 - 3 To go from being savage to civil
 - 4 A rod that passes through the centre of a wheel or a set of wheels
 - 5 A bar that is moved to operate a mechanism, to move weights
- B
- 1 An anthropologist
 - 2 An archaeologist
 - 3 Dating
 - 4 The Bronze Age
 - 5 The Copper Age
 - 6 The Iron Age
 - 7 The Stone Age

Things to do

- Help students with the activities by dividing the class into small groups. Assign each group a different task. Demonstrate how the two models are to be made and extend every help to each group when they are making their own.
- This could be discussion period in class. Encourage each student to give his or her opinion.

Lesson 18 Religion

Discussion points

- How do people worship God?
- What are religions?
- What are the different religions of the world?
- The importance of respecting different faiths

People worship in different ways. They pray in their houses of worship and they read their holy books. These books contain the instructions that mankind has been given by God through His prophets, of how to live one's life on Earth in a good and decent way. This topic is a sensitive one, but it is necessary for the pupils to know, for general knowledge, what the other religions, their places of worship, and their holy books are called. They should also learn to tolerate and respect others' beliefs.

Note: This is a good time to explain what is meant by the letters **PBUH** or **SAW** added in brackets after the name of the Holy Prophet (**SAW**). **SAW** stands for **Sal-Allahu Alaihi Wasallam**, which translates into **Peace Be Upon Him**, (**PBUH**). Also explain that Islam respects all the prophets who came before Hazrat Muhammad (**SAW**) and are also mentioned in the Quran. The word Hazrat is added before their names as a mark of reverence and (**AS**)—Alaihi-Salaam—is added after their names.

Suggested activity

- Ask the pupils how they are taught their religion at home. What do they do to practise their religion? Do they pray? Do they read the words of the holy books with meanings? Who teaches them? Their parents or grandparents? Or do they have a teacher who comes to the house?

The major religion in Pakistan is Islam, but its holy book, the Quran, is written in Arabic; we should study it by reading the beautiful *ayats* in Arabic and their translation in Urdu or English to understand their meaning. If the Quran is not read with its meaning, one cannot know or understand the instructions Allah has sent us through Hazrat Muhammad (**SAW**).

Explain that there are many religions in the world. We are familiar with Christianity because there are many Christians in Pakistan; Zoroastrianism, because there is a small Parsee community here; and we know about Hinduism, as we also have a Hindu community and because we were once part of India, which has a mainly Hindu population; we also have Sikh temples in Pakistan and a small Sikh community. Other religions are Buddhism and Judaism.

Answers to questions

1. The Holy Quran or the Quran Shareef.
2. Parsees are people who lived in Persia (present-day Iran) and who practise Zoroastrianism.
3. Buddha lived about 2500 years ago.
4. The Bible is the holy book of the Christians.
5. They worship God in many forms.

Work Page

Fact file

- | | | | |
|-----|-------------------------|------------------|---------------|
| A 1 | a) Islam | b) Quran Shareef | c) Muslims |
| 2 | a) Hinduism | b) Vedas | c) Hindus |
| 3 | a) Christianity | b) The Bible | c) Christians |
| B 1 | Muhammad (SAW) | Islam | |
| 2 | Jesus (AS) | Christianity | |
| 3 | Moses (AS) | Judaism | |
| 4 | Buddha | Buddhism | |
| 5 | Guru Nanak | Sikhism | |
| 6 | Zoroaster | Zoroastrianism | |

Things to do

- You will need to prepare this activity beforehand. You could even ask the pupils to relate some stories they may have been told by their parents or grandparents, about the prophets.
- Guide the students to search for information about Buddha, Guru Nanak, and Zoroaster—the dates or years that they lived and preached, where they lived, and any anecdote about them.

Lesson 19 Human rights

Discussion points

- What are rights?
- What rights do humans have?
- Do animals also have rights?

A right is a basic freedom that we are born with. Nobody can take that away from us. All human beings have a right to live and to be free. We have many rights, but the most common human rights are listed below.

- We have to eat to live; we need to protect and cover our bodies, so we must have clothes; we must have shelter such as a house; since we have to grow up in this world, we must be taught many things in school and must be educated.
- We need to have a job, to earn money.
- We have a right to be loved and cared for by our parents, siblings, teachers, and friends.
- Ask the pupils if they can think of any other rights that humans have, especially children like themselves.

Here are some questions you can ask the pupils:

- 1 Why do some poor children run about on the streets or work, while other children (like the pupils) can go to school?
It is because their parents cannot afford to send them to school and they need the added income from their children's jobs.
- 2 Why do some small children often work in garages as car mechanics' assistants?
Their parents cannot afford to send them to school, so they would prefer it if their children learnt a trade that would enable them to earn money.
- 3 Why do people beg at the traffic lights on city roads?
Most of them are too poor to meet their needs, so they ask people for money.
- 4 Are they being given their rights?
No, the government and the citizens are not giving them their rights.

This topic may be difficult for the pupils to comprehend because a right is such an abstract concept—it cannot be seen, felt, smelt, heard, or tasted—that you may find that the pupils may not fully understand it.

You may have to give many examples to illustrate this lesson. Tell them that our prophets and men of learning identified the five basic rights long ago. There are human rights organizations that have, in the last hundred years, made international rules about all the rights that people have. According to these rules, even a prisoner, who is a thief and is in jail, has rights. (See some of the rights for the Universal declaration of Human Rights given with Lesson plan 50.)

Answers to questions

1. a) The right to eat food.
b) The right to clothing.
c) The right to shelter.
d) The right to education.
e) The right to be loved.
2. Children have a right to be loved and be cared for, to education, to food, clothing and shelter, to medical care, to be the first to get relief in a disaster or emergency, to belong to a country, to live in peace and brotherhood.
3. All God's creatures need love and care: grown-up people, children, animals and birds, insects and plants. If we are loved, we thrive and grow, are confident, and have a sense of security.
4. Children to write their own answers.
5. Rights can be available only if duties are being performed, because one person's duty is another person's right.
Duties are important because we can ask for rights only when we know our responsibilities and do our duty.
6. Our world would be a happier place if all the people got their due rights.

Work Page

- A
- 1 The right to speak freely but without hurting other people's feelings.
 - 2 The right to practise your religion freely.
 - 3 The right of equal opportunity.
- B
- 1 By not answering him/her back, by accepting that he/she knows more than the children, by obeying his/her instructions.
 - 2 By realizing that our mothers are human beings, not machines; by helping her in the house; by not talking rudely to her or answering her back; by helping her relax when she is tired from doing housework.
 - 3 By not being in competition with them while pretending to be their friend; by not making fun of him/her if they are disabled (physically or mentally not perfect); by not beating or hitting them, by not cheating or lying to them; by not pushing them in the playground.

Things to do

- Ask the pupils to see pictures and read about cavemen in an encyclopedia or a National Geographic magazine, and then describe them in a short paragraph.
- A good idea would be to invite a speaker from your local city human rights organization to come and tell the children more about human rights.

Lesson Plans Book 3

Unit 1 Geography

Lesson plan 1: The Earth in space

Duration: 40 minutes

Objective: To introduce the concept of Earth as a planet in the solar system

Outcome: Students will be able to

- identify the main components of a solar system
- recognize the Sun as a source of light and energy on Earth

Resources: Textbook, globe, *Oxford Atlas Project for Pakistan*; pictures of stars and galaxies from NASA website; children's websites for astronomy

Introduction: 10 minutes

Begin with an ice-breaker about space travel—ask the students what they know about space, space travel, spacecrafts, space missions, etc. Note their responses on the board. Tell them that they are going to learn about how they are travelling through space as the Earth, where they live, moves along its path around the Sun!

Take the students out to the ground or any open space outside the classroom. Ask them to stand with their back towards the Sun and look up at the sky, to see how it stretches wide all around them. Tell them to feel the air around them. Inform the students this surrounding air is called the ATMOSPHERE. This atmosphere has the gas oxygen which we need in order to live. Ask the students what else they can see, besides the clouds, if any. Explain that during the day only the Sun is visible—and sometimes, a faint moon—but there are stars, planets, and the moon that can be seen in the night sky. Bring the students back to the classroom.

Explanation: 25 minutes

Read the text. Talk about the pictures of the Sun, the Moon and the Earth. Ask the students about the sizes of the illustrations—what do they see? Explain that these pictures cannot show us the actual comparison of the sizes of the Sun, Earth, and Moon. The Sun is actually a huge star, 330,000 times bigger than the Earth! The Moon is the smallest of the three, as shown.

Draw a simple diagram on the board to show the solar system (the Sun is called *sol* in Latin, an ancient language, hence solar system). Explain that the Sun is at the centre of the solar system and eight planets, including the Earth revolve around the Sun. The planet nearest to the Sun is called Mercury and the one farthest away is Neptune. The Earth is third from the Sun, 150 million km away from it. How do we know all this? It is because scientists have been studying space and the different stars, etc. in it and making calculations. Stress that the sizes and distances are too big for us to understand. Some planets, like the Earth, have their own moons.

Talk in detail about space. Show the pictures obtained from the NASA website in which space is all dark and empty.

Read the text further on about the Sun. Talk about the importance of the Sun as source of heat and light on Earth. (*Refer to the explanation in the Teaching Guide, page 1 for further detail*). Explain to the students what would happen if there was no sunlight on the Earth.

Use a globe to demonstrate the anti-clockwise movements of the Earth—on its axis as well as its orbit around the Sun. Explain the terms clockwise and anticlockwise with the help of a wall clock. Refer to

the diagram on page 1 to introduce the terms rotation—the spinning of the Earth on its axis, and revolution—the movement of the Earth around the Sun. Explain the spinning of Earth, rotation, and the completion of a day. Talk about the revolution of the Earth around the Sun and the completion of a year.

Conclusion: 5 minutes

Recap the concepts discussed in the lesson by asking short questions e.g. What can you see in the sky at day? What can you see at night? Why shouldn't we look directly at the Sun?

Homework: The first three questions on page 2 are to be done in the notebooks.

Lesson plan 2: The Earth in space

Duration: 40 minutes

Objective: To enhance the students' knowledge about Earth and space

Outcome: Students will be able to

- understand how day and night are caused
- know about the Moon as a natural satellite of the Earth

Resources: Textbook, atlas; pictures of different phases of the Moon; globe, a torch, a mirror

Introduction: 5 minutes

Greet the students and ask them about the homework given. Discuss the questions and share the answers. Talk about seeing the sky at night: ask how many students saw the night sky. What did they see—stars, the Moon? What did the sky look like? What was the Moon like last night? Briefly talk about different phases of the Moon without details.

Explanation: 30 minutes

The Moon: Read the lesson again, recapping page 1 quickly. Move on to page 2; talk about the Moon. (Refer to the 4th paragraph on Teaching Guide page 1.) Explain that the Moon is the Earth's natural satellite. Objects like spacecrafts, space probes like the huge telescopes launched to send back information to the Earth, and also communication satellites are man-made or artificial satellites.

The Teaching Guide explains the phases of the Moon in clear terms. Draw the phases of the Moon on the board and explain them briefly to the students. There are eight phases of the moon according to how it is seen from the Earth (first quarter: new moon to half moon; second quarter: from half to full moon; third quarter: from full to half moon; last quarter: from half to no moon.) Talk about the appearance of the Moon for Eid-ul-Fitr as the students would easily relate to it. (Mention that the Islamic calendar is based on lunar months, that is, according to the sighting of the Moon for each month.)

When explaining that the Moon has no light of its own but just reflects of the Sun's light, do an experiment to clarify this. Use a small mirror to reflect the Sun's light onto a wall or a dark corner; explain that the Moon acts like this mirror by reflecting the Sun's light on the Earth at night.

Day and night: The concept of day and night will take some time to be understood completely. Draw attention to the illustrations on page 2. An experiment using a globe and a torch (Things to do, page 3) will be done in the next lesson to show the occurrence of day and night. Tell the students that the terms 'the Sun is rising' or 'Setting' are scientifically incorrect but are commonly used.

Talk about the sky at twilight and dusk. Where is the Sun at those times? Do we have enough light then? Talk about the birds leaving their nests at dawn and returning when the Sun is about to set—if the children observe the sky before sunset, they'll see flocks of birds flying towards their nests. Ask the children to draw their observations in their notebooks.

Conclusion: 5 minutes

Reinforce the concepts covered by discussing the main points.

Homework: Work Page Exercise B is to be completed for homework.

Lesson plan 3: The Earth in space

Duration: 40 minutes

Objective: To give students hands-on experience in doing experiments

Outcome: Students will be able to

- conduct an experiment on how day and night occur
- develop a glossary with the help of the text

Resources: Textbook, atlas; a soft ball, knitting needle, torch, globe; Worksheet 1 from the Teaching Guide Appendix

Introduction: 5 minutes

Talk about the previous lesson. Did the students observe the flocks of birds before sunset? Let the children share their observations with the class, and show their drawings to their friends. Encourage the students to observe things in their surroundings.

Explanation: 25 minutes

Begin with the glossary on the Work Page. Tell the students to refer to the textbook and complete the exercise verbally and then in writing. Advise them to note new words, words in bold print, and terms used in geography from Lesson 1 onwards to maintain a glossary of geographical terms.

Now draw their attention to the second activity of 'Things to do'—this will be conducted by the students. Divide them into groups of three to four and help them do the experiment on their own.

(Ideally, use a globe and a torch; but if a globe is not available, use the soft ball and knitting needle as shown.)

Ask the students to note the experiment and their observations in their notebooks. They can draw pictures as well.

Conclusion: 10 minutes

Discuss the last three questions on page 2. The last one has been done as an experiment. The fourth and fifth questions are to be done in the notebooks in class.

Homework: Distribute copies of the Worksheet from the Teaching Guide and explain the tasks to be done as homework.

Lesson plan 4: Land and water

Duration: 40 minutes

Objective: To add to the students' knowledge about the Earth's composition

Outcome: Students will be able to

- identify the distribution of water and land on the Earth
- name some landforms found on the Earth

Resources: Textbook, globe, atlas; more photographs of different landforms discussed in this lesson; blue, brown/yellow and green chalks

Introduction: 5 minutes

Today the students will begin to learn about the landforms or features of the Earth.

Show the students a globe. As they have some prior knowledge of the distribution of land and water, ask them what is found in greater quantity on our planet: Water! Explain with the help of the globe and a pie chart. The blue areas on the globe or a world map show the seas and oceans; the green and brown areas show the land.

Explanation: 30 minutes

Draw a pie chart on the board. Divide it according to the ratio 70: 30. Colour the larger division of 70% with blue chalk. Colour the remaining part, 30%, with green and yellow/brown chalk. Tell the students that a little more than two thirds of the Earth's surface is covered by water and a little less than one third is land mass. The very large bodies of water are called oceans, e.g. the Indian Ocean, and smaller bodies of water are called seas, e.g. the Arabian Sea. Point these out on the globe or a world map.

Explain that there are smaller seas and lakes and rivers on the land surface too. For interest, ask if they know how sea water is different from river or lake water—river and lake water is fresh and sweet water while sea water is salty. We cannot drink sea water!

Also talk briefly about the land mass being divided into the seven continents. Point out the continents on the globe/map.

Now read the text on page 4 and the first paragraph on page 5, explaining the terms in bold as you go along. Talking about the coast, tell the class that the city of Karachi is on the coast of the Arabian Sea. Students in Karachi may have seen the sea and coastline at Clifton. Explain that Karachi and other such places on the coast, elsewhere in the world, are at sea level, i.e. the same level as the sea.

Show the photograph of the sharp high peaks on page 4—this is the Karakoram Range and the snow-covered peak in the middle is called K-2; it is the second highest mountain in the world. Explain that the term height is used to express how tall people, and trees and poles are; but the term used for expressing land height, such as for mountains, is called altitude.

Show the class pictures of Mount Everest, K-2 and some mountain ranges such as the Himalayas. It is relevant to tell the children that Pakistan has three major mountain ranges, Hindu Kush, Karakoram, and Himalayas; fourteen of the world's highest mountains are found in in the Karakoram and Hindu Kush ranges in Pakistan.

Just as the land is very high in some places on the Earth's surface, it is also very deep in some places under the seas. The highest point on the Earth is Mt Everest, in the Himalayas (in Nepal) and the lowest or deepest point is the Marianna Trench under the Pacific Ocean.

Explain the term currents: this refers to the movement of water in the seas, caused mainly by the winds that blow across them. Explain that since water is fluid it does not stay still in one place but is constantly moving. Ask why we should not go into the sea in stormy weather.

Conclusion: 5 minutes

Recap the lesson by discussing the main points and reinforcing the new terms covered so far. Ask about the difference between seas and oceans (Q 1, page 6) and discuss questions 4 and 5 on page 6.

Homework: Students to do questions 1, 4, and 5 on page 6 for homework.

Lesson plan 5: Land and water

Duration: 40 minutes

Objective: To impart further information about landforms

Outcome: Students will be able to

- identify physical features of the Earth
- define the landforms found on Earth

Resources: Textbook, atlas; pictures of landforms on Earth

Introduction: 5 minutes

Greet the students. Question them about the concepts discussed in the previous lesson such as oceans, seas, and mountains. Talk about their homework and deal with the students' queries, if any.

Explanation: 25 minutes

Note: Prepare ahead by reading through the explanation to this lesson in the Teaching Guide.

Read the text from paragraph 3 onwards on page 5. Explain the landforms such as plateaus, valleys, plains, deserts and lakes, islands, hills and mountains. Show the students pictures of these landforms in Pakistan. Identify the differences between hills and mountains and plateaus, valleys and plains and deserts; define islands and lakes. Turn to the diagram on page 6 to help identify the various physical features mentioned in the text. Point out how rivers begin from the snowy mountains tops and flow down through the valleys and plains into the seas.

Tell the students that in Pakistan we find almost all the physical features found in other parts of the world. Hills are found in Sindh (Kirthar), Balochistan (Chagai), and upper Punjab (Margalla). The example of a plateau is the Potwar Plateau in Punjab. There are valleys between the hills and mountains of the north and north-west; the plains of River Indus and its tributaries, and deserts in Sindh (Thar) and Punjab (Thal) are further examples. Guide the students through the relevant pages from 27 to 41 of the *Oxford Atlas Project* for these features in the various provinces.

Explain to the students the importance of keeping the seas, lakes, and rivers clean. Talk about people who litter the beach, and lakes. Ask the students what happens if people throw things such as empty cans, bottles and plastic bags in the water. The fish and sea animals can get trapped in the plastic bags and suffocate, the cans can cause harm by cutting their skins, etc. Introduce the term 'pollution'—making something dirty and unfit for use or consumption. Explain that the sea is a source of life for fish and other marine animals and plants. It is not a dumping ground for all our waste. If we pollute the sea, we will destroy marine life. If we pollute the rivers and lakes, which are sources of fresh water, we will destroy life forms, both plants and animals, on the Earth and also make ourselves very ill.

Conclusion: 10 minutes

Discuss questions 2 and 3 on page 6. Students to do the Work Page Exercises A and B in class.

Homework: Questions 2 and 3 on page 6 to be given for homework. Students should find out and write the name of the sea that borders the south of Pakistan (Arabian Sea).

Inform the students that an interesting activity will be done in the next class, so they should come prepared. Arrange for the materials beforehand.

Lesson plan 6: Land and water

Duration: 40 minutes x 2 (two periods as this activity will require more time)

Objective: To teach about landforms through hands-on activity

Outcome: Students will be able to

- create landforms using various art materials

Resources: Textbook, atlas; Worksheet 2 from the Teaching Guide; four 30 x 60 cm sheets of corrugated cardboard (as used for cartons) or 0.5cm plywood; clay, sand, sawdust, paints and brushes, play dough (green and brown), white, blue, light and dark green glazed paper, glue for pasting; a model of a valley or a lake prepared by the teacher

Introduction: 10 minutes

Divide the class into four groups. Explain, showing the samples of materials to be used, the activity to be done today—making models of landforms. Explain how the materials will be used—the heavy cardboard as a base for the land features; play-dough or Plasticine for making hills, plateaus and mountains; green paper to be cut in tree shapes for forests; blue paper to be cut into ribbons to show rivers and into flat, uneven shapes for lakes; dark green paper as the sea, white paper for snow, etc. (Use paints to colour hillsides and mountains if using clay instead of Plasticine.)

Activity:

Distribute one set of land forms to each group such as land, sea, mountain, lake, valley, hill, island and river. Demonstrate the prepared model to the students to give them an idea of how they are going to make the model. Distribute the materials to the groups according to the land feature given to them.

Move around the class and help the students in the process. Number each group and label their work as Group 1, Group 2, etc. with names of each group's students. Once each project is completed, place it on the teacher's table and ask one student from each group to display and explain the landforms to the class. They should also briefly explain how they made their models.

Appreciate the students for their creative work and have a round of applause for all of them. It would be nice to display this work in the school library or foyer for all to see and appreciate.

Conclusion: 5 minutes

Ask the students to share with their parents information about today's activity, and what they have learned.

Homework: Give the Worksheet from the Teaching Guide Appendix as homework; explain the tasks.

Lesson plan 7: Maps

Duration: 40 minutes

Objective: To introduce the students to maps and map-reading skills

Outcome: Students will be able to

- differentiate between a map and a picture
- define a map
- identify the key elements of a map

Resources: Textbook, *Oxford Atlas Project* for world map; map of a neighbourhood (get town/city maps); globe, pictures of some places such as streets, bazaars, pictures of some old maps

Note: Refer to page 4 of the Teaching Guide, first paragraph, to explain the importance of maps and map-reading skills.

Introduction: 10 minutes

Greet the students. Show them some pictures of different places such as parks, streets, markets, etc. and ask them what they can see in the pictures. Briefly talk about the pictures. Show the students maps of different places such as neighbourhoods, and ask them about the things they can see in the maps. Roads, sign posts, important places, some pictures (symbols). Talk about the differences between the map and the picture. Inform the students that today they will learn how a map is different from a picture and also how maps are useful for us.

Explanation: 20 minutes

Read the first paragraph of the text with reference to the illustrations below. A picture or a drawing shows the things just as they appear to us on ground level. Pictures show what a place actually looks like. For example, if we are planning to go to a new place for a visit/leisure, pictures of that place may help us to decide whether or not to go there. Maps show the same place as seen from overhead—ask the class if anyone has looked out of an aeroplane window when it was taking off or landing. What did they see below? That is how a map shows us the location and layout of a place. Look at the illustrations below—one is a picture of a locality, and the other is a map of the same place. Ask the students to suggest how both the pictures and the map would be useful for a person new to this area. A map shows the exact location and direction of a place in a city, or a town/city/lake/river in a country, or a country in a continent; islands, seas, and oceans, etc.

Read the second paragraph. Explain the concept of scale in detail. In reality things and places are very large or big and it is impossible to put them in their original sizes and dimensions on a map. A scale is used to help us represent these things in their reduced size. A scale can be of any size, but on a map, the same scale should be used throughout. Explain how a kilometre is converted, for example, into a centimeter. For instance, if we need to make a map of the school, we cannot make it the same size as the school itself, so we will reduce the area to a smaller scale to show on a chart paper all the ground floor features of the school—the assembly grounds, classrooms, office, labs, corridors, etc. That is why a scale is used. Stress that it is very important to put the scale on a map; otherwise the person reading the map would not be able to correctly judge the distances. Show the students the scales given on atlas maps.

Introduce the students to other features that are important on maps. How do we show a park, trees, traffic signals, hospitals, etc. on a map? Talk about the symbols on the maps on pages 8–9, and their use. The symbols are explained in a key, so a key is a must for every map. Show the students the top map on page 9 that shows the symbols for various features and has a key to explain them.

The next most important feature of every map is to show the cardinal directions, marked NSEW—North, South, East, West. The world map on page 9 shows these; all maps in atlases and books show the cardinal directions, the key and the scale. These three things are essential features for every map to read it correctly.

Needless to say, an atlas is essential to explain the importance of maps and help the students understand how maps are made and the purposes they serve.

Conclusion: 10 minutes

As a wind-up activity, ask the students if they can think how maps were made in olden times. Today we have satellites which map the Earth from high above and transmit the images—talk about Google Earth which not only gives a bird's eye view of any location but also zooms down on an address. But how did people make maps without these facilities? Show them some pictures of old maps, which were surprisingly good but not always accurate! Use the explanation in the second paragraph of page 4, Teaching Guide.

Homework: Questions 1 and 2 on page 9 are to be done in the notebooks for homework.

Lesson Plan 8: Maps

Duration: 40 minutes

Objective: To know how maps tell us more about the Earth

Outcome: Students will be able to

- name the seven continents, and
- name the five oceans of the world

Resources: Textbook, atlas; world map outline, tracing paper

Introduction: 10 minutes

Greet the students. Talk about the previous lesson and ask them about the homework given. Let them share the answers to the questions. Briefly recap the importance of the three main features of a map.

Explanation: 20 minutes

Read the text on page 9. Introduce the continents and oceans using the explanation on page 5 of the Teaching Guide (paragraph 5). Recap the structure of the Earth, that it is covered by land (1/3) and water (2/3). Use the globe to reinforce this concept.

Using the world map on page 9 and the globe, show how the land mass is split, like pieces of a jigsaw puzzle. The area of Antarctica is better understood by looking at the South Pole on the globe. On a flat map, the land is stretched out, which is not so on actual ground. Show and name the seven continents; Point out Asia, the largest continent. Pakistan is located in Asia.

Talk about the oceans which are huge masses of water. Remind the class of the lesson on water and the water cycle, studied in the previous class; stress the importance of water for all living things and of the oceans and seas as the source of water for rain.

Point out the five oceans and name them. Using the globe, show them the size of the Pacific Ocean, which is the largest on Earth. Ask the students to look at the map and find out which ocean is to the south of Asia (Indian Ocean).

Talk about travelling by ship or working on ships; ask if they have seen any harbour or port, for example, at Karachi.

With the class, read through the names of continents and oceans on page 10. Students to do Work Page Exercise A in class.

Conclusion: 10 minutes

Discuss the last question on page 10, using a world map to show the location of Pakistan. Pakistan is in the middle between Asia (to its north, west, and east) and Africa (to its west and south-west). The question should be answered in complete sentences in their notebooks, for homework.

Homework: Draw the students' attention to the Work Page Exercise B and briefly explain the tasks. The exercise is to be done for homework along with the question discussed above.

Lesson Plan 9: Maps

Duration: 40 minutes

Objective: To reinforce learning through activities

Outcome: Students will be able to

- identify, name, and label continents and oceans on a map
- make a map of a known place, e.g. their home, the school, etc. with directions and symbols

Resources: Textbook, atlas; copies of Worksheet from the Teaching Guide; copies of outline of the world map; stationery for drawing and colouring

Introduction: 10 minutes

Begin with reference to the homework task. Ask the students about the names of the continents. Call one student each to write the name of a continent on the board. With the help of the world map ask the students to name the biggest and the smallest continents: Asia and Oceania. Ask them to name the continent they live in: Asia. Talk about some countries of Asia, such as China being the largest country, India, Singapore, etc.

Repeat the exercise for the oceans. The largest of all five oceans is the Pacific Ocean. Using the globe, show that the Pacific covers half of the Earth! Talk about the coldest oceans, the Arctic and the Southern Oceans at the North and South Poles. Ask the class about the ocean which is near Pakistan: the Indian Ocean, which is to the south of Asia. The other continents which border the Indian Ocean are Africa to the west and Oceania to the south-east.

Explanation: 25 minutes

This will be a pair activity. Distribute two sheets of paper to each pair. Students will make a map of a playground they wish to have in their school; the map will have symbols and a key explaining them. This activity will help the students become familiar with maps as representations of real scenes and with map keys.

Ask the students what things they wish to have or need in their playground. List the things on the board as a collective activity. Students can choose any five things from the list to have in their playground.

Next, the students make a symbol for each item they wish to have in their playground.

Ask the students to draw the map and mark it with symbols showing where they want the facilities to be placed. They should then make a map key. Remind them to also show the cardinal directions. Ask them to give the map a title, and also to write their names on their maps.

The student pairs then exchange their maps with their neighbours. To check whether the maps are readable, students ask their neighbours to read the maps using the symbols and the directions.

Display the students' maps on the board/wall of the classroom.

Conclusion: 5 minutes

Homework: Distribute copies of the world map outlines and Teaching Guide worksheets to be done for homework. The students will label the continents and oceans on the world map outline.

Lesson Plan 10: Climate

Duration: 40 minutes

Objective: To create understanding of the term 'climate' in a wider sense

Outcome: Students will be able to

- define weather and climate
- understand the distribution of seasons according to the climate

Resources: Textbook, globe, atlas, climate map

Note: Read the explanation on pages 5–8 of the Teaching Guide for this topic and lessons to follow.

Introduction: 10 minutes

Greet the students with a comment about the day's weather—It's a sunny /cold/cloudy/ warm or pleasant day! Ask the students to greet their neighbours with a comment about the weather. Observe the response; tell them that the topic of today's lesson will be 'climate'.

Explanation: 25 minutes

Begin with reference to the weather and recap the topics covered in the previous class. Remind them of the weather and rainfall charts they made. Make two bubbles on the board for 'weather' and 'climate'.

Read the first paragraph of the text which defines 'weather'—i.e. the daily conditions of any place. For example, in the southern parts of our country, in summer it is generally hot, the days are longer, and in some places there's little or no rain.

Read the next two paragraphs which further explain the weather conditions of regions over a stretch of time. Move on to the next paragraph which defines climate—this is the word used to define the weather conditions of a region over a longer period of time instead of day to day. For example, the climate in Pakistan's northern regions is very cold in the winter; the climate in the deserts of Sindh and Balochistan is very hot and dry in the summer. The climate of a place is determined by keeping a record of the daily weather for a long period of time. How long? The answer is many years! (30–35 years)

Explain again, in detail, the concept of climate and weather. Refer to the words written on the board (climate and weather) and ask the students to give examples of weather and write them all around the bubble. Do a similar exercise with examples for climate.

Ask what kind of climate their city or town or province has. Is it generally cold or hot, or warm or cool? Is it rainy or dry? Talk about the climate in different parts of the world, explaining that the location of a place on the Earth affects its climate. (The first paragraph on Teaching Guide page 6 explains this very well.) Using a globe, point out that countries located on, or close to, the equator have a hot climate throughout the year. Equatorial (linked to the equator) countries close to the sea have heavy rains in summer. Regions that are located around the tropics have a tropical, i.e. warm and generally dry climate with low rainfall. Point out that Karachi, for example, is close to the Tropic of Cancer—what kind of climate do we experience here? Talk about this in class.

Similarly, regions that are close to the North and South poles are cold throughout the year and very, very cold in winter.

Refer to page 6, paragraphs 3 and 4 of the Teaching Guide for further explanation about how location affects climate, with special reference to Pakistan. Explain Pakistan's position with the help of the globe/world map—that the southern part of Pakistan has a tropical climate while the high mountains in the north are snowbound all year round. The coastal regions enjoy a better climate than inland areas because of the sea breeze which cools the summer temperature; in winter, the sea breeze keeps coastal regions warmer than the inland regions.

Draw the students' attention to the cover of the *Project Atlas*—do they know where this photograph was taken? This is the Chitral Valley in Pakistan's mountainous north; you can see the snow-covered peaks in the background.

Questions 1 and 2 from page 13 should be discussed and then answered in the notebooks. Talk about the hottest and coldest places in Pakistan (Sibi is the hottest place and the coldest parts of Pakistan are the peaks of the northern mountains, such as K-2, which have an average temperature of minus 20 degrees Celsius).

Conclusion: 5 minutes

Wind up the lesson with a recap of the points covered today. Questions 1 and 2 are to be done in the notebooks for homework.

Lesson plan 11: Climate

Duration: 40 minutes

Objective: To inform the students how climate and seasons are linked

Outcome: Students will

- refresh learning from the previous lesson about seasons
- understand how seasons are linked to the Earth's position in orbit

Resources: Textbook, globe; torch; pictures of weather conditions in different seasons (Refer to the clear and detailed explanation in the Teaching Guide, page 6, under the heading 'Seasons'.)

Introduction: 10 minutes

Refresh the students' learning about seasons in the previous lesson. Talk about the day's weather; ask what month it is, then ask what season it is—is it winter, summer, autumn or spring? Accordingly, show the class pictures of that particular season; ask the children to describe what they see. Refer to the first suggested activity on Teaching Guide page 6.

Explanation: 20 minutes

Set up the globe and torch on the table to demonstrate how the movement of the Earth around the Sun and the tilt of its axis give us different seasons through the year. Read the text of the last paragraph on page 12 and the first paragraph on page 13 about seasons.

Using the explanation in the Teaching Guide and the globe and torch, describe how the Earth moves along an oval path around the Sun. When the Earth is closer to the Sun in its orbit, from May to July, the Northern Hemisphere—point this out on the globe, the upper half of the Earth—experiences summer. Summer has longer days, shorter nights and higher temperatures as it is facing the Sun. At the same time the Southern Hemisphere, which is facing away from the Sun, will experience winter with shorter days, longer nights and colder temperatures. When the Earth moves towards the outer part of its orbit, from August to October, it is autumn in the Northern Hemisphere and spring in the Southern Hemisphere.

Talk briefly about weather conditions in autumn—leaves turn brown and rust-coloured, dry up and fall from the trees; many crops ripen and are ready for harvest. Talk about the different fruits that are seasonal, like mangoes followed by peaches in summer, apples in autumn, oranges in winter, and apricots and plums in late spring.

November to January is winter in the Northern Hemisphere: ask what season this would be in the Southern Hemisphere and why. It is summer because this part of the Earth will be facing the Sun. Now ask the class what season it will be in the Northern Hemisphere from February to April (spring) and what will it be in the Southern Hemisphere (autumn).

Conclusion: 10 minutes

Recap the main points covered in this lesson.

Homework: Explain the second activity from the Teaching Guide, to be done for homework. The seasons' pictures shown in this class and some simple sketches by the teacher will give an idea of what is expected.

Lesson plan 12: Climate

Duration: 40 minutes x 2 (two periods)

Objective: To help the students understand how weather factors are measured

Outcome: Students will be able to

- identify and name the instruments for measuring wind, temperature, and rain
- define the terms used to describe weather and climate

Resources: Textbook; Worksheet 4 from the Teaching Guide; a clinical thermometer (mercury or digital), sample weathervane, world map and globe

Note: Read through the explanation on page 7 of the Teaching Guide.

Introduction: 10 minutes

Begin with a recap of the previous lesson. Talk briefly about seasons and their special activities, foods, clothes, etc. Ask the students to share their drawings with their neighbours; put up some for display. Appreciate the students' efforts.

Explanation: 20 minutes

Introduce the topic of today's lesson—how do we measure the weather? Ask the students if anyone watches the weather news on TV: read the text under the drawings on page 13.

The climate of a place is determined by keeping a record of its weather—the temperature, rainfall, winds' speed (velocity) and direction, and also air pressure. Air pressure is a term that may baffle the students: explain that air also has weight and pressure; remind them of the car's tyres—if there's no air and pressure in them the tyres would be flat!

The daily record of all these things kept over a period of time helps to understand the climate of a place. To measure these factors we use different instruments, three of which are shown in the book. (Also see the list on Teaching Guide page 7.) Ask the students what happens when they fall ill and have a fever—how is their body temperature measured? Show them the thermometer on which normal body temperature (37°C/98.4°F) is marked in red. The mercury in the thermometer's bulb, which is below normal body temperature, will rise in the tube if the temperature is higher.

Draw a thermometer on the board; label the parts—mercury, bulb, inner tube, markings for normal temperature and above, up to 42°C. This can be used by the students as a reference for the activity advised in the Teaching Guide.

Similarly, another special thermometer measures the highest (maximum) and lowest (minimum) daily temperatures of a place. Show the students a copy of the daily weather chart from a newspaper; also remind them of the weather record they kept in Class 2.

Provide the students with definitions of the other instruments as well as how they are used (page 7, Teaching Guide). Explain who a meteorologist is and what he/she does. The information on the weather in the newspapers and TV channels comes from the local meteorological department.

Second period

Objective: Class work and activity based on the lesson 'Climate'

Resources: Textbook, copies of Worksheet 4 from the Teaching Guide Appendix; three bamboo rods about 60 to 75 cm long, three slimmer bamboo rods 30 cm each, chart paper, scissors, scotch tape, thumb tacks

Cut the chart paper into three rectangles (6 x 10cm) and three arrows (5 to 6 cm long).

Activities: 30 minutes

In the second period of this topic, the students will discuss Question 4 on page 13 and write the answer in their notebooks in class.

The Work Page Exercises A and B are also to be done as class work in this period.

Time these tasks, so that the weathervane activity can be carried out in class. Divide the class into three groups. Give each group one 60 cm rod and one 30 cm rod, one arrow and one rectangle each. Show them how to paste the rectangle and the arrow at the opposite ends of the 30 cm rods, using scotch tape. Then fix each 30 cm rod on the longer one using a thumb tack. (This will have to be done by the teacher to avoid injury to the students.) Ensure that the upper rod can turn easily on the pivot. The weathervane should be placed firmly at a high spot where it gets the blowing wind. It can also be placed in a small earth-filled pot kept on a windowsill.

Each group should keep a week's record of the wind direction. Tell them that on some days there's little or no wind while on other days there's a brisk to a strong wind.

Conclusion: 10 minutes

Wrap up the lesson by asking why it is important to know the wind direction. Airport control tower staff and pilots need to know this as well as sail boat operators as they can plan their routes accordingly.

Recap the main points about climate, seasons and weather.

Homework: Distribute the worksheet copies among the class and explain the tasks to be done for homework.

Lesson plan 13: Our country

Duration: 40 minutes

Objective: To enrich the students' knowledge about how countries are made and identified

Outcome: Students will be able to

- understand how countries are formed
- learn how countries are marked on a map
- identify intermediate cardinal directions
- identify and name Pakistan's neighbouring countries

Resources: Textbook, atlas, world map (political); globe, copies of an outline map of Pakistan (also showing bordering countries) for the students

Note: Read ahead from the Teaching Guide, pages 8–9, for clear and concise explanation.

Introduction: 10 minutes

Greet the students. Ask them to name our country: Pakistan. Ask them to talk about Pakistan. When did it come into existence? What beautiful places does our country have? Students suggest the responses. Have a brief discussion about Pakistan.

Explanation: 20 minutes

Read the text. Explain with the help of a world map how the land mass is divided into countries which are marked by their borders. Landforms are natural but countries are man-made—people and their leaders make a country, just as Pakistan was created by the efforts of Quaid-e-Azam and other Muslim leaders and their followers. The area of a country is marked by its borders; show this on the map in the book, page 15, and the world political map; highlight the vast number of countries in the world (196). Some countries like the USA, Canada, Russia and China are very big while there are some tiny countries—known as states, like the Vatican and Monaco. (The largest is Russia and the smallest is the Vatican.) Emphasize that a country is also marked by its people, culture, religions, and languages.

Explain the term ‘population’. A population can be of the world, a continent, country, city or village. The total number of staff and students in the school is the total population of their school. Also explain that the population of a country changes steadily as children are born and old people die. Pakistan’s population today is over 175 million people.

Read the text further on. Ask the students to point out Pakistan on the map of Asia given in their textbooks. Next ask them to point to Pakistan in Asia on a globe. From the map on page 15, ask them to name the countries that share the border with Pakistan. These are our neighbouring countries. Which country is to the south of Pakistan? None! We have the Arabian Sea to the south. Talk about some of the neighbouring countries of Pakistan—India, Afghanistan, Iran, and China. Discuss the people, language and culture of these countries in brief; ask what is similar and what is different between Pakistan and its neighbours.

Draw cardinal directions on the board. Explain about the intermediate directions that these are the directions located halfway between the cardinal directions.

1. North-east (NE) is halfway between north and east, and is opposite the south-west.
2. South-east (SE) is halfway between south and east, and is opposite the north-west.
3. South-west (SW) is halfway between south and west, and is opposite the north-east.
4. North-west (NW) is halfway between north and west, and is opposite the south-east.

Explain the location of the neighbouring countries of Pakistan with the help of intermediate directions

Conclusion: 10 minutes

Provide the students with an outline map of Pakistan. Ask them to write the names of the neighbouring countries in order to understand their location in relation to Pakistan. Students can add cardinal and intermediate directions as well to clarify further. If any students have visited any of these countries encourage them to share their experience about their visit.

Homework: Questions 1 and 4 from page 17 are to be done in the notebooks. Write a paragraph of 5–7 sentences about the things you like about your country.

Lesson plan 14: Our country

Duration: 40 minutes

Objective: To introduce details about our country, Pakistan

Outcome: Students will be able to

- identify the provinces of Pakistan
- name the main features of Pakistan

Resources: Textbook, atlas (for Pakistan and provincial maps)

Introduction: 10 minutes

Ask the students about their homework. Invite some of them to come forward and share their notes on Pakistan. Appreciate them for their efforts.

Explanation: 20 minutes

Read the text from page 16 onwards, with reference to the map above. Tell the students what a province is—it is an administrative division of the country which helps in better government. Briefly explain that each province has its own capital which has the Provincial Assembly, High Court, provincial ministries, and police department; each province is responsible for its own government. But the provinces report to the federal capital and depend on the federal government for dealing with foreign countries, defence and treasury. Give the example of class teachers and the principal, in school. The class teachers are usually responsible for everything in their classes but they have to report to their principals on how things are working in their classrooms.

Ask the students if they know how many provinces there are in Pakistan and their names. Show the map above with the provincial borders and names and also refer to the atlas pages, pages 24 to 41, as required. Write the provinces' names on the board for future reference. Ask about the provincial capitals and write their names on the board next to the provinces' names. Talk about the federal capital Islamabad: ask how many the students have been there, what they saw and liked or enjoyed most, etc. The federal capital is where the country's government and ministries are located and operate from.

Students can attempt Work Page Exercise A as class work, with reference to the information put up on the board.

Read the information about Pakistan's landforms in the second paragraph on page 16. Tell the students that Pakistan has all the physical features found in various regions of the Earth—coastline, lakes, rivers and their valleys and delta, fertile plains, plateaus, hills, mountains, forests, and deserts—all in one country. Stress that it is a beautiful country which we all must look after and be proud of.

Conclusion: 10 minutes

Wind up by sharing the world facts on page 17—these are interesting points of information. Discuss questions 2 and 3 on page 17. These are to be done in the notebooks for homework.

Homework: Questions 2 and 3, as explained above.

Ask the students to bring some ethnic caps, dresses and accessories for the activities in the next lesson.

Lesson plan 15: Our country

Duration: 40 minutes

Objective: To reinforce learning through activities and interaction

Outcome: Students will be able to

- demonstrate the culture of a particular province of Pakistan with the help of dress, names, language and food
- to develop a sense of belonging and bonding with all the people of our country

Resources: Textbook and atlas; ethnic caps, dresses to be brought from home; pictures of different food specialities and fruits of each province along with some easily available samples like dry fruit or sweets; pictures of scenic landscapes of the country; CDs of some ethnic songs

Activity: 40 minutes

This is a group activity which requires some prior preparation for the resources listed above. Divide the class into five groups. Assign one provincial region to each group. Refer to page 9 of the Teaching Guide (fourth bullet point text) for this activity.

Introduce the students to the activity to be conducted in this class. Talk about the dresses, names, language and food of each province. Divide the students into groups to take on roles, including the Baltistani people, as advised in the Teaching Guide. Students can bring any item of clothing typical of the provinces and wear it, and say a sentence in the language of the province assigned to them. Also ask the students to share the languages spoken at home, and list these on the board.

This activity will take a complete lesson. Wind up the activity with the focus on being Pakistani.

The 'Things to do' activity can also be taken up as a project for the students to role-play citizens of different countries in class or else as an assembly presentation.

Homework/assessment: Worksheet 5 from the Teaching Guide Appendix may be given for homework or used for assessment.

Lesson plan 16: Our national identity

Duration: 40 minutes

Objective: To introduce the concept of national identity; to instil pride in being a Pakistani

Outcome: Students will be able to

- define the terms 'identity' and 'national identity'
- explain the features inherent in national identity

Resources: Textbook; pictures showing objects and events that reflect the identity of the countries in this lesson, i.e. Pakistan and the UK

Introduction: 10 minutes

Greet the students and ask how they enjoyed the last lesson—learning about the different parts of Pakistan through activities. Remind them that even though the provinces have their own language and culture, we all belong to the same country, Pakistan. This is our country, where we live and learn and grow; it has many great things and wonderful people, and we are proud to be Pakistanis. Say 'Pakistan Zindabad!' Explain that this is our 'identity'.

Introduce today's topic: that all countries in the world have their own identities, ways of life, languages, cultures, and religions. The other country we'll learn about today is the UK.

Explanation: 25 minutes

Read the introductory lines and the first paragraph of the lesson. Introduce the two children, Yasmeen and Susan. Discuss what we know about them.

Yasmeen lives in Pakistan; Susan lives in the UK. Do they both go to school? Yes. Do they both enjoy watching cartoons? Probably yes. Do they speak the same language? No, but Yasmeen can also speak some English because she learns it in school! Their religions are different, and their countries are also different. Their culture and food are also different.

Explain that the language, culture, dress, religion and way of life, form of government and national flags in many countries are quite different from those of other countries. These are the features of one's national identity.

List the features on the board and make two columns marked Yasmeen and Susan. Talk in detail about the features of both children. Talk about their country, their language, food, dress, religion, currency, national flag and anthem, and fill in the respective columns.

It is very important to emphasize that though national identities may differ there is much more that unites all people together rather than that which divides them. For example, we all share the same values of doing good deeds, being truthful and honest, helping others, obeying the laws of our countries. Many people like eastern and western fast food, like burgers, pizza and chicken tikka; everyone loves ice cream! People all over the world wear shirts, jackets and trousers to work, or jeans and t-shirts and joggers to relax.

Stress the importance of respecting each others' national identity, religion, culture, language, and way of life.

Read the text further. Talk about the flag of Pakistan. Invite a student to come forward and draw it on the board. Ask about the colours of the flag. Explain to the students that the flag and national anthem of a country is always unique. No other country can have our flag or the national anthem. These are the major part of our national identity as Pakistanis. At the same time, we should respect the national flags and anthems of other countries. Remind the students how the national anthems of competing teams are played and national flags raised before their sports events begin, especially in the Olympics.

Conclusion: 5 minutes

Do a quick recap by discussing questions 1 and 2 on page 20.

Homework: Question 2 is to be done in the notebooks. The first activity of 'Things to do' (including the flag) is to be done for homework.

Ask the students to bring any one thing to the next class to show that they are proud to be Pakistani. These would include pictures from newspapers of sports events, sports persons, festivals, landscapes, articles of clothing, or food.

Lesson plan 17: Our national identity

Duration: 40 minutes

Objective: To know more about the features of Pakistan's identity

Outcome: Students will be able to

- list the features of their national identity
- give reasons why they like living in Pakistan

Resources: Textbook, atlas; items depicting Pakistan brought to class by the students; chart paper and markers for class activity; Worksheet 6 from the Teaching Guide Appendix

Introduction: 10 minutes

Students display the articles they have brought to show they are proud to be Pakistanis. These would include pictures from newspapers of sports events, sports persons, festivals, and landscapes, article of clothing or food. Students share one item each with the whole class. Encourage them to say a few sentences about it preferably in Urdu, the national language.

Explanation: 20 minutes

Explain to the students there are many common things found amongst us which show that we share one national identity as Pakistanis. These are our history, religion, food, festivals, dress, culture, national flag and anthem, and the currency. These things make us proud to be Pakistanis.

Read the text on page 20. Talk about the pictures of some of the things that identify Pakistan. There are other things too, like the game of squash in sports, and the national flower, jasmine, which identify with Pakistan. Elicit further responses from the children.

The students can complete the remaining part of the Work Page exercise. The national anthem lines will have to be supplied by the teacher. The last sentence will be done according to individual preference. Supervise their work.

Conclusion: 10 minutes

Discuss questions 3, 4, and 5 on page 20 as a recap of the lesson. Discuss the second activity of 'Things to do'. Write this in capital letters on the chart and then brainstorm: note the responses; if any response is repeated, then mark it with a tick as acknowledgement. Display the chart on the class notice board.

Wrap up the lesson by singing a national song about Pakistan such as *Jeeway, jeeway, jeeway Pakistan* or any other song that children are familiar with.

Homework: Copies of Worksheet 6 from the Teaching Guide Appendix are to be given for homework.

Extension: The Teaching Guide activity of role-play for Susan and Yasmeen is a brilliant way of learning by doing. This can be planned and done as a full period activity with the students taking turns being a British child and a Pakistani child—suggest some boys' and girls' name so that all the children can participate. Interesting responses should be noted on the board.

Unit 2 Citizenship

Lesson plan 18: For all to use

Duration: 40 minutes

Objective: To develop awareness of living in a community; the concept of civics

Outcome: Students will be able to

- define the term 'community'
- recognize that things need to be shared at home and in the community
- identify the free and paid services

Resources: Textbook; pictures of different localities and some services, e.g. roads, parks, parking lots

Note: The Teaching Guide explains the concept of services and civic responsibilities very well and should be read beforehand.

Introduction: 10 minutes

Greet the students. Explain to them what a community is: it is a group of people living in the same area, who help each other when needed. They also share the same basic needs which are housing, jobs, goods (clothing, food, etc.), recreation, and services (health, education, transport and protection). Population is the number of people located in one community. Talk about different communities. Write school community on the board and ask the students who is part of this community? Teachers, students, staff, management—all these people work together to ensure that the students get the best education.

Explanation: 20 minutes

Read the first paragraph of the lesson. Write 'you' or a 'child's name' in the centre of the board. Make a circle around it. Explain that after a person's own identity starts the circle of communities which one is a part of. Make another circle around it and write 'family'. Talk about the family and its members. Make another circle and write 'neighbourhood'. You can keep adding circles till you reach 'the world'; however, for now 'neighbourhood' is enough for the students.

Talk about sharing. Write 'things we share with the family' on the board and ask the students to suggest what they share with their families. The list includes house, food, entertainment, love, happiness, and also worries.

Next, write 'things we share with the neighbourhood (community)' on the board. Let the students suggest things we share with people in the neighbourhood—space, water, air, transport, roads, parks, security, etc. List the items.

Read the text till the end of the first paragraph on page 23; discuss the things listed on page 22. Ask the students if they find these in their neighbourhood. Many of these facilities can be found near the school too. So we need to share these things in a proper way and also take care of them. Point out that some of these facilities are free for all, like the air we breathe, the rain that falls, and the sunshine that brightens the day. But the other places and facilities listed in the book are services; they are not free—we have to pay charges for them. Explain that some of the services are for all of us to use, such as the security provided by the police, water supplied to our homes, telephones and gas, government hospitals, post offices, state-run schools, bus stops, airports, railways, etc. These are called public services. Other services like private security firms, schools, hospitals, and courier companies are private services and their charges are higher than the public service charges.

The expenses of running public services are covered by the taxes we pay the government and the yearly charges we pay for these services. Some examples are the TV license fee, the telephone, gas and electricity bills that we pay every month. The community helpers such as street cleaners, postman, firefighters, phone lineman, etc. are paid through these funds. We should appreciate the work done by the public service organizations and we should act responsibly to keep them working by paying our dues regularly, following the organizations' rules, and not misusing the facilities.

Conclusion: 10 minutes

Discuss the first question on page 23 as recap of the lesson. Assign Work Page Exercise A as class work. Students can do peer checking once they have completed the task.

Homework: Ask the students to observe the facilities and service providers, such as cleaners, gatekeepers and security, that are common to home and school, and to note the work they do.

Lesson plan 19: For all to use

Duration: 40 minutes

Objective: To make the students aware of how a government functions

Outcome: Students will be

- introduced to the terms 'rights' and 'responsibilities'
- able to understand how the government functions
- aware of the concept of civic rights and responsibilities as a citizen and as part of a family

Resources: Textbook; Teaching Guide explanation and activity

Introduction: 10 minutes

Begin with a recap of the previous lesson. Inquire about the homework—observing community helpers. Students share their observations about community helpers working in the neighbourhood; this could include street cleaners, telephone linemen, gardeners, etc. Briefly discuss the nature of their work and how they help to make our lives easier. Talk about the support/domestic staff in the school and the importance of their work for the school community.

Explanation: 25 minutes

Introduce the concept of government and how it functions. Explain that the public services are provided by the government for all the citizens of the country. The funds to manage these facilities and pay their staff come partly from the government and mainly from the taxes and charges we are required to pay.

Read the second paragraph on page 23. Emphasize that as responsible and law-abiding citizens we should know and do our civic duties. The responsibilities of a citizen are laid out in the rules made by the government. Read the next paragraph to explain how a government is formed—the people vote for persons who will make fair and useful rules for all, decide the taxes, and ensure that proper services are provided for the public.

Now explain the concept of rights and duties or responsibilities. Write 'RIGHTS' on the board and ask the class what it means. Most likely the students would suggest the directions right and left. Tell them that many words have different meanings and can be used in different ways. 'Rights' means the claim to things or facilities a person is entitled to have. As part of a family, children have the right to be loved, cared for, fed, clothed, and to be educated. Similarly, there are some rights we have as citizens and as members of a community. These include right to be respected, right to use the services which are free and paid for, etc.

Write 'DUTIES' on the board. Explain that with every right comes a duty or responsibility. For example, children have a right to be looked after by their family. What is their responsibility then? Elicit response. Suggest that they must obey their parents, be helpful to their brothers and sisters, care for their family, etc. Discuss the responsibilities that go with the right to education; note the students' feedback on the board—being regular and punctual at school, being attentive in class, respecting teachers, staff, and the other students, doing homework, etc.

Explain the responsibilities towards the things we share with the neighbours, such as keeping the neighbourhood clean. At this point introduce the role play suggested in the Teaching Guide. This highlights and reinforces the concept of civic duty as well as good relations in a community.

Explain the situation and let three groups of three students each act out their roles. Time the activity so that the lesson is wrapped up properly.

Conclusion: 5 minutes

Recap the lesson by discussing the questions 2, 3, and 4 on page 23. These will be done as class work in the next period.

Lesson plan 20: For all to use

Duration: 40 minutes

Objective: To reinforce the concepts covered in the textbook lesson through class work

Outcome: Students will

- do Questions 2, 3, and 4 as class work
- do Exercise B from the Work Page

Resources: Textbook, Worksheet 7 from the Teaching Guide Appendix

Introduction: 5 minutes

Begin with talking about the role play activity of the previous lesson—did the class enjoy it? What did they learn from it? Let the students share their views.

Explanation: 25 minutes

Briefly discuss questions 2, 3 and 4 with the students to ensure understanding. Let them complete the work in their notebooks. Supervise the work and help where necessary.

Students who have completed their work can move on to the Work Page task B, to be done in the notebooks.

Conclusion: 10 minutes

Read through the activities of 'Things to do'; talk about community service and helping others, without expecting anything in return. We can teach someone who has not had the chance to go to school or we can help someone who is old to do their daily chores.

Discuss how we help the community by doing our duties—elicit responses to the questions in 'Things to do'.

Homework: Distribute copies of Worksheet 7. The children will need adult help with questions 1 and 2.

Lesson plan 21: Services

Duration: 40 minutes

Objective: To learn more about civic services and their usefulness

Outcome: Students will be able to

- identify different services provided for people
- appreciate the role of the police, including traffic police
- participate in a mock scene in a court of law

Resources: Textbook, pictures of policemen and policewomen, traffic police performing their duties, army personnel, and the fire brigade

Note: Prepare ahead by reading through the clear explanation on page 14 of the Teaching Guide.

Introduction: 5 minutes

Greet the students. Remind them about the terms 'private' and 'public' and ask them to define these from memory. Talk about the services provided by the government and by individuals. Let the students suggest some services they have used provided by the government. Wrap up the discussion for the main lesson.

Explanation: 30 minutes

Show the students various pictures of police personnel performing their duties in all sorts of weather and situations. Ask the students if they have seen a policeman or a policewoman. What kind of uniforms do they wear? Do the students know where these people work? Yes, at the police station. Inform the students there are some police stations which deal only with the problems faced by women.

Read the first two paragraphs on page 25. Explain the duties of the police. They provide protection for the people of the area covered by their station. Explain that just as the country is divided into provinces, the cities and towns are also divided into districts or municipal areas for providing services. If a problem arises or someone faces issues such as theft or crime, they go to their area police station and report their complaints.

Show the students pictures of some other uniformed service providers such as the army, air force and navy. Their responsibility is to keep the country safe at all times.

Point to the picture of the traffic police on page 25: ask the class if they remember the traffic and road safety rules from Class 2. Their responses may be: keeping to the left on the road, no turning left on a red light at a traffic intersection, no overtaking when there is a double line in the middle of the road, using the indicators to signal a turn, avoiding unnecessary horn blowing, etc.

Emphasize that all these traffic rules are part of the laws that citizens must follow. Explain that laws are made by the government to ensure that everyone gets his/her rights and no inconvenience or harm is suffered by others. Further explain that an important duty of the police is to make sure that everyone follows the laws of the country, and those who do not do so, or repeatedly break the laws, are dealt with firmly.

Read the next two paragraphs. Explain that the police help to maintain law and order in the country by ensuring that laws are followed and lawbreakers are punished.

Activity:

Inform the students that they will do an interesting activity now. It is called a 'mock court scene', i.e. to imitate a court scene in the class. Ask the students if they have ever seen a court scene on TV. Who were the main characters? A judge or magistrate, lawyers, the accused person and the police.

The activity has been outlined in the Teaching Guide; use the guidelines to set the scene for the mock trial. Managing the time, do the activity using two scenarios. As elaborated, such an activity enhances confidence in the children. Wind up the court scene.

Conclusion: 5 minutes

Ask the students for feedback on the activities.

Homework: The second activity of 'Things to do' is to be given for homework.

Bring to class a toy fire engine/doctors' tool kit/white coat, if available at home.

Lesson plan 22: Services

Duration: 40 minutes

Objective: To learn about more municipal services and their functions

Outcome: Students will be able to

- identify the fire brigade, hospitals and social welfare services as important services
- recognize the services provided by firefighters, hospital staff and welfare workers for the people

Resources: Textbook; toy model of fire engine, doctors' kit/ white coat, etc.; Worksheet 8 from the Teaching Guide Appendix

Introduction: 10 minutes

Greet the students; talk about the mock court scene activity—did they enjoy it? What did they learn? Explain that when a serious conflict arises, we should approach the concerned authority to take action according to law, instead of taking the law into our own hands. Ask the students about the homework task: how many students know the name of their local police station and where it is located. Why do you think this information is important?

Also talk about the hospitals near their homes, and about a police station and hospital near the school. Wrap up the discussion.

Explanation: 25 minutes

Read the section of the lesson on the fire brigade. Show the toy model of the fire engine to the students. Talk about its different parts, for example, the extendable ladder, big hoses, water tank, siren, and bell, etc. Use the text from the Teaching Guide page 14, last two paragraphs, to explain the firefighters' duties and stress their bravery in doing a dangerous job. Also point out the special uniform worn by the firefighters to protect them from the dangers of fire and flames.

Children should know that many, if not all, big office buildings have fire alarms, and also conduct fire alarm drills from time to time so that the staff is prepared in case of an emergency, and know how to use the fire extinguisher, know the emergency exit, and are trained to evacuate the building safely.

If possible, invite a responsible person from the fire brigade to talk to the students about these matters.

Read the text further on. All children would be aware of hospitals, either with reference to themselves and their family or someone close to them. Explain the difference between a clinic and a hospital. A clinic deals with attending to sick people, diagnosing their problem and prescribing treatment. Hospitals have specialist doctors and more facilities; if the problem is serious then the patients are referred to hospitals for more detailed treatment, tests, and possibly, a few days' stay there.

Ask the students if they know about Abdul Sattar Edhi. Explain that people like him who provide ambulances and free help and care to the public are doing a social service. There are many such people and organizations, including the army and Rescue 1122 in Pakistan, and in other countries that do these good deeds for others. Name a few in your city.

Conclusion: 5 minutes

The questions at the end of the lesson have been covered in these two periods. However, they provide a good way to assess students' understanding of the lesson. The last question on page 27 can be answered in the notebooks for homework.

Homework: Worksheet 8 from the Teaching Guide is to be done for homework.

'Things to do', activity 3: look up and bring to class some emergency numbers from the newspaper.

Lesson plan 23: Services

Duration: 40 minutes

Objective: To reinforce learning through activity

Outcome: Students will be able to

- name the service providers with the help of clues
- practise using emergency numbers in case a situation arises

Resources: Textbook; some toy telephone sets, a chart of important telephone numbers

Introduction: 10 minutes

Begin with asking the students what they have learnt in the last two lessons—about the people and the services they provide to others. Students suggest the names and the services. Appreciate the students for remembering the information.

Explanation: 25 minutes

Begin with the Work Page tasks. Briefly discuss the clues for Exercise A; let the students complete this and move on to Exercise B. This activity can be completed in 10 minutes

Encourage the students to develop some clues for another professional not included in the exercise, such as: wears white uniform, protects road laws, helps people cross the road (traffic police). Similarly some clues can also be developed for the places where these services are provided, such as hospitals, ambulance centres, police stations, etc.

The second activity is about dealing with emergencies. Ask the students to look at the emergency numbers copied in their exercise books from the newspapers. The prepared chart of the emergency telephone numbers should be put up somewhere for the whole class to see.

Divide the class into groups of four. Make sure each group has a telephone set. Ask the students to create an emergency situation among the group. Choose an emergency number such as fire station, police station, ambulance service according to the situation and ask for their help. Remind the students to talk clearly, not to panic, clearly state their name, address, and the problem. Ask the concerned people to come as soon as possible. Provide each student the chance of calling an emergency number.

Supervise group work by moving among the groups, listening to their situations and their call for help. Appreciate the students for their efforts.

Conclusion: 5 minutes

Advise the students to always keep the emergency numbers at hand or within the range of telephone sets in their homes. Emphasize the need for being polite and respectful towards the people who put their lives and health at risk to save us from dangerous situations.

Homework: The first activity of 'Things to do' is to be done for homework.

Lesson plan 24: Transport

Duration: 40 minutes

Objective: To create awareness about the importance and use of transport

Outcome: Students will be able to

- realize the importance of transport for movement.
- Identify the means of land transport

Resources: Textbook; models of different kinds of vehicles preferably a car, or a big poster of a car (easily available in the market), a picture of cycle rickshaws as used in countries such as Nepal or Bhutan

Introduction: 10 minutes

Ask the students how they came to school today—by car, school bus, public bus, rickshaw, or taxi would be the response. Ask them to imagine what would happen if all of a sudden these vehicles vanished from the roads—how would they reach school or anywhere else? Stress that the various means of transport we see today are very important for moving from one place to another. Also talk about the past when only horses, mules, or carts drawn by these and other animals were available, and how long it took to move people and things from one place to another.

Explanation: 20 minutes

Introduce the lesson: today they will learn about land transport and vehicles. Read the text. Explain what vehicles are; ask the students about their own vehicles, if their family owns one. What does it run on—petrol, diesel, or CNG?

Show the model car to the students. Talk about its parts and ask their names, if the students know any. Highlight the main parts of a car as shown on page 29. Ask the students to suggest the uses of some of the parts, for example, the headlights, the rearview mirror, mudguard, etc. Stress the importance of keeping our cars in good shape and fit condition for the road; explain that traffic laws also require that vehicles should be in proper working condition. The children are bound to respond with examples of various decrepit vehicles plying the roads, polluting the air with dark fumes!

Read the text further on. Inform the students that water is needed in the vehicles to cool down the engine. Students suggest the names of the vehicles at the bottom of the page.

Turn to the next page. Make two columns on the board, with the headings *fuel-powered* and *non fuel-powered*. Point out that besides the vehicles which are run on fuel there are many others that are drawn by animals. Students suggest their names such as tonga, donkey cart, a horse carriage, camel cart, etc. Ask the students what these carts are used for. They are generally used to move goods, and sometimes people, in areas where there is no facility for motorized transport. Show students the pictures of cycle or hand-pulled rickshaws used mostly for tourists in Sikkim, Bhutan, and some Indian hill stations. The other form of non fuel-powered vehicles are the human-powered ones, i.e. bicycles and push-carts (thelas): we see hawkers selling various things from fruits and vegetables to burgers and biryani. These vehicles help these people earn the money for their everyday expenses. Animal-drawn or human-powered vehicles are used mostly by people who cannot afford to maintain and run motorized vehicles—all they have to do is oil the wheels and feed the animal.

Conclusion: 10 minutes

Wind up the lesson by telling the students to recall as many vehicles used for land transport as they can, and list them in their notebooks. They may share their list with their neighbours. Students can collect and paste pictures of these vehicles in their notebooks.

Homework: Exercise B of the Work Page is to be done for homework. Draw or paste the picture of a vehicle of your choice. Label the main parts of the vehicle.

Lesson plan 25: Transport

Duration: 40 minutes

Objective: To gain further knowledge about means of transport

Outcome: Students will be able to

- differentiate among land, air and sea transport
- describe how various means of transport operate

Resource: Textbook; pictures of some old means of transport

Introduction: 5 minutes

Begin with a quick feedback on the homework given in the previous lesson. Read out the answers and let the students do peer checking by exchanging their books with their partners. Students may also share the vehicles they have drawn or pasted, with labels. Appreciate the students' efforts.

Introduce today's lesson about other means of transport for travelling long distances, as well as specialized transport for specific purposes.

Explanation: 30 minutes

Make three columns on the board with the headings land vehicles, aircraft and sea craft. Explain about each type of transport. Other than the vehicles described in the last lesson, on land we also use trains; for travelling over water, we use various kinds of boats and ships, and for air travel we use aeroplanes and helicopters. Ask the students to suggest as many of each type as they can recall. Explain that all the means of transport—whether air, land or sea—are chosen according to the purpose of the transportation.

Talk about how long it took in the past to travel from one place to another by land or by sea. Compare this with the present way of travelling—by air. Not only do people move fast from one place to another but goods, especially those that must be transported in the shortest time like medicines or flowers, fruit and vegetables, are taken by air. Aeroplanes carry large numbers of passengers and also cargo. Some courier companies have their own aircraft for delivering mail and parcels across the world.

Read the text on page 31. Describe a helicopter and point out how it is different from an aeroplane: a helicopter can rise straight up into the air and land straight down on the ground, unlike an aeroplane which 'taxi' across a long runway to take off and land. Helicopters are used for rescue missions as well as in war zones. Ask the students if they have seen a helicopter in the sky. What did it sound like? What does an aeroplane sound like as it flies overhead? Let the students describe and make the sounds of aircraft overhead. Tell them to share their experience of travelling in an aircraft and how it felt. Did they feel the aircraft flying? What did they do on the plane?

Ask the students if anyone has travelled by train; talk about your own experience too—how the train moves, the sound it makes, is it exciting—share it with the class. Read the text about trains and railways as a means of land transport for moving cargo and large numbers of people from one place to another. Note that almost all main towns and cities, except Islamabad and some places in the mountainous north of Pakistan, are connected by the railways.

Also point out that all the cities and towns across the country are linked by a good network of roads; many people, especially those who cannot afford the air fare, use buses and coaches to travel from one town to another. We also see huge trucks that transport goods, and tankers that carry oil over the highways from one place to another across the country.

Conclusion: 5 minutes

Wrap up the lesson with a quick recap of its main points. Briefly discuss the third question on page 33. Ask the students to bring pictures of various kinds of land, sea, and air transport.

Homework: Work Page Exercises A and B are to be done for homework.

Lesson plan 26: Transport

Duration: 40 minutes

Objective: To learn more about modes of transport and their features, speed, etc.

Outcome: Students will be able to

- identify various kinds of sea craft
- list the vehicles in order of their speed
- do a group activity—making a collage using the pictures they have collected

Resources: Textbook; chart papers, pictures of various vehicles, aircrafts and sea craft, glue stick, scissors; Worksheet 9 from the Teaching Guide Appendix

Introduction: 10 minutes

Talk about the homework tasks and read out the answers for peer-checking. Read out the second part of 'Things to do'—the bullet train. Explain why it is called by this name—it is because of its shape and speed which are both like the bullet! Explain that trains like this run in Japan, China, and also France.

As a point of interest, tell the students about the underground and overland trains—Metros—that run in many big cities like Dubai, Bangkok, Singapore, New York, London, etc. and provide very fast transport within the city. Ask if any student has had the experience of travelling on one of these—let them briefly share their experience.

Explanation: 25 minutes

Read the text about sea crafts on page 32. Explain the importance of this form of transport, one of the oldest known to man. Nowadays, ships are purpose-built according to their use. Draw the class' attention to the pictures on page 33. Tell the students that ships today are used mainly used for transporting various kinds of cargo such as grains, oil, machinery, trade items, etc.; they are used by the countries' navies—aircraft carriers and warships, for instance; they are also used for pleasure like speedboats, yachts and luxury liners. Show the class pictures of boats used by ancient people.

Ask the students to observe those modes of sea craft which are different—they have no engines. Look at the raft—what is it made of? Ask them to find out what a canoe is made of and who uses it. Also discuss the capacity of various types of boats. A canoe can carry very few people while a ferry carries many and a luxury liner can carry hundreds, even thousands, of people. A luxury liner is like a holiday resort with all sorts of facilities on board, like theatres, swimming pools, game rooms, shopping centres, tennis courts, etc. Fishermen also use boats to catch fish in the sea. Have they ever seen a fisherman's boat? Also discuss the first two questions on page 33. The last question is subjective and may be briefly discussed in class.

Activity:

Ask the students to show the pictures they have brought to the class. Divide the class into groups according to the pictures they have. One group will work on land transport, another on sea transport and another on air transport. Provide the groups with chart papers, glue and scissors (be extra careful with the scissors). Show the students a prepared collage (any subject will do) as a sample. Students work in groups while the teacher moves around to supervise and help the students. The completed collages can be displayed on the walls of the class.

Conclusion: 5 minutes

Wrap up the lesson by appreciating the students' efforts.

Homework: Distribute copies of the Worksheet from the Teaching Guide Appendix to be done for homework.

Lesson plan 27: Road safety

Duration: 40 minutes

Objective: To instil road sense and safety precautions in the students

Outcome: Students will be able to

- define road safety
- appreciate the importance of road safety
- identify the rules of road safety for pedestrians

Resources: Textbook; a copy of the Highway Code; Teaching Guide pages 17–18, for explanation; pictures or samples of road signs

Introduction: 10 minutes

Greet the students. Ask them if they remember learning about road signs in Class 2. As reinforcement, call up a few to draw some road signs on the board. Help them to recall the sign properly. Ask the others what these signs are about. Appreciate the overall response from the students.

Explanation: 20 minutes

Draw the students' attention to the picture of the traffic on a city road. Ask them if they have ever been stuck in a traffic jam like this—when and where? How did it feel? How were other people behaving? After some thought, the students may say that many of the drivers were not following the traffic signal, or wanted to move in a hurry, or used the wrong side of the road, etc. Talk about an ambulance, a police car, or a fire engine being stuck in such a situation—what would it mean for them? Discuss what should be done in such emergencies.

Read the text on page 35. Talk about the importance of following traffic rules. Show the Highway Code to the students. Anyone who plans to become a driver must go through this book in order to know the traffic rules and the signs in a proper way. Read some of the laws from the Highway Code. Show the road signs' pictures to the class, and ask if they have ever seen such signs. Where are these signs usually placed? They are on the sides of the road, facing oncoming traffic and are usually in a bright fluorescent colour for people to notice them even at night.

Explain that traffic laws apply to everyone who drives on the road, whether they are driving cars, trucks, buses, or rickshaws, or they are on motorcycles. Breaking traffic laws is a punishable offence. People who break the traffic laws are caught by the traffic police and usually given a challan (to pay a fine) and their driving licence is confiscated till the fine is paid. In case of serious injury to others because of breaking traffic laws, rash driving, etc. the person can also be sent to jail. In other countries people receive tickets for breaking the law; if the number of tickets exceeds the given limit, then the driving license of the person is cancelled and he/she is no longer allowed to drive on the roads.

Move to page 36; explain that there are traffic rules for pedestrians too. Read out the rules highlighted in the box. Explain that carelessness on the part of pedestrians can cause serious accidents. Ask the students if they have seen how carelessly people jump off buses in the middle of a road or cross the roads wherever they like—this leads to accidents as vehicles cannot come to a sudden stop and are likely to hit another vehicle or pedestrians.

Share with the class that in some countries, such as Singapore, pedestrians are also punishable for breaking traffic laws.

Conclusion: 10 minutes

Discuss the questions on page 36. Exercise A of the Work Page is to be done as class work.

Homework: Questions 1 and 3 on page 36 may be done for homework in the notebooks. Ask the students to prepare for the first activity of 'Things to do'.

Ask your parents if they have a copy of the Highway Code in their cars—if not, remind them to get one!

Lesson plan 28: Road safety

Duration: 40 minutes

Objective: To reinforce importance of traffic rules for all

Outcome: Students will be able to

- recognize road safety situations
- know that traffic laws apply to both drivers and pedestrians

Resources: Textbook; Worksheet 10 from the Teaching Guide Appendix

Introduction: 10 minutes

Read the lesson again from the beginning to the end. To assess students' understanding, discuss questions 2 and 4 on page 36.

Explanation: 25 minutes

Discuss the activities in 'Things to do': elicit their responses to the first activity and list them on the board; do not repeat the rules. Students to write them down in their notebooks as class work.

Move on to the next activity—rules for pedestrians. Elicit the student responses and note them on the board. Students will write these down and later teach them to younger siblings or friends.

Discuss some other road safety situations as described below—which of these are right and which ones are wrong?

- You are in a hurry and you get out of the car without looking behind you.
- You are on a bicycle and you drop your cap on the road. A moving car is near so you wait for the car to pass and then pick your cap from the road.
- You spot your friend on the other side of the busy road. He/she has not seen you. You run towards him/her without looking on the right or on the left.
- There is a zebra crossing near your home but you need to walk some distance for it. You think it wastes your time so you cross the road from anywhere you want.

Students discuss these situations with their partners and suggest the solutions. Let the students suggest some more instances where road safety applies.

Conclusion: 5 minutes

Remind the students that we should be careful and alert to avoid accidents on the road.

Homework: Exercise B of the Work Page, and Worksheet 10 from the Teaching Guide Appendix to be done for homework.

Unit 3 Work and Money

Lesson plan 29: Work

Duration: 40 minutes

Objective: To impart information about the importance and nature of work

Outcome: Students will be able to

- understand why people work
- identify the need to work, i.e. to earn money
- appreciate the wide range of jobs and workers

Resources: Textbook; Teaching Guide explanation (read through beforehand)

Introduction: 10 minutes

Introduce the topic of today's lesson: Work. Talk briefly about work; ask the students what they understand by this. Talk about the parents going out to work—some people work in offices; some may work in schools, hospitals, airlines, etc. Some people work for other organizations while some have their own businesses. Many people work on farms, in factories and shops, and as labourers, etc. Even those who do not go out to work have lots of work to do at home—and don't get days off!

An important focus of this Unit and lesson is to teach the value of all categories of work and workers as they all contribute to the country and to their families in their own way.

Explanation: 20 minutes

Read the first two paragraphs of the first page. Give examples of children who work with their parents or are sent out to work to add to the family's income. Point out the problems they may face—it is important to be kind to them. Remind the students about the social service they were asked to do in the lesson 'Services'. Many children who work in homes or workshops are unable to go to school, but if students can spare some time and teach them, they can help such children to learn how to read and write.

Read the next three paragraphs. Discuss the work done by women and their contribution to the country as teachers, nurses, doctors, office workers, and above all as home-makers. Emphasize that nowadays women can opt to work in any field if they are qualified for it. Give the examples of women as pilots, astronauts, engineers, architects, surgeons, and in many more professions. Also explain that work is a general term and can be done for income or voluntarily; a job is the work one is paid for.

Explain the difference in wages and salary. Wages are usually paid to workers on a daily or weekly basis while a salary is paid on a monthly basis.

Did you know? The origin of the word salary is salt. In olden times, salt was a very precious item and difficult to obtain. The Latin word for salt is 'salarium'; the ancient Romans used to pay their soldiers in money and a portion of salt; hence came the word salary, it is said.

Conclusion: 10 minutes

Refer to the Teaching Guide's suggested activity—discuss the work done by parents and then ask the students what they want to be when they grow up. List their responses on the board in two columns titled 'What my parents do' and 'What I want to do'. This exercise will prepare them for the next lesson on this topic.

Explain that almost all jobs require education, and many of these in different fields require specialized training. Stress the importance of education for moving ahead in life. Carpentry, plumbing, masonry work, gardening, and cooking, etc. all need training and skills. Tell the students that they will learn more about this in the following lessons.

Discuss the first activity of 'Things to do'. Students may take some notes for later help with the last activity of 'Things to do'.

Homework: Exercise A of the Work Page is to be done as homework. Explain briefly in advance in terms of the subjects required for study.

Lesson plan 30: Work

Duration: 40 minutes

Objective: To know about the different kinds of jobs and the skills required for them

Outcome: Students will be able to

- differentiate between the categories of professions on the basis of their qualifications and skills
- list the professions for each category

Resources: Textbook; pictures or a short video about different kinds of jobs; some basic information about different jobs

Introduction: 5 minutes

Greet the students. Discuss the homework and ask the students to briefly share their ideas and plans with the class. Appreciate their efforts and move on to the next topic, types of work.

Explanation: 25 minutes

Remind the class about the discussion in the previous period about the jobs done by their parents, what they themselves would like to do, and what subjects they need to specialize in. For example, ask again what fields they will select and what they think they should know for that job. The teacher can also add information about the kind of university or college one should select in order to achieve one's goals. Stress that the jobs of these professionals are very competitive. Children need to be attentive in their class and devote their time to studies if they wish to achieve what they want to be in adult life.

Read the text from the last paragraph on page 38 to the end of the lesson on page 39.

The key words here are the highlighted ones: professions, skilled, semi-skilled, unskilled, volunteers. Explain that to become a professional in one's chosen field, such as medicine, architecture, engineering, various branches of science, and computers, etc. one has to put in hard work and time in order to succeed. Ask them if they have seen someone studying medicine. Medical the students have to study at least five years to become a doctor but to become specialists and surgeons they need to study further and also continue to upgrade their skills. A lot of hard work in terms of studying, passing exams, and learning new things is required for people who want to become professionals but in the end they are rewarded with success and respect in society and the country. Talk about some famous professionals like Dr Adeeb Rizvi, a doctor and Professor Ata-ur-Rehman, a scientist and professor (you can add more names in different fields).

Explain that people can be divided into four categories according to the work they do: professionals, skilled, semi-skilled and unskilled, and volunteers. Point to the pictures on the page to talk about these categories.

Professionals are those who study and train for a particular subject, and specialize in a particular field. Among them are educationists, doctors, scientists (in all fields of science, including computers), writers, lawyers, designers, architects, and accountants, etc.

Skilled workers are those who are trained for their jobs, such as plumbers, electricians, car mechanics, carpenters, painters, tailors, and potters. They do not need higher education like a college degree.

The next category is semi-skilled or unskilled workers, who mainly work with their hands like labourers, loaders, farm workers, domestic help, and gardeners. They can do their work with basic education or less.

The next group of people mentioned in the text is volunteers—these are the people who do various jobs as a social service and without any payment in return. Remind the students about the lesson on services, studied recently: people who provide social services, especially in times of natural or other disasters, or help out in hospitals and schools, are volunteers. After the earthquake in 2005 and the floods in recent years, many known and unknown people came forward to help and went on their own, without expecting anything in return, to far-flung areas to help the people in distress and need.

Talk about the list of professions given in the table on page 39—who among these are skilled workers and who are professionals? Tell the students that in some cases, like artists or musicians, natural talent also plays a part.

Conclusion: 10 minutes

Exercise B of the Work Page is to be done as class work.

The questions at the end of the lesson should be first discussed in class. Question 1 should be answered without ridiculing or undermining of any kind of profession. Once again, stress that every job has its dignity and value and should be respected.

Homework: Questions on page 39 are to be answered in the notebooks for homework.

Lesson plan 31: Work

Duration: 40 minutes

Objective: To get to know how people work at their jobs

Outcome: Students will be able to

- hear professionals and other workers talk about their work
- realize that all workers in all fields need to work hard to earn well

Resources: Any professional and a skilled or an unskilled worker from the school; textbook; Worksheet 11 from the Teaching Guide.

Preparation: Invite a professional from any field (a parent or someone else) to talk to the children about their job, how they studied for it and where, how long it took to reach a professional level, and how they like their work. When you select a skilled or unskilled worker from the school, such as the electrician, a domestic staff member, or even the school chowkidar, prepare them beforehand about their talk. You can write a set of questions to ask them, for example, how their work day begins and ends, the work they do, their responsibilities, etc.

Since this topic is studied by all sections of the same class, it is advisable to combine two sections at a time to conduct this activity.

Introduction: 5 minutes

Greet the students and collect the homework. Tell them that today they will meet people who will talk to them about their work. They must listen carefully, and if they need to ask a question, they should note it down and ask it after the guest has completed his/her talk. (It would be useful to brief the children about the kind of questions that should/should not be asked to avoid any embarrassing situation.)

Activity 1: Skilled or semi-skilled guest speaker (15 minutes)

Introduce the guest to the students; briefly talk about the nature of his/her work and what the person is going to say. Remind students to be attentive during the talk. Also brief the guest to speak for 10 minutes and allow 5 minutes for a question answer session.

Help the guest where necessary. Thank the person after the talk. Allow the students to ask questions and monitor the activity. Thank the guest once the session is over.

Activity 2: Professional guest speaker (15 minutes)

Conduct the activity as above.

Conclusion: 5 minutes

Talk about the work the guest speakers have explained to the students. Stress on the need to realize that there is dignity in all kinds of work and no work is inferior to any other. Talk about the hard work and the number of hours one has to put in to complete their jobs and earn the money for their needs.

Homework: Worksheet 11 from the Teaching Guide Appendix is to be done for homework.

As part of the art class activities, students can draw and colour a worker at his/her job.

Lesson plan 32: Money and banks

Duration: 40 minutes

Objective: To provide information about the history, need, and value of money

Outcome: Students will be able to

- define the term 'money'
- understand why we need money
- learn how and by whom money was invented

Resources: Textbook; some old coins or pictures of old coins and old banknotes (pictures), current banknotes of different denominations

Note: Prepare ahead by reading the explanation in the Teaching Guide; also refer to the suggested activities.

Introduction: 5 minutes

Greet the class. Inform them that they'll be doing some shopping today. What do they need to take when they go shopping? Ask for their input. The most important thing anyone needs to have when going out to buy something is money. Ask the students how their parents make the payments. In some cases it may be in cash and in some cases, through credit cards. Explain to the students that we need money in order to buy goods and services from others.

Explanation: 25 minutes

Begin with a brief discussion about money—when did people first start using money? Give a brief background of how ancient people paid for or bought things they needed. They exchanged something they had for something else they wanted; this was called barter. Since people lived mainly by hunting or simple farming, they did not have much to offer in exchange. Later, they also began to use items like salt or grain, but it was not easy to carry around animals or loads of salt and grains in place of cash. Besides, these things could not be stored for long, so metal objects were introduced as a form of money. (This is a complicated topic for young children which should be explained in simple terms.)

Read the text from pages 41–42 to the end of the final paragraph (on page 43). The illustrations on page 41 nicely describe ancient markets. The text briefly recounts how the barter system was replaced by use of metals—mainly silver, bronze and copper—in return for useful items needed by

the people. The Lydians, who had plenty of gold, were the first to make coins, and other states or countries soon followed and coin money came into circulation.

Discuss the convenience of using coins as compared to barter. Use the first suggested activity on page 20 to explain barter. Show students some old coins, if available, or pictures of old forms of money, easily obtained from the Internet. Ask the students to locate Greece and China on the globe or a world map.

Ask the students why they think paper money was invented. Imagine that someone needed to buy a lot of things for his business or for a big family: how many bagfuls of coins could he carry? Elicit responses, and then explain why paper money was more convenient to carry around.

Conclusion: 10 minutes

Recap the points covered in this lesson by discussing the first two questions on page 44. Work Page Exercise A is to be completed in class as reinforcement.

Wind up the lesson by talking about the third suggestion in 'Things to do'. Coin collection is a hobby that some people are interested in: they are called numismatists; they also collect medals and banknotes. Sometimes, there are exhibitions of old and rare coins, which are very valuable; such coins can also be seen in museums.

Homework: Questions 1, 2 and 3 from page 44 to be answered in the notebooks for homework.

Activity for class work or homework: show the students how to make a coin rubbing. Place a coin under plain white paper; hold it in place and rub a pencil over it. Turn over the coin and do the same for the other side. The tracings will appear on the paper.

Lesson plan 33: Money and banks

Duration: 40 minutes

Objective: To make the students aware of how money is used in modern times

Outcome: Students will be able to

- realize the need for banks
- learn about the origins of banking
- understand the concept of plastic money

Resources: Textbook; a cheque book, an ATM card, a credit card

Introduction: 10 minutes

Ask the students to show their coin tracings to each other.

Begin the period with a quick recap of the previous lesson. Enquire if the students have brought the money boxes and coins. Use a permanent marker to label each student's money box with his/her name. All the children should then drop their coins in their boxes. They can take their boxes home and keep adding to their savings. Talk about the importance of saving money for various purposes.

Another important point to stress is to use some of their savings for helping others—an early induction into charity is a lesson that will go a long way!

Explanation: 25 minutes

Refer to the history of money learnt in the previous lesson, how money evolved from using farm produce and animals for trade to metals and coins, and then paper money. Give a brief background of the Chinese contribution to paper making, printing and paper money. Paper money became popular as it was more convenient than carrying around the same amount in coins. Earlier banknotes were much larger than the ones we have today. The notes are also different in colour and size according to their denomination or worth. Why do you think they are different?

Read the text from the last paragraph on page 42 to the end of page 43. The key words in this text are currency, bank, cheque book, credit card, plastic money, and ATM. Talking about banknotes, explain that these are printed by the government under high security and special measures are taken to ensure that the notes cannot be counterfeited, or faked. Show the class a high denomination banknote, such as Rs 100, 500 or 1000. Draw their attention to the features on these notes—the design is finely done and detailed; there is a silver strip that runs down one side of the note. These features are incorporated by special machines so that they cannot be duplicated by fraudsters. However, some criminal people do print fake banknotes and circulate them in areas where people are not very educated and are unaware of the difference between real and fake currency. Such fraudsters are caught and punished for their crime.

Introduce the need for banks, where the practice began, and how banks are useful. Apart from being safe places to keep one's money, banks serve many other purposes especially for trade and business. Provide a brief history of banking (see the detail in the Teaching Guide). The word bank comes from the Italian word *banco* for bench.

Anyone can open an account in a bank by depositing the required amount of money, or more. The bank issues a cheque book, with the account holder's account number printed on every page, and usually with the account holder's name too. Large sums of money are drawn (taken out) using a cheque. Show a cheque book to the students, pointing out how a cheque is filled. It is important to have a steady signature and always sign the same way so that one's cheque is not misused by anyone.

Also point out that nowadays smaller amounts of money are drawn from the bank's ATM using an ATM card. Most children will be familiar with this process as they may have seen their parents/elders doing so.

Show the students some credit cards. These are called plastic money—why do you think so? Because you can buy things and pay for them with a credit card. Ask the students if they have seen their parents use credit cards when they go shopping.

Conclusion: 5 minutes

Ask the students to name some banks their parents visit or they have observed when they go out. List the names of the banks on the board.

Discuss question 3 on page 44. The students should answer this in their notebooks for homework.

Homework: The first part of Work Page Exercise B (matching task) is to be done for homework along with Question 3 from page 44.

Lesson plan 34: Money and banks

Duration: 40 minutes

Objective: To know about the role of the central bank; to know about other currencies

Outcome: Students will be able to

- understand the importance of the State Bank of Pakistan
- know more about other currencies
- design bank notes of their own

Resources: Textbook; pictures of banknotes of different countries, A4 size paper, colours, scissors; Worksheet 12 from the Teaching Guide Appendix

Introduction: 10 minutes

Collect the homework. Ask about the task in Exercise B from the Work Page. Most students will be familiar with pounds and dollars; ask about the yen (Japan), yuan (China), and riyal (Saudi Arabia). Let students check each other's work. Talk about some more countries and their currencies, e.g. Switzerland and France: franc; Italy: lira; UAE: dirham; Iraq: dinar, Indonesia: rupiah; Malaysia: ringgit, etc.

Explanation: 25 minutes

Read the text about the new European currency, the euro, on page 45. The euro has replaced the state currency of the countries listed in this text; so if one travels to one or more of the listed countries, one does not need to carry different currencies—the euro will do! Like the pound and the dollar, the euro has a high value—that means that one unit of any of these currencies exchanges for many more Pakistani rupees.

Read the text about the State Bank of Pakistan on page 44. Briefly explain the role of the State Bank of Pakistan. This is the central bank of our country. Every country has a central bank which is run by the government. Such central banks, known by different names, control the monetary policies and keep a watch on all the other banks operating in their countries.

Ask the students if they have seen or used the currency of any other country. It is likely that they have experience of using other currencies when travelling. Ask them to suggest the names of the countries and currencies, and list the names on the board. Show the students pictures or real currencies of some other countries and ask them to identify the country by its currency.

The second activity of 'Things to do' is to be done in class. Distribute sheets of blank white paper among the students. Read through the activity instructions with the class. Ask them to consider the pictures of the notes shown to them, for design and features. However, the students are free to choose their own design, colour, etc. Remind them to include the essentials, such as name of the country, serial number, symbol, size of the banknote and the value.

Students complete the activity and share their banknotes with the class. Appreciate their work. Later, they can paste their banknotes in their notebooks.

Conclusion: 5 minutes

Distribute copies of Worksheet 12 to be done for homework. Alternately, the worksheet can also be used for assessment.

Unit 4 Culture

Lesson plan 35: Calendars

Duration: 40 minutes

Objective: To understand why calendars are important and how they are calculated

Outcome: Students will be able to

- recognize the need for a calendar
- identify the different kinds of calendar
- name and spell the months of Gregorian calendar

Resources: Textbook; a wall/desk calendar; explanation from the Teaching Guide

Introduction: 10 minutes

Greet the students. Ask them their date of birth—the year, month and the date. Ask them if they know the **day** of their birth. Talk about how we can find out such details: for the past we can use past calendars. We can also use Internet programmes which give us answers to such queries. For instance, a child's date of birth is 1 January 2000; we check out a conversion/calculation site on the Internet and enter the question. The answer is: Saturday.

In order to know about days and dates in the current, last or next year, we look up the calendar. Stress the importance of calendars for planning our work and schedules, travels, etc. Also introduce the concept of different kinds of calendars.

Explanation: 20 minutes

Read the text from page 46 till the table of the Gregorian calendar months on page 47.

Draw attention to the calendar page shown below. Ask what it shows—both the Gregorian (Christian) and the Islamic (Hijri) calendar. Since both calendars are followed in Pakistan, the Hijri dates are also shown for the convenience of users. Point to the different components in both calendars, such as months, days, dates, and the change of colour to highlight holidays and weekends. Read out the Hijri dates in Urdu as the students might find them difficult to read.

Explain the difference between the two: The Christian calendar (called Gregorian because it was first compiled and calculated by Pope Gregory, as late as 1582) is based on the Earth's movement around the Sun, and is called a solar calendar; it has 365 days divided over twelve months, and one day is added every fourth year, the Leap Year.

The Islamic calendar (also known as Hijri calendar) begins from the time (622 CE/AD) when the Holy Prophet (SAW) migrated from Makka to Madina: migration is called 'hijrah' in Arabic, hence the term Hijri. This calendar is based on the cycles of the Moon; it is a lunar calendar which has 354 days divided over twelve months.

Ask when the Gregorian New Year begins: 1 January. The new year of the Islamic calendar begins on 1 Muharram. Because of the difference in solar and lunar calendars, the lunar months do not tally with the solar months, but move back by 11 days every year. For example, if Eid-ul-Fitr, on 1 Shawwal was on 31 August in 2011, it will be on 20 August in 2012, a difference of 11 days.

A very important point to inform and explain is the use of the terms CE and BCE now used in place of AD and BC, respectively. CE stands for Common Era, which means the period after the birth of Christ (AD). BCE stands for Before Common Era, which is the period before the birth of Christ (BC).

Conclusion: 10 minutes

Class work: Exercise A of the Work Page to be done in class. Students should begin by answering the first question by writing out the day, date, and year, e.g. Friday, 9 March 2012.

Homework: Exercise B of the Work Page is to be done for homework.

Lesson plan 36: Calendars

Duration: 40 minutes

Objective: To impart more information about calendars

Outcome: Students will be able to

- list the months of the Gregorian and Hijri calendars
- know more about calendars from different cultures

Resources: Textbook; Hijri and Gregorian calendars; copies of Worksheet 13 from the Teaching Guide Appendix for class work

Introduction: 5 minutes

Ask the students to share the answers of the Work Page Exercise B given as homework. The first question is to be answered individually.

Explanation: 25 minutes

Read the text that explains about the Islamic calendar on pages 47–48. Ask the students which months of the Islamic calendar they are aware of; the most likely answer will be Ramazan. Tell them that there are 11 other months as well, the names of which they need to learn and remember. Draw the class's attention to the table of Islamic months. Ask the students to check the newspaper to know the name of the current Islamic month.

Explain how the Islamic calendar was developed. Talk a little about the historic event of the Hijrah by our Holy Prophet, Hazrat Muhammad (SAW). Also note the Gregorian year, 622 CE when the Hijri calendar came into being. Explain the term lunar calendar, that it is based on the cycle or phases of the Moon—from the sighting of the new moon or crescent to the next sighting 29 or 30 days later.

(The differences between the lunar and solar calendars have been explained in the previous lesson too.)

Talk about the history of calendars that practically every civilization developed some sort of calendar. Some calendars were quite basic and simple while some were complex and extended over many years. Ask the students if they can understand the Aztec calendar shown on page 48. Point out that the Aztecs and Mayans, which were South and Central American civilizations, had developed remarkably accurate calendars—without the help of modern technology! Similarly, the Hindus and the Persians also have their own calendars. The Chinese calendar is based on lunar as well as solar calculations, and the years are each named after 12 animals according to a 12-year cycle; for example, 2012 is the year of the dragon. The calendars of different cultures have different New Years too.

Discuss the answers to the questions on page 48, especially the first one. Elicit the students' response. The main reason perhaps would be to keep a record of events in their lives—both natural events like rains, droughts, floods, eclipses, earthquakes, etc. as well as man-made ones like wars, invasions, crowning or death of rulers, etc. Explain that since many ancient civilizations were based on agriculture, they needed to know about the seasons and the best time for sowing, reaping, hunting, etc.

Conclusion: 10 minutes

Class work: Ask the students to look up and list any five Islamic countries and their location, using the *Project Atlas* or a world map.

Distribute the Worksheet 13 copies and explain questions 1 and 2 for class work. Question 3 can be copied later in the notebooks or on a separate paper to be filled as needed. Wrap up the lesson by repeating the main points of the two lessons.

Homework: Questions 1, 2, 3 and 5 are to be answered in the notebooks for homework.

Lesson plan 37: Festivals

Duration: 40 minutes

Objective: To understand the significance of festivals

Outcome: Students will be able to

- know what festivals are and what they mean
- learn about the background of various festivals
- identify some of the religious festivals celebrated in Pakistan

Resources: Textbook; pictures of various people celebrating their festivals

Introduction: 10 minutes

Begin by asking what else calendars show us besides the days, dates, and months of the year—they also show us when there will be holidays to mark important festivals! Show the students pictures of various festivals celebrated in Pakistan. Ask the students to identify each of the festivals and, if possible, say a few words about it.

Explanation: 20 minutes

First explain to the class what festivals are: these are festive events that celebrate a happy event in the past or even present or to honour the memory of a person or an event as a mark of respect. Some festivals are religious and are marked by special ceremonies. A festival can also be a mela, or a gala which includes all sorts of entertainment, lots to eat and drink, and music. Ask the children to name some festivals—the answers would be Independence Day, Pakistan Day, Eid, Christmas, Basant, and Baisakhi, for instance. (Basant and Baisakhi are seasonal festivals, mainly in Punjab, to mark the beginning of spring and blooming of the mustard fields in February, and the wheat harvest in mid-April, respectively.)

Read the text to the end of the paragraph on Eid-e-Milad-un-Nabi on page 51. Draw the students' attention to the table showing some religious festivals in Pakistan. Talk about the religious festivals celebrated by Muslims. Inform the students these religious festivals are celebrated not only in Pakistan but in all the places or countries where Muslims live. Though the significance is the same, the ways of celebration differ from culture to culture.

Emphasize that besides Muslims people from other religions also live in Pakistan, such as Christians, Hindus, Sikhs, and Zoroastrians (Parsis). The places of worship of these communities are found all over the country. They celebrate their festivals in their temples, churches or gurdwaras as well as at home.

Talk about the month of Ramazan, the completion of which marks Eid-ul-Fitr. The other Eid is on 10 Zilhij, Eid-ul-Azha. These, along with Eid-e-Milad-un-Nabi, are the most widely celebrated festivals in our country. Tell the students that the word Eid is an Arabic word which means a celebration or festival. Discuss with the students about the preparations to celebrate any one of the Eids; tell them about your preparations too.

Conclusion: 10 minutes

Discuss questions 1 and 2 from page 52 to wind up the lesson. The second activity of 'Things to do' is to be done as class work. Encourage the students to use creative ideas and colours to present their drawing.

Homework: Questions 1 and 2 from page 52 are to be answered in the notebooks for homework.

They will also write a few lines about the festival they have drawn.

Lesson plan 38: Festivals

Duration: 40 minutes

Objective: To know more about festivals and culture

Outcome: Students will be able to

- identify some national holidays celebrated in Pakistan
- express in writing how they celebrate a national festival

Resources: Textbook; kites; some pictures that show local festivals such as Basant and kite-flying, pictures of Japanese and South-east Asian kites

Decorate the class, in advance, with some kites, and ribbons of yellow crepe paper.

Introduction: 10 minutes

Observe the students' reaction when they see the kites decorating the class. Ask them to think why these kites have been put up and in which festivals they are used. Possibly, some the students may be aware of the spring festival, Basant. This festival is held mainly in Punjab; it is celebrated by wearing yellow clothes—the colour of the mustard flowers and marigolds which bloom in this season—and by holding kite-flying competitions in the breezy weather. Also talk about the hazards of kite flying: when people are careless, there are some very bad accidents.

Inform the students that kite-flying competitions and festivals are celebrated not only in Punjab or Pakistan, but also in India, Afghanistan and the South-east and East Asian countries. The latter make amazingly creative and beautiful kites. Let the students observe and comment on the pictures of kites from other countries.

This discussion covers the first activity of 'Things to do'.

Explanation: 20 minutes

Read the text on page 51, which talks about the national holidays and festivals of Pakistan. Discuss each of them separately.

Ask the students if they know of any more festivals in Pakistan, such as the Horse and Cattle Show held in Lahore, the Shandur Polo Festival in Gilgit and Chitral, and the 'Urs' or festivals at the Sufi shrines in Sindh and Punjab, like the Mela Chiraghan in Lahore.

Talk about and show the class pictures of other countries' celebrations of their independence days. For example, Thanksgiving and the fourth of July celebrations in the USA are major festivals.

Activity: Exercise B from the Work Page is to be completed as class work.

Supervise students' work. If time permits, students can share their writing with the class.

Conclusion: 5 minutes

Homework: Questions 3 and 4 from page 52 are to be answered in the notebooks for homework.

Lesson plan 39: Festivals

Duration: 40 minutes

Objective: To know about the link between culture and festivals

Outcome: Students will be able to

- identify festivals celebrated by people from other religions and cultures

Resources: Textbook; pictures of a decorated Christmas tree, pictures of people celebrating Holi and Diwali, and Baisakhi; Worksheet 14 from the Teaching Guide Appendix

Introduction: 10 minutes

Show the students pictures of a decorated Christmas tree and Santa Claus. It is quite likely that most of the students will recognize the pictures and events they represent. If not introduce the pictures to them. Talk about Christmas and why it is celebrated: to mark the birth of Jesus Christ, the prophet Hazrat Isa (AS). Talk about the celebrations of Christmas in many countries and in many styles.

Explanation: 25 minutes

Ask the students to read the text on page 52. Discuss all the other festivals mentioned in the lesson with the help of the pictures. Talking of Baisakhi inform the class that the Sikhs come to Pakistan every year to visit Nankanasahib, in Punjab, the birthplace of their religion's founder Guru Nanak. Baisakhi is a harvest festival celebrated in Punjab in mid-April, when the wheat crop is harvested. Inform the students that Basant and Baisakhi are celebrated in Indian Punjab as well.

Ask the class about the Nauroz festival—who celebrates this, when, and why? Tell the students that other than the Zoroastrians (Parsis) the Iranis also celebrate Nauroz. It is an ancient Persian festival to mark the Spring Equinox.

Class work: Work Page Exercise A is to be completed in class. Time the activity and let the students exchange their books for peer checking.

The third activity of 'Things to do' can be discussed. Explain briefly who Hazrat Ibrahim (AS) and Hazrat Ismail (AS) were, and what they did in order to please Allah. Talk about Makka in Arabia, the place where Hazrat Ibrahim (AS) and Hazrat Ismail (AS) went to carry out Allah's command. It is a dry, hot place with hardly any vegetation, and is surrounded by hills. The Ka'aba was first built here by Hazrat Ibrahim (AS) and Hazrat Ismail (AS). Makka is also the birthplace of our prophet Hazrat Muhammad (SAW). Madina is the place to which Hazrat Muhammad (SAW) migrated from Makka and where he lived to the end of his days. He is buried in the Masjid-e-Nabvi, the mosque that he first built there. People go to Makka for Haj and Umra, and to Madina for pilgrimage.

Hazrat Isa (AS) is also a very important prophet of Allah; the Christians call him Jesus Christ, and follow his teachings. His birthday is celebrated on 25 December.

Quaid-e-Azam, Mohammed Ali Jinnah is the founder of Pakistan. His birthday also falls on 25 December, so this day is a holiday for everyone in Pakistan—a national holiday.

Conclusion: 5 minutes

Homework: Copies of Worksheet 14 are to be distributed for homework.

Unit 5 Where We Live

Lesson plan 40: Cities

Duration: 40 minutes

Objective: To develop understanding of how communities grow and progress

Outcome: Students will be able to

- understand how settlements develop
- differentiate between settlements, towns, and cities
- name an ancient city of Pakistan
- recognize that there are different types of cities/towns

Resources: Textbook; pictures of artefacts found in Mohenjo Daro; a poster size map of Pakistan; pictures of markets and houses in ancient settlements of the world

Introduction: 10 minutes

Greet the students. Ask them if they know the name of their town or city; ask them about some well-known places there and also if their town or city is famous for something. For example, Sialkot is known for its sports goods. Ask the students to talk about the famous places found in their city/town. If some of the students have visited any other city/town, ask them to share the experience with the class. How similar or different is that city from their own town? Wrap up the discussion by thanking the students for sharing their views.

Explanation: 20 minutes

Show the students the illustration on page 54. What does it look like? Some students may say it is a village. Tell the students that it is an illustration of a small settlement in very old times, thousands of years ago. Ask the students to name the things they see in the illustration such as river, boats, small houses, cattle, people, trees and a boundary wall around the settlement. Tell the students that evidence of such settlements has been found in Mehargarh, in Balochistan, and further west in Iran, Iraq and Turkey.

Read the text and, with reference to the illustration, show why the settlement grew in that place—it is because there is water (the river in the background) and fertile land (trees), so the people decided to make their homes there. They made it safe by building a wall around the settlement.

When the settlement grew larger with more people and more activities, then it developed into a city state, ruled by a king or a leader, who had a fort or palace built for himself and his family; this would be protected by guards (like we have security guards in some homes). In early times, the community itself was also housed inside the ruler's fort especially if there was a danger of enemy attack. The forts had all the facilities for people's needs. Read the description in the text to know how the city grew. As the number of people increased, they needed more things like food, clothes, weapons, farming tools, and household goods, so markets developed, places of worship were also added, and slowly the place developed further. The king or leader drew up rules for running the city and selected people to carry out these duties.

Students may have seen forts and castles, and palaces in TV programmes or films. Show them the pictures of ancient markets, such as the one on page 41 of the textbook.

Draw the students' attention to the photograph of Mohenjo Daro—this is a world-famous site, thousands of years old. It is in Sindh and spread over a large area. Point out the site on the large map of Pakistan. Some historians believe Mohenjo Daro developed along the banks of the River Indus; however, with time the river changed its course, the people moved away, and gradually this civilization came to an end. Tell the students that they will learn more about the Indus Valley

Civilization in higher classes. Perhaps they may even go to Mohenjo Daro and see it for themselves; there is a small museum with some of the discoveries from its ruins.

Show the students pictures of artefacts from Mohenjo Daro such as the jewellery, seals, statues and stone carvings, clay toys, and weights and measures. Inform the students that the people of Mohenjo Daro were quite advanced for their time. Also tell the class about the similar discoveries at Harappa in Punjab—the Indus River is a major river in the region and settlements that developed along it became known as the Indus Valley Civilization.

Conclusion: 10 minutes

Discuss the first question on page 56. Recap the main points of the lesson. Discuss the first activity of 'Things to do'. Ask the students to find out and compile the information for homework. They can prepare a brochure for their city.

Lesson plan 41: Cities

Duration: 40 minutes

Objective: To provide an understanding of how towns and cities develop according to their population and occupation

Outcome: Students will be able to

- recognize how towns and cities specialize and develop
- identify major towns and cities of Pakistan on the map
- complete a fact file on Pakistan

Resources: Textbook, atlas; pictures of various factories, mills and other industries in Pakistan; enlarged copy of a map showing industrial sites in Pakistan (optional)

Introduction: 10 minutes

Enquire about the homework given in the previous lesson. Students share their findings about the city/town selected for the 'Things to do' activity.

Introduce today's topic—how cities grow according to their location, resources and people's occupations. Talk about some important cities in Pakistan: Lahore is a provincial capital and a historical city; it is also an industrial centre as many industries are located there. Islamabad is the federal capital and is very important because it is the seat of government. Karachi is the major port city and business hub, and the largest city of Pakistan in terms of population. Sialkot, Faisalabad, and Sukkur are all important for their industries.

The capital cities of the world are important because the governments of their countries are based there. Ask the students to name a few capital cities, such as London, Tokyo, Beijing, Riyadh, etc. This will prepare them for Exercise B of the Work Page.

Explanation: 20 minutes

Read the text on page 55. Explain to the students the factors needed for an industrial city: steady and reliable water and power sources allow industry to develop. On a map showing industry in Pakistan point out the nearest water sources for the two cities mentioned in the textbook. Faisalabad is famous mainly for its textiles, while Sialkot is known for its sports goods, cutlery and surgical instruments. Also point out some other cities, for example, Rahim Yar Khan for vegetable ghee and sugar, Taxila for engineering, Rohri for cement and chemicals, etc.

There are two interesting activities suggested in the Teaching Guide, page 25, which may be done if time permits.

Point out the fact that industries are generally based far out of the city in industrial areas because firstly, industries need very large areas for their factories, warehouses, etc. and secondly, they also cause pollution and should be away from populated areas. If the lesson is being taught in Karachi, talk about the industrial areas in the city. There are three industrial areas in Karachi: S.I.T.E, Korangi, and a smaller one in Federal B Area. Share the names of some of the factories in each of these areas, such as an ice cream and biscuit factory in Korangi and pharmaceutical and other factories in the S.I.T.E. and Korangi areas. Other major cities also have similar industrial areas.

Class work: Students complete the fact file on Pakistan in Exercise A of the Work Page.

Conclusion: 10 minutes

Wind up by discussing Questions 2, 3, and 4 on page 56 to assess the students' understanding.

Homework: Work Page Exercise B and the second activity of 'Things to do' are to be done for homework.

Lesson plan 42: Cities

Duration: 40 minutes

Objective: To raise awareness about protecting the environment

Outcome: Students will be able to

- realize the importance of keeping the cities and towns clean
- understand the 'Three R Principle' as an effort to keep the environment clean and healthy

Resources: Textbook; pictures or posters showing (i) areas polluted by garbage, industrial waste, and the effects on the environment, and (ii) how to put the Three R principle in action; or a video clip on recycling used items to make new things

Introduction: 10 minutes

Begin with a quick peer checking activity of Work Page Exercise B given for homework. Pictures of various capital cities can later be put up as a collage on the class board.

Talk about what the students see on their way to school and back, or when they go to other parts of their city, or a picnic spot. Ask them how people dispose of domestic garbage or waste from offices, hospitals, hotels, and factories. Talk about avoiding pollution by not littering, disposing of waste properly, and not using plastic/polythene bags which clog drains, get tangled in roadside plants and, besides being an eyesore, are also very harmful for one's health.

Introduce the topic of today's lesson: protecting the environment by keeping it clean.

Explanation: 20 minutes

Read the text on page 56 on Reduce, Reuse and Recycle. Take each R and explain with examples. Reduce means limiting the number of things/items we use on a daily basis. We need a limited quantity of water to take a bath; however, many people keep the tap/shower running even when it is not needed. When we are brushing our teeth, we do not need to let the water run—we should turn it off. We need to make conscious efforts to save Earth's resources by reducing their use and avoiding waste. Tell the students that this also applies to food: have they noticed how people pile up their plates at parties but can barely eat half of it, so the rest is just thrown away.

Reuse means using something again to save resources. For example, using cloth bags for groceries to avoid using plastic bags, unless it is necessary; some course books can also be reused by younger siblings or younger cousins in the family, etc. Let the students suggest more ideas of reuse. Show students the video clip on recycling. There are countless ideas on recycling that can be discussed.

Recycle means making something else out of used material. Explain that glass, paper, aluminium, etc. can be recycled to make new things. Inform the students that people are becoming aware of the problems caused by wasting natural resources, so plants are being set up to recycle objects that can be used again in different forms.

Share ideas with the class and elicit responses. List these on the board. Students can copy the list in their exercise books to do the third activity of 'Things to do'.

Conclusion: 10 minutes

Class work: the third activity of 'Things to do' is to be done as group work.

Homework: Question 4 from Worksheet 15, Teaching Guide Appendix is to be done for homework. The rest of the worksheet questions can be used for assessment.

Lesson plan 43: Life in a village

Duration: 40 minutes

Objective: To help the students understand the difference between a village and a city

Outcome: Students will be able to

- identify some differences between villages and cities
- understand why more people live in the countryside in Pakistan
- identify the features of village life

Resources: Textbook; Teaching Guide for explanation

Introduction: 5 minutes

Introduce the topic—village life. Ask the students if they have ever been to a village, or if they know someone who has been to a village. Do they know what a village looks like? Have they seen one on television? How is a village different from a city? What features does one find in a village? The expected answers will be: large fields, farms, cattle, unpaved roads, tractors, etc. are all found in most of the villages in Pakistan.

Explanation: 25 minutes

Read the text. Point out that though there are much fewer people in a village as compared to a town or city, but on the whole far more people—67 out every 100—live in the countryside as compared to the towns and cities. Ask what the reason could be; explain that this is so because Pakistan is an agricultural country which means that most of the people in our country are dependent on agriculture to earn a living. People who live in the villages grow crops, vegetables and fruits, and harvest them. They also rear and look after the livestock, i.e. cattle and sheep and goats. They may do it on their own land or they may work for a big landowner who has many acres of land and grows many crops.

Explain the concept of CENSUS to the class. It is an exercise which is (or should be) carried out regularly, every ten years, to determine the total population of the country, how many people live in cities or villages, their ages, gender, occupation, etc. The census helps the government to make plans for the future. For example, these plans are about how many schools, hospitals, colleges and jobs would be required for the population in the coming years.

Move on to read about the description of a village in Pakistan and draw attention to the pictures with the text. Stress on the point that in many villages, especially in Punjab and Sindh, women work with the men in the family to help with the crops. When it is the harvest season, all members of a family, even the children, participate and work in the fields. Talk about the way farming is done. Those who can afford it may buy or rent out tractors for ploughing the land, while animals, mainly oxen or bulls,

are used to pull the plough on smaller farms. Show the students a picture of an animal-drawn plough.

Tell the students briefly about mechanized farming where huge fields are farmed using tractors, harvesters, threshers, etc. Machines are much faster as compared to the animals; however, they are expensive to operate because of fuel cost and maintenance, so only the rich landlords can afford them.

Read the text further on. Explain how villages get water through canals and from wells. Talk about the different kinds of work done in villages according to the resources there, and the skills of the people. Stress that some of the artisans are using skills passed down through generations; emphasize the value of hand-crafted objects like the hand-made, hand-painted pottery; the hand-embroidered woollen rugs and the Swati shawl. Such items are highly prized because each item is unique.

Ask the students to look at the picture of the village school—how does it compare to their own school? Ask the students to observe carefully and talk about the differences. Stress that education is as important to the village children as it is to children living in cities. Education is the basic right of every child.

Move to the next page and read the lesson till the end.

Conclusion: 10 minutes

Wrap up the lesson by discussing the questions at the end of the lesson.

Class work: Work Page Exercise A can be completed in class. (This also covers question 2 on page 60.)

Homework: Questions 1 and 3 from page 60 are to be answered in the notebooks for homework.

Ask the students to bring some pictures of village scenes from different parts of Pakistan to make a collage for the class.

Lesson plan 44: Life in a village

Duration: 40 minutes

Objective: To reinforce learning through activities

Outcome: Students will be able to

- make a class display of pictures of villages
- identify the skilled workers living and working in a village
- identify different kinds of village with the help of pictures

Resources: Textbook; sources for pictures of farming, fishing, mountain, and desert villages; old newspapers, glue stick, scissors; Worksheet 16 from the Teaching Guide Appendix for homework

Introduction: 5 minutes

Introduce the day's activities: discussion about different types of villages and making displays as group work.

Activity 1: Discussion (15 minutes)

This is based on the Work Page Exercise B. Show the students pictures of desert villages in the Middle East, mountain villages in Gilgit-Baltistan in Pakistan, and a fishing village near Karachi. They have studied about farming villages which are common to many parts of Pakistan. Talk to them about different types of villages according to their location and the people's occupation. Encourage them to ask questions. (If time permits, the class can create a diorama of a village.)

Fishing villages are found mainly in coastal areas. Along the Arabian Sea coast, in Balochistan and in Sindh, there are small fishing villages, where people make their living by fishing. Talk about how they go out in motor boats and launches and spend a few days out on the sea to bring in big hauls of fish.

Ask the students if they enjoy eating fish and chips and where they think the fish comes from. Fishermen face dangers at sea, such as storms; and if they drift off into seas that fall in Indian territory, they are arrested too.

Desert villages are found in the Thar Desert in Sindh as well as in Balochistan and other desert regions of Pakistan. What will the students see in such villages? The most vital need, water, is hard to obtain. The women walk long distances to the water sources to get their daily supply of water and walk all the way back with heavy containers. It's a hard life. They make their living by rearing mostly goats and camels which are hardy (tough) animals and can live on the scanty vegetation in these areas.

If possible show the students pictures of Thar after the monsoons—the whole desert then blooms like a garden. Stress the fact that the villagers here are poor and needy people with very few or no facilities for health and education.

Mountain villages are found in the mountainous areas of the north and north-western regions of Pakistan. Ask what the main features of these areas are: mainly forests and also fruit farming, such as plums and apricots. Pack animals, like mules are used to transport foodstuff, wood, etc. on the narrow and steep mountain paths.

Activity 2: Collage making (15 minutes)

Divide the students into four groups according to the four types of villages discussed earlier and the pictures collected. The group members will select the pictures according to the village assigned to their group. Ask them to paste the pictures on a double sheet of newspaper to make a class display. Students need to give titles to their posters and also leave space below to write the names of the group members.

Supervise the work, sharing time equally with each group. Students put up the posters on the walls for a class display. Encourage each group to come forward and talk about their posters. Appreciate the students for their efforts.

Conclusion: 5 minutes

Ask the class how they liked the activities and what they learned from them. Wrap up the discussion by repeating the main points discussed in the lesson.

Homework: Distribute copies of Worksheet 16 from the Teaching Guide Appendix for homework. Alternately, this can be used for later assessment.

Unit 6 History and Rights

Lesson plan 45: Early people

Duration: 40 minutes

Objective: To impart knowledge of how the history of the ancient past has been compiled

Outcome: Students will be able to

- understand how we come to know about early people
- know how early people lived
- recognize how fire was discovered and changed the life of early people

Resources: Textbook; Teaching Guide for explanation

Note: This is a long chapter that needs to be covered in two to three sessions, along with suggested activities for better understanding; the Teaching Guide provides clear and concise explanation.

Introduction: 10 minutes

Begin by asking how old the school is; then ask how old the house is where they live, how old the city or town is, how old Pakistan is—you will get correct answers to some, approximate ones to others. Ask the students if they have any idea how old the Earth is. Elicit responses—inform the class that the Earth is much older than they can guess. According to scientists' calculations, the Earth is 4.54 billion years old! But what do we know about the beginning of life on the Earth? Who were the first humans, what did they do, how did they live? etc. Tell the class that they will get many of the answers from the lesson they are about to study.

Explanation: 20 minutes

Read the first three paragraphs on page 62. Explain the terms 'archeology' and 'archeologists'. Archeology is the study of human history and prehistory and those who practice archeology are called archeologists (from Greek root words *archo* meaning ancient and *logy* meaning study). They dig up historical sites in order to discover and identify ancient cultures and civilizations. They have access to scientific methods of determining the ages of such civilizations, the physical differences in races of people, their way of life and the objects they used. That is how we know that early humans lived in caves before they knew how to make a shelter such as a hut or a home.

Remind the students about the ancient city of Mohenjo Daro they learned about in the previous lesson. This city was discovered in 1922 by archeologists from the subcontinent and UK and the excavations continued from time to time till many discoveries were made. Archeologists and historians work together to give us information about the ancient past, by studying the articles of daily life like pots and utensils, weapons, clothing if any, and the way construction is done. One of the most mysterious things about Mohenjo Daro is the seals and the hieroglyphics, the writing on them which no one has been able to figure out as yet. Archeologists have found many artefacts from the ruins such as pots, seals, stamps, jewellery, sculpture and drawings made by the people of Mohenjo Daro, besides the amazing city itself.

From the Teaching Guide, briefly explain how ancient objects are 'dated'. Next, define anthropology and anthropologists. Inform the class that anthropology, like archeology, is from the Greek root word *anthropos* meaning human beings and *logy* meaning study. Anthropologists study how human beings in the past lived, their habits and lifestyles, their beliefs about life and death, and their age span—did they have very long or shorter than average lives? Read the text to the end of the first lines and bulleted text on page 63. Show the students the pictures of cave drawings by early humans. Ask the students why human beings are considered the cleverest of God's creation. What did the early humans learn and how did it help them?

Conclusion: 10 minutes

Discuss the question above and elicit responses. Tell the students that in the next lesson they will be learning more about these points and how humans have progressed.

Fire helped the people to protect themselves from wild animals, to keep warm in cold weather and to cook meat (the first tikka?!). Later on when metal was discovered fire became more important for smelting ores and making tools, weapons, and utensils.

Tools helped humans in obtaining wood for the fire, then for farming, making other objects, as described above.

The wheel was a remarkable tool as it helped to move heavy objects more smoothly and with less strain; when they put wheels on the two sides of an axle and hitched this to an animal, they could move faster. Trigger the students' imagination by asking them what we would have done without the wheel.

Homework: Exercise A of the Work Page is to be given for homework.

Lesson plan 46: Early people

Duration: 40 minutes

Objective: To impart further information about how early humans progressed

Outcome: Students will be able to

- identify how fire was discovered and used by early humans
- know more about how tools were discovered and used by early humans
- identify how wheels were discovered and their importance

Resources: Textbook; pictures of early tools and of older versions of wheels used by early humans; children's encyclopedia from the school library

Introduction: 5 minutes

Begin by reminding students of the last lesson; talk about how they came to school today—ask them how they would have come if the wheel had not been invented! Enquire about the homework and go through the definitions prepared by the students; encourage them to explain in their own words as well. Provide the correct definition in case someone gives an incorrect one.

Explanation: 25 minutes

Read the text from 'Fire' onwards on page 63, pointing out the illustrations. Remind the students about the discussion at the end of the last lesson—how human beings progressed. Talk about how early humans may have reacted to an accidental fire and how they may have discovered its usefulness. Talk about what the woman in the top picture is doing: she's trying to light a fire by rubbing two stones. Compare this with the ease we light and use fire for domestic purposes and also for industrial purposes.

Show the class pictures of tools made by early humans. Ask them what early humans may have used for tools—their hands. The earliest tools discovered were sharp-edged stones—flint stone—for cutting and scraping. They used long vines and creepers to tie stones to a heavy piece of wood to create tools for crushing.

When people began to settle in communities, they also learned how to plant edible seeds for crops. Stones were used to grind grains, and sharp-edged stones were used as cutting tools. They also made nets to snare animals and clay pots to hold water and food.

Read the text on page 64 about the wheel. Show pictures of some old kinds of animal-drawn vehicles, such as carts and chariots, etc. which have crude, basic wheels attached to an axle. Tell the students that the wheel and axle are still used in all land vehicles as well as in aircraft. The children may ask their parents to show them the axle in a car. The discovery of fire, the use of basic tools and, above all, the invention of the wheel changed the life of the early humans.

Conclusion: 10 minutes

Wind up by discussing questions 1 to 4 on page 65. Ask the students to imagine how their lives would be if the wheel had not been invented. They will put forward novel ideas. Write these on the board to share with the class.

Class work: Questions 2 and 3 are to be answered in the notebooks in class.

Homework: Question 6 is to be given for homework.

Lesson plan 47: Early people

Duration: 40 minutes

Objective: To know about the different ages or periods of early human history

Outcome: Students will be able to

- identify the periods into which the history of humans is divided
- understand the progress made by the humans in each age

Resources: Textbook; pictures showing life in various ages; explanation and Worksheet 17 from the Teaching Guide

Introduction: 10 minutes

Discuss the homework with the students—let them share their ideas with the class. It will be an interesting discussion with the students supporting their answers with claims. Wrap up the discussion by emphasizing the point that all the progress and development that humans have achieved to date would not have been possible had even a single invention been left out or ignored.

Explanation: 20 minutes

Draw the students' attention to the table on page 65 which illustrates the timeline of human history. Explain how the ages came to be known by the materials used for making tools and weapons. Also explain the numbers in the right hand column: this is the approximate number of years each period or age lasted. Point out that the Stone Age lasted for the longest time. (The duration of various ages decreased with progress. In modern times the speed of development is much faster.)

Draw the students' attention to the types of shelter, clothes, sources of food, and tools and inventions shown in each age. What differences do the children notice? Tell them that early humans were nomads; they took shelter in caves and moved from place to place in small groups in search of food and shelter, and lived by hunting. The next ages were the metallic ages—bronze, iron and copper ages. The pictures show a more settled life with agriculture, pottery and stone houses. In the Iron Age, humans made use of the wheel to move around in their surroundings; they used animal-drawn carts, farming tools and weapons. The latest age is the modern age: ask the students what name should be given to this age; an interesting discussion will ensue.

Also emphasize that in all ages, humans have shown appreciation of art by expressing themselves through drawings, cave paintings and in simple but beautiful handicrafts.

Class work: Work Page Exercise B is to be completed by the students independently. Time the activity and wind up with peer checking.

Conclusion: 10 minutes

Third activity of 'Things to do': discuss the possible problems that we would have faced in each of the eras. Allow the maximum number of the students to participate, especially encouraging the shy ones. Draw columns for the ages on the board and list the suggested problems for each age accordingly.

Wrap up the discussion by emphasizing that the early humans have faced these kinds of problems but eventually they found the solutions and progressed.

Homework: Worksheet 17 from the Teaching Guide is to be done for homework.

Lesson 18 Religion

Lesson plan 48: Religion

Duration: 40 minutes

Objective: To introduce an understanding of how religion evolved

Outcome: Students will be able to

- understand what is meant by religion
- recognize how religions spread
- appreciate that Islam teaches us to respect all other religions

Resources: Textbook; pictures of places of worship of different religions; Teaching Guide for explanation

Note: Religion is a sensitive topic and must be taught without bias and with respect for all faiths.

Introduction: 10 minutes

Greet the students. Ask them how they learn about their religion, how they practise it and what they learn from their religion. Ask what their holy books are called and if they recite them with meaning. Let the children share who teaches them to read their holy book/s—someone like an elder from the family or a teacher?

If all the students are Muslims the conversation can be focused on Islam and related ideas. If there are students from other religions as well make sure to include their answers and the discussion need not be focused only on Islam but should include others as well.

Explanation: 25 minutes

Read the first paragraph on page 67. Explain that since ancient times, humans have wondered about nature and its power, like storms, lightning, earthquakes, floods, and even sunrise and sunset and the stars; some people thought deeply about where all this comes from. This shows that there has always been a belief in a higher power. As humans progressed and their mental abilities also developed, they tried to find answers to these questions and the concept of religion became clearer.

The Quran, which is Allah's last message to His creation, tells us about earlier prophets or messengers sent by Him to guide the people. The Bible, which is the holy book of the Christians, also tells us about prophets who came before Hazrat Isa (AS). Religion gives guidance to human beings to believe in God and His teachings to spend their lives in a good and useful way. God has sent prophets to mankind to spread His teachings.

Point out that all major religions believe in one superior being who is called Allah by some, God by some, and others call Him by holy names according to their belief and language.

Ask the students if they know about other religions besides their own. Note their responses and also

add your own input. Explain about Islam. Ask the students to share some of the basic teachings of their religion. Make sure to focus on the importance of good relations with people; point out that all religions teach good morals and tell the people to respect and help each other, regardless of their beliefs. Islam particularly requires its followers to respect all the prophets who came before Hazrat Muhammad (SAW) as they were ordained by Allah to guide the people of their times.

Explain that Islam strictly prohibits worship of idols or pictures of our Prophet Muhammad (SAW) or any other religious figure. Draw the students' attention to the picture of the Holy Kaaba. Ask them when this picture was taken. Observe the huge numbers of people around the Kaaba: it is probably the time of Haj when the mosque of the Kaaba is completely full. Possibly, some of the students may have performed Umra with their elders and can identify with this. Ask them to share the experiences of their visit.

Talk briefly about the other religions mentioned in the Quran, i.e. Judaism and Christianity and their prophets. Zoroastrianism, Hinduism, and Buddhism are also important religions in South, South-east and East Asia.

Read the text on pages 68 and 69 which gives basic information about these religions, their prophets or religious leaders, their followers, places of worship and way of worship.

Ask the students if they have seen any of the places of worship shown on these pages. The probable answer would be 'Yes' for churches; they may have seen Buddhist and Hindu temples if they have visited South-east Asian countries.

Conclusion: 5 minutes

Wind up the lesson by recapping the main points covered.

Homework: Students should complete Work Page Exercises A and B for homework.

Lesson plan 49: Religion

Duration: 40 minutes

Objective: To enhance the students' knowledge about other religions

Outcome: Students will

- be able to identify prophets and leaders with the religions they spread
- listen to stories from the Quran about some of the prophets

Resources: Textbook; *Stories from the Quran* or *Lives of the Prophets* (OUP books); Worksheet 18 from the Teaching Guide Appendix

Introduction: 5 minutes

Begin with reference to the homework; ask the students to exchange their books with their partners and let them do peer checking while you read out the answers (given in the Teaching Guide, page 31).

Tell the class that today they will learn more about other religions, when they began, their teachings and leaders, and places of worship. They will also listen to the stories about some important prophets, as told in the Quran.

Explanation: 25 minutes

Read again the text on pages 68 and 69. Talk about Judaism: ask the students if they have heard about the prophet Hazrat Musa (AS). Tell the students more about Hazrat Musa (AS), how he was brought up in the Pharaoh's palace, how he was addressed by Allah Himself and given the laws for his people, how he led his people out of Egypt, etc. The religion he preached is known as Judaism and his followers are called Jews.

Explain similarly about Christianity and Hazrat Isa (AS) who also given God's message to preach; he stood against the harsh rule of the Romans, and the Jews were also against him. Zoroastrianism is the name of the religion followed by Parsees; this religion originated in ancient Persia (Iran) 3,500 years or more before Christianity. Hinduism is a very ancient religion also, and was brought into the subcontinent by the Aryans; the religion grew into its present form over thousands of years; there are many important religious figures in Hinduism who are worshipped. Jainism is an off-shoot of Hinduism. Talk about Buddhism which was taught by Buddha; the students will learn more about Buddha, Buddhism, and other religions too in higher classes. Sikhs follow the teachings of their leader Guru Nanak who was believed to have been inspired by Islam also; the Sikh religion is a much later branch of Hinduism, with its own beliefs. Inform the students that in Punjab there is a huge Sikh temple which draws thousands of Sikhs from all over the world to pray there.

Draw the students' attention to the pictures showing the places of worship for these religions. You may add that while Muslims pray five times a day with special prayers on Friday and on Eid days, other religions have their own ways and timings of worship.

Share some stories about the prophets mentioned in the first activity of 'Things to do'. Use the sources mentioned under Resources for this activity. It will be not only interesting, but the students will be able to see that some problems have been the same for people over thousands of years, and secondly, that we must have faith in Allah to find solutions to our problems.

Conclusion: 10 minutes

Wrap up the lesson with the students answering the questions at the end of the lesson.

Homework: Worksheet 18 from the Teaching Guide Appendix is to be given for homework.

Lesson plan 50: Human rights

Duration: 40 minutes

Objective: To inform the students what is meant by 'human rights'

Outcome: Students will be able to

- define the term 'rights'
- define 'human rights'
- explain some basic human rights

Resources: Textbook; attached copy of human rights charter (adapted); Teaching Guide for explanation

Introduction: 10 minutes

Introduce the topic by asking what the students understand by 'rights'. Rights are claims. For example, a person has the right to live in the house that belongs to him because it is his property, which he has made or bought with his own money.

Human rights are claims that a human being is entitled to as a child and then an adult. These rights allow people to live in security, have a shelter or home to live in, food to eat, education to progress and health care if they fall ill. These are some basic rights and are universal, that is, they apply to everyone and anyone who is alive.

A document is there which lists all the rights for human beings. This is called the Charter of Human Rights. Put up an enlarged copy of the attached document showing some rights from the charter so that the students can read these for themselves.

Explanation: 20 minutes

Read the text on pages 71 and 72 to the end of the text on 'The right to work'.

Explain the rights one by one. A little background can be given for the students to understand why these rights are mentioned so clearly. Up to the early twentieth century, all people did not get their basic rights—to live as free people, have security, shelter, food, and respect. There were slaves who were not treated with dignity, had no rights, and worked hard without pay; their children did not enjoy the same rights that the rich ones had; people did not have the choice of work, or education to improve their lives. In some societies, the caste system condemned lower caste people to a life of misery.

Explain that all this is against the laws of God and of nature.

The charter clearly mentions that no one can keep a slave. It is a crime. Every person is born free and has a right to safety. Without proof or being proven guilty, a person cannot be put into prison. Prisoners in jail, despite their crime, are also entitled to some rights.

The right to food, shelter and clothing needs to be explained with examples. Refer to the four questions in the Teaching Guide, page 32. Explain to the students the right to work given to every human being. Students should know that men and women can do any kind of work, and men and women should also get equal salary for doing the same kind of work.

The government of a country has the responsibility to provide these rights to its citizens. The laws should be strong and anyone who violates the rights of another should be punishable by law. Every country has organizations which work to protect the rights of its people. These organizations become active when a right is violated and no action is taken against the violator.

Conclusion: 10 minutes

Conclude with the very important point that rights are incomplete without duties. Just as we have rights we also have certain duties which ensure that everyone's rights are upheld. We cannot demand our rights unless we have done our duties.

Class work: Work Page Exercise A can be completed in class. The teacher can also suggest some rights if the students find it difficult to respond to this question. The right to freedom of speech and the right of movement are some examples.

Homework: The second activity of 'Things to do' is to be done for homework. Students should discuss Work Page Exercise B with their parents or elders and note the points for the next class.

THE GENERAL ASSEMBLY proclaims this UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 1:

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, gender, language, religion, property, birth or other status.

Article 3:

Everyone has the right to life, liberty and security of person.

Article 4:

No one shall be held in slavery; slavery and the slave trade shall be forbidden in all forms.

Article 7:

All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 11:

Anyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law.

Article 12:

Everyone has the right to his/her privacy, family, home or correspondence; and to the protection of the law against such interference.

Article 13:

Everyone has the right to freedom of movement and residence within the borders of each state.

Article 15:

Everyone has the right to a nationality.

Article 18:

Everyone has the right to freedom of thought, conscience and religion.

Article 19:

Everyone has the right to freedom of opinion and expression.

Article 23:

Everyone has the right to work, to free choice of employment, and favourable conditions of work. Everyone, without any discrimination, has the right to equal pay for equal work.

Article 26:

Everyone has the right to education. Elementary education shall be free and compulsory.

Article 29:

Everyone has duties to the community in which alone the free and full development of his personality is possible.

Lesson plan 51: Human rights

Duration: 40 minutes

Objective: To help the students know more about rights and duties

Outcome: Students will be able to

- know that children also have rights
- know about the importance of duties along with rights

Resources: Textbook: a copy of Charter of Human Rights for reference; Worksheet 19 from the Teaching Guide Appendix

Introduction: 10 minutes

Greet the students and draw their attention to the copy of the Charter of Human Rights. This is a long document; however, some points relevant to children have been copied here. Explain that these are just some of the basic rights that apply to all the people in the world. Ask the students to share some of the human rights discussed in the previous lesson. Provide the input where necessary. Remind the students that with rights comes responsibility. The last point in the Charter is about duties and their importance.

It is also pertinent to mention here that much of this charter is based on the farewell sermon of the Holy Prophet, Hazrat Muhammad (SAW) at Arafat, after the Haj pilgrimage.

Explanation: 20 minutes

Introduce today's topic, children's rights. Read the text from page 72 to the end of the lesson. Talk about each right mentioned here. The Charter document clearly states the right for children. The reason for specifying children's rights is that in older times people thought that children were without thinking powers or reasoning skills, and hence they were denied their rights in many situations.

Make sure the duties and responsibilities are also discussed along with the rights. It is important to stress that children's rights are also universal and every child regardless of gender, race, religion, or country should get his/her rights.

People sometimes do not respect others' rights in order to serve their own will and wishes. The need is to realize as well as respect the rights of others in every situation. Claiming rights for someone who has been denied them is also a responsibility. The students have got the right to education. What is their responsibility now? Their responsibility and duty is to study hard, listen to their teachers and do their work on time. This duty can also be fulfilled by teaching someone who has been denied this right either due to poverty or any other reason, such as a servant's child who cannot attend school. Students can devote some time every day to give lessons to that child and fulfill their responsibility.

Conclusion: 10 minutes

The questions at the end of the lesson need to be first discussed orally. Questions 3 and 6 can generate interesting discussions. Encourage children to share their views on how to make the world a better place with major focus on respecting and providing human rights.

Homework: Questions 1,2, 5 and 6 are to be answered in the notebooks for homework. Alternately, Worksheet 19 from the Teaching Guide Appendix may be given for homework.

APPENDIX: WORKSHEETS

Unit 1: Geography

Lesson 1: The Earth in space

1 From where does the Moon get its light?

2 How long does it take the Earth to go around the Sun?

3 Why is the Moon called a natural satellite?

4 Find out and write the names of all the planets in the solar system.

5 Read these sentences and mark them as True (T) or False (F).

i) The Moon is a planet. _____

ii) The Sun is a huge ball of very hot gases. _____

iii) The Earth goes around the Moon. _____

iv) The Sun gives off heat and light. _____

v) The Moon is solid like the Earth. _____

vi) The Moon gets its light from the Earth. _____

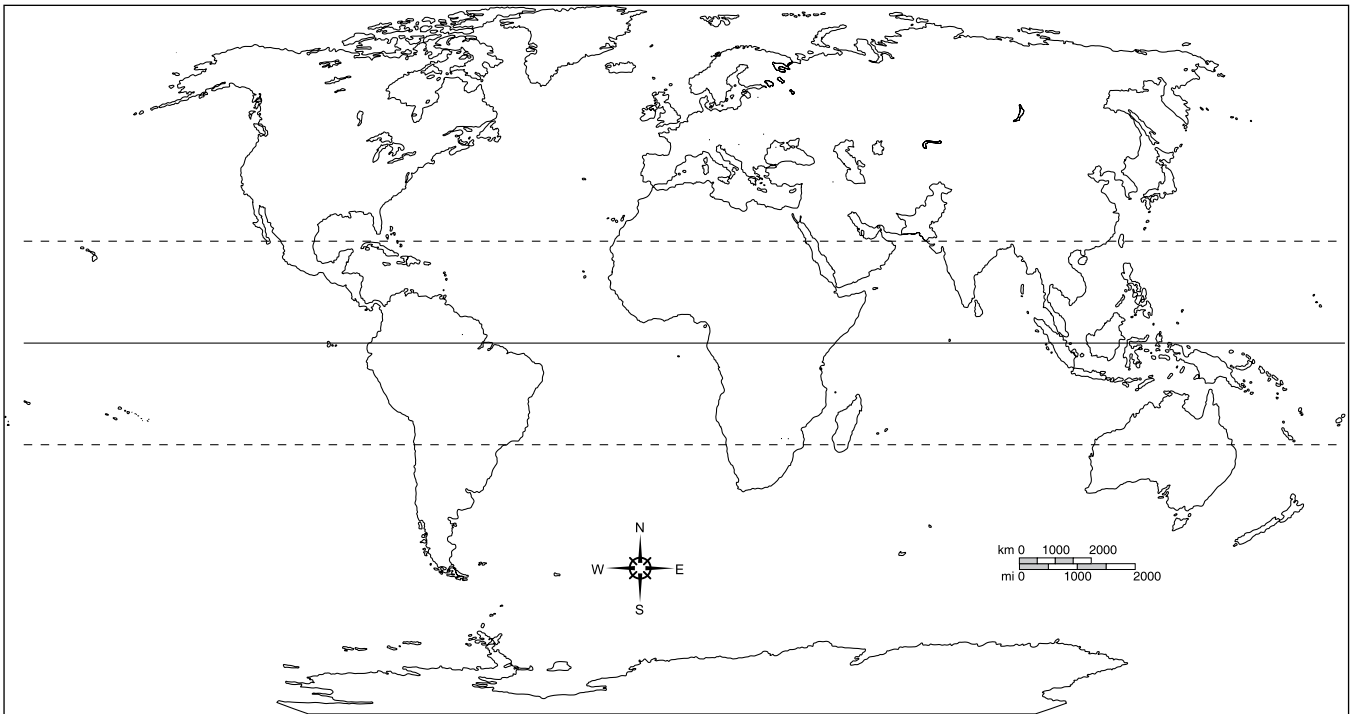
Lesson 2: Land and water

1 Find out and write down the names of the highest mountain and the longest river in the world.

2 From where do we get fresh water? Name the sources.

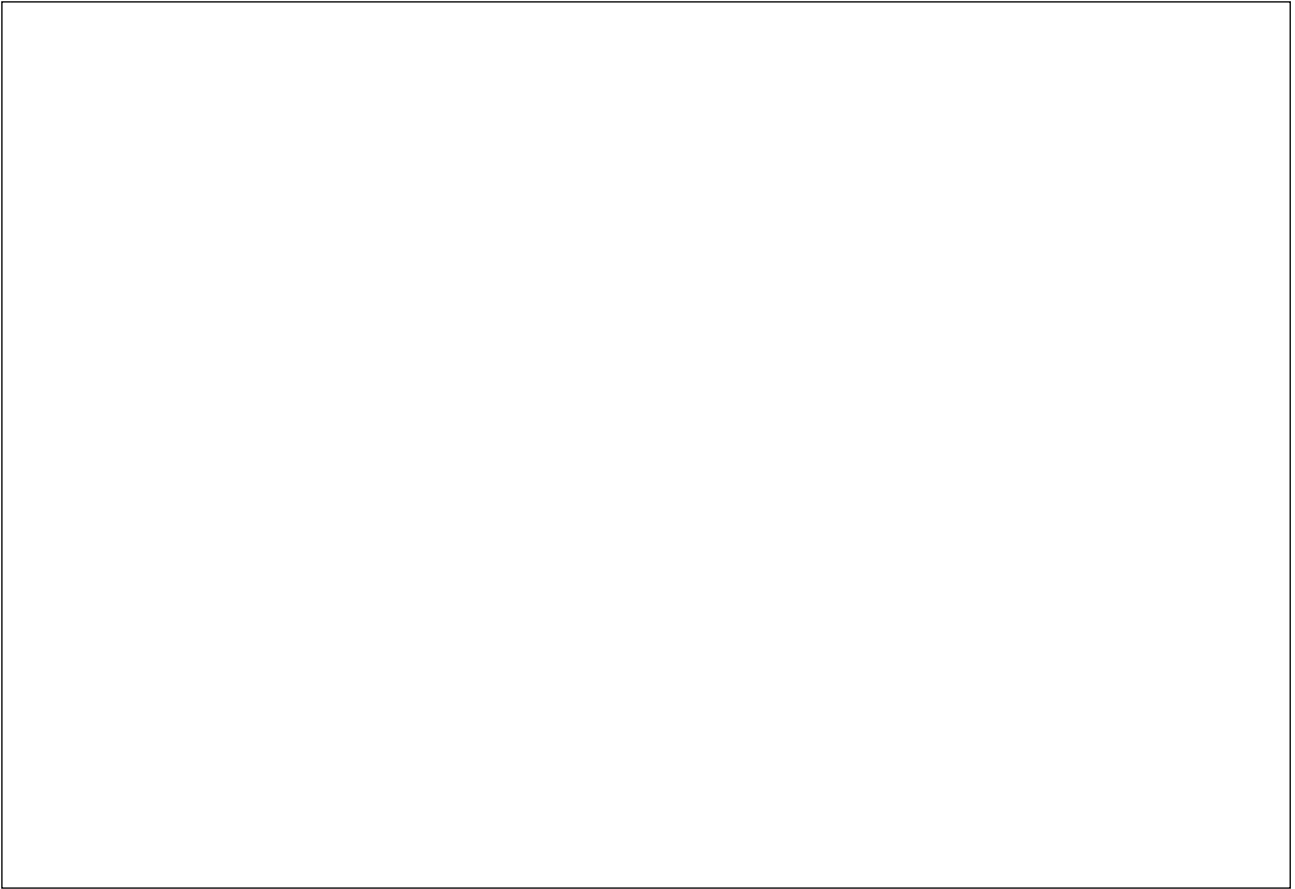
3 Why is it important to keep the rivers and lakes clean?

4 On the map below, label the continents and oceans. Make sure that you spell the names correctly!



Lesson 3: Maps

- 1 Make a map showing the roads, streets, and other places around your home. Make symbols for the different features and remember to make the key.



- 2 Why do we use a scale and symbols on a map?

- 3 In which continent would you find Pakistan? Where would you find the USA?

Lesson 4: Climate

1 If you had to live in a very warm climate or a very cold climate, which would you like? Why?

2 Besides Pakistan, name three other countries that have hot climates.

3 Can you name three countries that have cold climates?

4 What does a meteorologist do?

5 Fill in the blanks.

i) The hottest place in Pakistan is _____.

ii) The usual weather in a place, throughout the year, is called the _____.

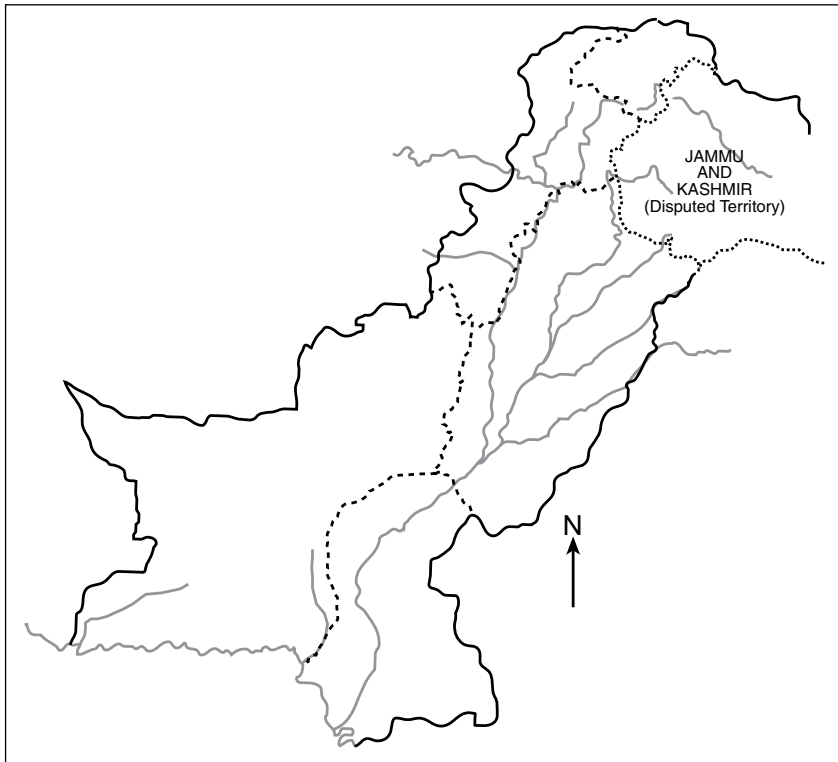
iii) The changes in climate are called _____.

iv) A _____ is used to measure the temperature.

v) Wind speed is measured by an _____ and a barometer is used to measure _____.

Lesson 5: Our country

- 1 On a map of Pakistan, locate and mark the town or city where you live.



- 2 Look at the map of Pakistan in your atlas. Which province has the most rivers?

- 3 Which province has the biggest area?

- 4 Name the two biggest cities of our country. Where are they located?

- 5 What is the name of the sea into which the River Indus flows?

Lesson 6: Our national identity

1 What are the things that give us our national identity?

2 When is our National Day and why is it important to us?

3 Name three traditional foods of Pakistan.

4 Mark these statements as True (T) or False (F).

- i) The Pakistan flag is dark blue and white. _____
- ii) We sing our national anthem with respect and pride. _____
- iii) Pakistanis are free to follow their own religions. _____
- iv) The Pakistan currency (money) is called the riyal. _____
- v) English is the official language in Pakistan. _____

Unit 1: Citizenship

Lesson 7: For all to use

1 What are the services that are provided to your house for which payment has to be made?

2 Find out which service among these is the most expensive and which is the cheapest.

3 Write about four things you can do to improve your neighbourhood.

4 Complete these sentences.

i) People living in one locality form a _____.

ii) A community _____ many things with its people.

iii) Services for everyone to use are _____ services.

iv) We pay _____ to the government so that it can provide _____.

Lesson 8: Services

1 What qualities should a good policeman have?

2 Have you ever been to see a doctor? Describe your visit.

3 Write the names of three tools that doctors use.

4 What is social service? Give an example of a person doing social service.

Lesson 9: Transport

1 How did people travel over long distances in the olden days when there was no modern transport?

2 What animals are still used for transport?

3 Name the boats/ships used to carry oil and heavy cargo.

4 Complete these sentences.

i) _____ are used to carry heavy goods across the sea.

ii) Short distances can be covered by air in a _____.

iii) Machines that help us travel over land are called _____.

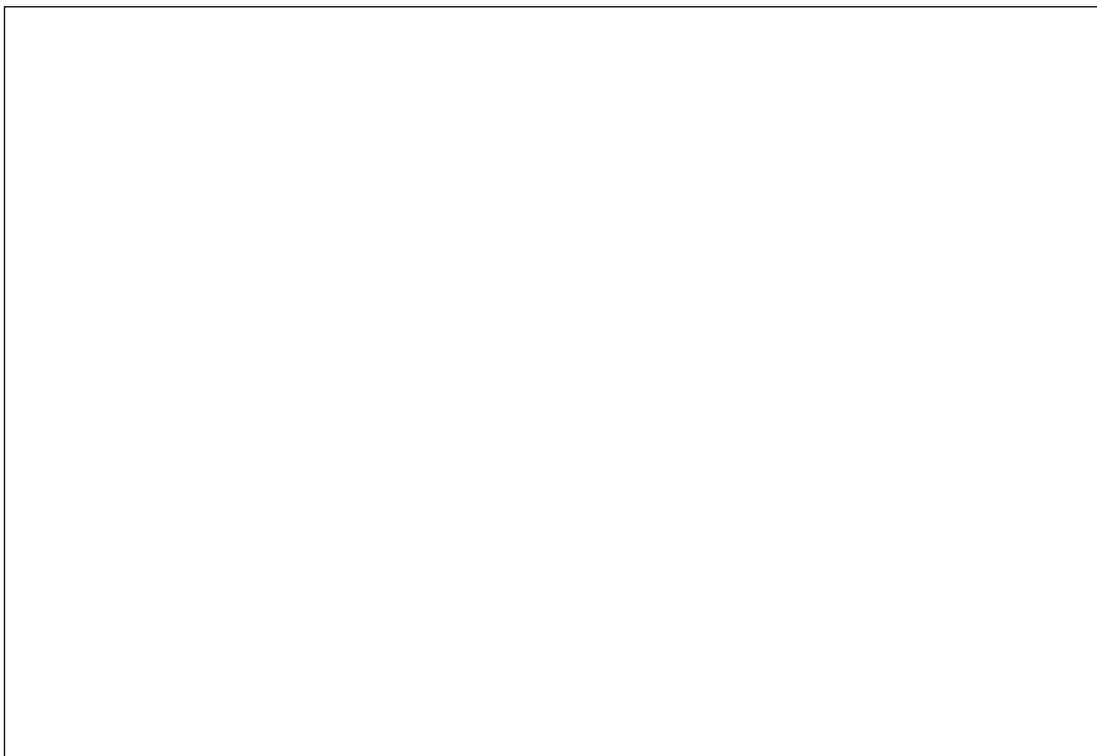
iv) The fastest way to get anywhere is by _____.

Lesson 10: Road safety

1 What should you make sure of before you get out of a car, or any other vehicle?

2 Why do you think road accidents happen? How can these be prevented?

3 Think of three road signs that can be put up for pedestrians; draw them in the space below and colour them.



UNIT 3: Work and Money

Lesson 11: Work

1 On the way home from school, make a list of all the different jobs you see people doing.

2 List them under the headings:

unskilled

skilled

professional

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<hr/>	<hr/>	<hr/>

3 Find out what work the following people do:

- i) Veterinarian
- ii) Editor
- iii) Journalist

Lesson 12: Money and banks

1 What do you call the place where money is printed?

2 What are some early coins made of? What do you think the symbols on them meant?

3 Who were the first people to make paper money?

4 Explain what is meant by plastic money.

5 What is the euro? Where is it used?

UNIT 4: Culture

Lesson 13: Calendars

1 Find out the names of the Islamic months when Eid-ul-Fitr and Eid-ul-Azha are celebrated.

2 What is a Leap Year? How many days does it have?

3 In the spaces below, make your own personal calendar. Mark the birthdays of family members and friends. Also mark any important events you are looking forward to.

January	February	March	April
May	June	July	August
September	October	November	December

Lesson 14: Festivals

1 Which festival do you enjoy the most? Why?

2 Find out what the Hindu festival of lights is. Why is it named so?

3 Write True or False against the sentences below.

- i) Muslims fast in the month of November. _____
- ii) Eid-ul-Azha is celebrated to mark the end of Ramazan. _____
- iii) Zoroastrians are also called Parsees. _____
- iv) Nauroz is a Parsee festival. _____
- v) Eid-e-Milad-un-Nabi is an important Muslim festival. _____
- vi) It is celebrated in Shawwal. _____

UNIT 5: Where We Live

Lesson 15: Cities

1 How did settlements become big cities?

2 Name any two important cities of Pakistan and say why they are important.

3 What is the importance of the capital city?

4 Select a city of your choice and find out about: its history, its population, its places of interest. Write out this information below.

Lesson 16: Life in a village

1 Write about three differences between city and village life.

2 Would you like to live in a village or a city? Why?

3 Read and mark these statements as True (T) or False (F).

- i) A census tells the government about the people in the country. _____
- ii) There are universities and colleges in a village. _____
- iii) Most of the people living in villages are farm workers. _____
- iv) A census helps the government to plan for the future. _____
- v) Fairs and festivals are not held in villages. _____
- vi) Two thirds of Pakistan's population live in villages. _____

UNIT 6: History and Rights

Lesson 17: Early people

1 How have we learnt about early people?

2 Why did early people keep moving from place to place?

3 Why is human history divided into different 'Ages'?

4 How are human beings the cleverest creatures on the Earth? Give some examples from what you have learned.

Lesson 18: Religion

1 Who were prophets and what did they do?

2 What do Muslims believe about Hazrat Muhammad (PBUH) and the Quran?

3 What kind of worship does Islam not allow?

4 The Quran also tells us about animals and how they are useful. Find out two such examples and write a few lines about them.

5 Find out and write the names of the religions followed in China and Japan.

Lesson 19: Human rights

1 How can we help people who do not have basic human rights?

2 Why, do you think, education is an important human right?

3 What are your duties or responsibilities as a student? Explain.

4 Explain how you can respect the rights of your neighbours.

5 Make a list of your duties towards your parents and towards your country.
