

Teaching
Guide

4

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WORLD WATCH

SOCIAL STUDIES FOR PRIMARY SCHOOLS

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Introduction

An outline of the course

World Watch is a Social Studies course for the 21st century. It is designed for Pakistani primary schools as per the Single National Curriculum 2020, that want to stimulate curiosity, thinking skills, and a love of learning. The course comprises four components: Pupil's Books, Skills Books, digital resources, and Teaching Guides.

Core features

- It draws its content and skills from the Single National Curriculum 2020 and the international primary syllabuses.
- Concepts are covered in a child-friendly way, in simple language with lots of fun and stories.
- At all levels, learning is built on children's experience, the teacher eliciting what they already know and building on this, not simply loading them with facts.
- The language, content, and tasks are progressively graded according to class levels.
- Values education and ethical thinking are embedded in every unit of the course.
- High priority is given to independent thinking skills and problem-solving activities.
- From the start, children are asked to express individual opinions and it is stressed that some questions have no easy answers.
- Writing frames are provided to help children express their own ideas in open-ended tasks.

Geography

- Mapping skills are taught in a progressive way—from simple plans and icons in Grade 1 to political, physical, environmental, and historical maps by Grade 5.
- A variety of graphs, tables, diagrams, and timelines is used to vary the presentation of content.
- At each level, children are encouraged to make connections between the geographical environment and the way people live.
- The main focus is on the familiar world of Pakistan, starting with the home and moving on to the town, district, country, and the wider world beyond.
- A key element is responsibility towards other people and towards the environment.

History

- An understanding of change over time begins in Grade 1 with recent history taught through older people's memories, artefacts, and photographs.
- Timelines and family trees are used to explain the concept of generational links.
- Stories of historical events and characters enliven history at lower levels.
- A sequenced approach begins in Grade 3 with the introduction of dates.
- The main focus is on the history of Pakistan, balanced with an introduction to key events, discoveries, and stories from world history. The series also highlights the legacy of our past: what we can still see as a result of historic events.
- By Grade 5, children are learning to recognise the connections between the histories of different cultures and the way people have learned from each other over time. They also consider why people acted as they did in the past and how their actions affect the present.

Civics

- At Grades 1 and 2, the idea of society is taught largely through stories. Stories of Quaid-e-Azam's رحمۃ اللہ علیہ childhood inculcate the importance of following rules and respecting others.
- By Grades 4 and 5, children are expected to express their opinions on key social and ethical questions and to respect the opinions of those who differ from them.
- Children are frequently taught that there is no 'right answer' to complex, ethical problems and that each one has to be considered in context.

Pupil's Books

- The Pupil's Books form the core of the course. They are lavishly illustrated with photographs to bring alive the familiar environment, distant places, and past times.
- Wherever possible, children learn new concepts through child-friendly stories, especially in Grades 1 and 2.
- The 'Contents' page details the learning outcomes for each unit.
- The twelve units of the Pupil's Book consist mainly of reading texts followed by questions and tasks.
- Children are usually expected to write in notebooks.
- At higher grades, units often end with a directed writing task such as a newspaper article, letter to the head teacher, or poster for the school corridor.
- From Grades 3 to 5, there are Key fact boxes with revision questions.

Skills Books

- At each level, there is an accompanying Skills Book in single colour.
- Children are usually expected to write in the Skills Book.
- The tasks are varied and enjoyable, and include maps, word-searches, crosswords, puzzles, multiple choice questions, fill-in-the-blanks, and matching exercises.
- Skills Book pages should be introduced in class and can be completed either in class or for homework.
- In Levels 2–5, there is a brief learning outcome at the top of every page in simple, child-friendly language. For Level 1, the learning objective is given in the teacher's notes at the bottom of the page.

Digital resource

A digital resource containing reinforcement exercises accompanies each Pupil's Book.

Teaching Guides

Teaching Guides are an invaluable resource for the teacher, detailing:

- background knowledge
- learning outcomes
- step-by-step lesson plans
- ideas for further activities and pupil research
- answers to closed questions and indications of what to look for in open questions

At the back of each Teaching Guide there are:

- six photocopiable tests (one for every two units) to help the teacher track how well the children are learning and give feedback to parents
- a photocopiable test record sheet for teachers to keep their records

Contents

Page Nos / Units	Teaching objectives		Learning outcomes	Key words and phrases
	Pupil's Book and Skills Book		Students should be able to:	
Page Unit 1 Lahore	2	<ul style="list-style-type: none"> To explain how to interpret a map showing Pakistan's population To practise reading a map that is drawn to scale To encourage students to take a stance against air pollution To explain how to interpret a rainfall bar chart 	<ul style="list-style-type: none"> interpret and read maps drawn to scale explain the interpretation of a bar chart discuss how air pollution affects our health and environment 	<i>province, capital, border, plain, desert, walled city, tourist, transport, independent, dam, monsoon, vehicle, environment</i>
Page Unit 2 Water	10	<ul style="list-style-type: none"> To locate the same places on a globe and on a map To discuss the sources of water and identify the ones that are harmful To locate the main rivers of Pakistan on a map To create awareness of the plight of the Indus River dolphin 	<ul style="list-style-type: none"> locate cities, countries, and the main rivers of Pakistan on a globe and map identify safe and harmful sources of water identify the threats to the Indus River dolphin 	<i>fresh water, water vapour, groundwater, glacier, reservoir, canal, fishery, chemical, waste, sewage</i>
Page Unit 3 Where I Live	19	<ul style="list-style-type: none"> To differentiate between 'map' and 'globe' To explain how natural disasters occur To explain demography and overpopulation through population and census To differentiate and recognise diverse culture of Pakistan 	<ul style="list-style-type: none"> identify the concept of direction by using 'cardinal points' explain the effect of the physical environment on the lifestyle of people in Pakistan explain safety measures in case of natural disasters explain the importance of census 	<i>leisure, survey, globe, map, spherical, orientation, nation, nationality, landforms, census, overpopulation, settlements, urbanisation</i>
Page Unit 4 Our government	26	<ul style="list-style-type: none"> To reinforce vocabulary relating to government To discuss the qualities of a leader To distinguish between rules and laws To describe democracy as a popular system of government 	<ul style="list-style-type: none"> correctly use vocabulary relating to government discuss qualities of a leader define the term 'general elections' describe the formation and function of political parties 	<i>political party, minister, defence, tax, crime, executive, legislature, judiciary, magistrate, constitution</i>
Page Unit 5 Early History	34	<ul style="list-style-type: none"> To define 'history' To identify ancient civilisations along major rivers of the world To elicit students opinion on what set the Mesopotamian civilisation apart from other civilisations 	<ul style="list-style-type: none"> identify the role of historians in shaping present times describe the difference between Prehistoric, stone and metal ages trace early settlements and their areas describe the advent, lifestyle, and decline of Mesopotamia 	<i>Archaeologists, evidence, excavation, cultivate, irrigation, settlements, invaders, ziggurat, terracotta, cuneiform</i>

Page Nos / Units	Teaching objectives	Learning outcomes	Key words and phrases
	Pupil's Book and Skills Book	Students should be able to:	
Page Unit 6 The Indus Valley 43	<ul style="list-style-type: none"> To explain how archaeologists find out about the past To explain how the people of the Indus Valley civilisation used weights To explore the meanings of the Indus Valley seals To compare ancient Indus Valley cities with modern cities 	<ul style="list-style-type: none"> suggest why the Indus Valley civilisation might have ended explain how we can learn about past civilisations from buildings, objects, and pictures from the time 	<i>remains, tool, flood, ancient, plan, archaeologist, ruled, god, goddess, worship, priest</i>
Page Unit 7 Ancient Egypt 49	<ul style="list-style-type: none"> To explain what we know about harvesting in Ancient Egypt from paintings on tombs To discover the significance of Ancient Egyptian gods and goddesses To explore Ancient Egyptian writing To explain how slaves lived in Ancient Egypt 	<ul style="list-style-type: none"> explain how the physical features of the land affected the lives of the people of Ancient Egypt describe some customs of the Ancient Egyptians and explain how we know about them recount information know about Tutankhamun and the other pharaohs 	<i>River Nile, flood, dam, desert, fertile, sunlight, cool, reflect, mud brick, soul house, pyramid, mummy, tomb, life after death, farming, archaeologist, mask, god, goddess, hieroglyphs, papyrus, obelisk, rule, pharaoh, slave</i>
Page Unit 8 Dawn of Islam 61	<ul style="list-style-type: none"> To reinforce the character of Hazrat Muhammad <i>رسول اللوغائمه النوجين صلي الله عليه وعلى اله وَاخاهيه وسلّمه</i> from his struggles To elicit students opinions on Arabian society from the lifetime of Hazrat Muhammad <i>رسول اللوغائمه النوجين صلي الله عليه وعلى اله وَاخاهيه وسلّمه</i> and his caliphs 	<ul style="list-style-type: none"> describe the main events of Hazrat Muhammad's <i>رسول اللوغائمه النوجين صلي الله عليه وعلى اله وَاخاهيه وسلّمه</i> life describe the expansion of Islam during khilafat-e-Rashida <i>رضي الله تعالى عنهم</i> 	<i>ignorance, nomadic, superstition, peninsula, meditate, Tawheed, Hijrah, treaty, bloodhsed, caliph</i>
Page Unit 9 Road to Independence 67	<ul style="list-style-type: none"> To explain how subcontinent came under the rule of the British To reinforce the struggle of Pakistan's Independence Movement leaders To describe the role of Quaid-e-Azam <i>رحمته الله عليه</i>, Allama Iqbal <i>رحمته الله عليه</i> and Fatima Jinnah in the creation of Pakistan 	<ul style="list-style-type: none"> To relate failed and successful events in history of the subcontinent describe how subcontinent Muslims got their independent state from the British explain the role of provinces in the movement for independence 	<i>East India Company, colonialism, rifles, Congress, representation, resolution, liberation</i>
Page Unit 10 Communication 75	<ul style="list-style-type: none"> To introduce different kinds of script that have existed in the past To revise how a printing press works To discuss opinions on how printing changed the world 	<ul style="list-style-type: none"> identify various historical scripts explain the working and importance of the printing press 	<i>timeline, parchment, vellum, quill pen, emperor, empire, printing press, scribe, translate</i>

Page Nos / Units	Teaching objectives		Learning outcomes	Key words and phrases
	Pupil's Book and Skills Book		Students should be able to:	
Page Unit 11 Rights and responsibilities	85	<ul style="list-style-type: none"> To discuss the difference between needs and wants To explain that responsibilities come with rights To explain that gifts are not always tangible 	<ul style="list-style-type: none"> differentiate between needs and wants identify rights with consequent responsibilities give examples of gifts that are not always tangible 	<i>need, want, disaster, disability, Declaration of Human Rights, freedom, human rights, children's rights, responsibility</i>
Page Unit 12 Ideals of citizenship	93	<ul style="list-style-type: none"> To introduce and reinforce role of interfaith harmony in building stronger communities To discuss how to respect differences and resolve conflicts To reinforce role of discussions in making peaceful and democratic societies 	<ul style="list-style-type: none"> identify importance of civic sense in everyday life describe role of diversity and tolerance in making stronger societies devise solutions to resolve everyday conflicts peacefully 	<i>bias, bullying, collaborate, compromise, security, well-being</i>
Page Unit 13 Understanding money	100	<ul style="list-style-type: none"> To introduce system of economics and its everyday application To revise the value of money through budgets and inflation To devise how to make smart economic choices To introduce entrepreneurship for creative ways to solve economic problems 	<ul style="list-style-type: none"> differentiate between different roles of producers and consumers identify the role of banks in economy identify how purchasing power is affected by inflation 	<i>barter, exchange, producers, consumers, banking, industry, inflation, entrepreneurship, purchasing power</i>
Page 107	Check-up Tests			
Page 119	Answers for Check-up Tests			
Page 121	Record of Assessments			

Unit 1 Lahore

Background knowledge

This unit develops the students' understanding of the physical features of Punjab (its plains, deserts, and rivers—and its human features [cities, towns, and villages] and political features i.e. provincial boundaries.

Students study the contrasting lifestyles in a village and the capital city, Lahore. Skills of map-reading are developed using the compass rose, key, map, symbols, and grid references.

Punjab has the highest population among the provinces of Pakistan and is the second largest, (the largest being Balochistan). Punjab is home to almost 60% of the country's population. Its capital city, Lahore, is the second largest city of Pakistan (Karachi is the largest). Other large cities in Punjab, in order of size from the biggest to the smallest are Faisalabad, Rawalpindi, Multan, Gujranwala, Sargodha, Bahawalpur, Sialkot, Sheikhupura, and Jhang.

There have been cities in Punjab for thousands of years, including those of the ancient Indus Valley and Gandhara civilisations. Lahore has many ancient buildings. This province is the major food-producing area of Pakistan.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- locate Punjab on a map of Pakistan
- identify the land and rivers of Punjab
- list the main industries of Lahore and the surrounding area
- identify some of the human features of Lahore, including historical buildings
- describe the climate of Lahore

They will learn how to:

- use a key and symbols to interpret a map
- use grid squares to locate features on a map
- interpret a temperature-record chart for a city

They will begin to understand:

- the problems that arise when large groups of people live close together
- the differences between city and village life
- how modern city life affects the natural environment
- how we can help to reduce our effect on the environment through small changes in our way of life

Lesson 1: Punjab

Learning outcomes

Students should be able to:

- describe the main physical and human features of Punjab and its capital city, Lahore
- use a map key and grid references

Resources

- Pupil's Book pages 2–3
- Skills Book page 2 Population of Pakistan
- A physical map of Punjab

Pupil's Book steps

1. Call on individual students to name the four provinces of Pakistan then ask:
 - Which is the largest province? (Balochistan—Punjab is the second largest.)
2. Recall what they have learned about Punjab from geography and history lessons. If necessary remind the students about the ancient civilisations of Punjab: the Indus Valley cities and the Gandhara Empire.
3. Show the students a map of Punjab and discuss why people have settled there for thousands of years. (It has large plains—stretches of flat land—with plenty of good soil and water from its five rivers.) Also explain that not all the land is fertile (good for growing crops) and let them identify places on the map that are not so good for farming (the two deserts, Cholistan and Thal).
4. Read the first three paragraphs of Pupil's Book page 2, and 'It's a Fact' with the students then ask:
 - How did Punjab get its name? (Because of the five rivers. It means land of five rivers.)
 - What are the names of these rivers? (Indus, Jhelum, Chenab, Ravi, Sutlej)
 - What have you found learned the land in Punjab? (mainly flat plains with very good soil for growing crops; there are two deserts; also mountains in the north and along the border with Balochistan)
5. Ask a volunteer to describe a desert: what it looks like, what the climate is like, and what might grow there. To locate the deserts and mountains the students will need to look at the map on page 3.
6. Now ask the students to look at the map on page 2 and name the provinces and the country that share borders with Punjab. explain that 'boundary' is another word for border.
7. Demonstrate the use of the compass rose by asking:
 - In which direction of the province of Punjab is the border with Balochistan? (west)
 - In which direction is the border with Khyber Pakhtunkhwa? (north)
 - In which direction is the border with India? (east)
 - In which direction is the border with Sindh? (south-west)
8. The students learned about grid references in Book 3. Ask them to look at the map and read the notes about it on page 2. They can then say which grid square Lahore is in. Ask which other city is in that grid square. (Gujranwala)
9. Ask the students to read 'Facts about Lahore' on page 3 and to try to learn them. Then ask them to close the book and put the following questions to the class:
 - What makes Lahore a special city of Punjab? (It is the capital.)
 - Is it the largest city in Pakistan? (No, it is the second largest. The largest is Karachi.)
 - Name some important buildings in Lahore. (the oldest university in Pakistan—the University of Punjab and some historical buildings from the Mughal era)
 - What might visitors enjoy in Lahore? (the gardens, arts, music, festivals, and food)
10. The students can then write the answers to the questions on page 3 in their notebooks.

Skills Book steps

1. Ask the students to look at the map on page 2. (Also ask them to study the maps on pages 2 and 3 of the Pupil's Book.) Read the introduction to page 2 of the Skills Book with them and ask:
 - What does population mean? (the number of people that live in a certain area.)
 - How does the government know how many people live in Pakistan and in each province, city, or village? (They conduct a census. This is when the people are counted.)
2. To help the students imagine a square kilometre, measure and mark a square metre on the ground explain that a square kilometre is 1 million square metres. This is approximately the size of sixty international cricket stadiums.

- Let the students study the key and discuss its use. (It says what each type of shading on the map means: the different shadings indicate how many people live in different parts of the country.)
- Ask the students to answer the questions on this page using the map to help them.
- Let the students study the map on page 3 of the Pupil's Book and use the information to explain why Punjab has a larger population than other provinces. They should think about the type of land. Remind them that people settled in Punjab in ancient times because, although there are deserts, there is a lot of good farmland. Because of this, villages grew into towns and cities and these became centres for trade and business.

Answers to Pupil's Book page 3

- Lahore
- India
- Indus, Jhelum, Chenab, Ravi, Sutlej
- Cholistan and Thal
- D4
- Sutlej
- C3

Answers to Skills Book page 2

- Quetta
- Any four from: Lahore, Sialkot, Gujranwala, Multan, Rawalpindi, Sargodha, Faisalabad, Sheikhupura, Bhawalpur, Jhang
- 1000
- 250
- fewer than 250
- Most live in Punjab.

Note: Islamabad is located within the area of Punjab and is situated in the north-eastern part of Pakistan, on the Potwar Plateau. But it actually lies within the Islamabad Capital Territory and so is not listed as a city of Punjab. (This might confuse some students because Islamabad is shown in Punjab on the map. The teacher could explain this very briefly to them.) The Islamabad Capital Territory has historically been a part of the crossroads of Punjab and Khyber Pakhtunkhwa. The Margalla pass is the gateway between these two regions.

Further activities

- The students could find out more about a province that has a very low population per square kilometre: e.g. Balochistan.
- Help them to collect information about the land in different parts of the province, the climate, what is grown there, industry, cities, etc.
- They could explain why there are so few people per square kilometre. This could also be conducted as a group activity.

Lesson 2: The city

Learning outcomes

Students should be able to:

- describe the main physical and human features of Punjab and its capital city, Lahore
- demonstrate accurate use of a map key and grid references

Resources

- Pupil's Book pages 4–5
- Skills Book page 3 Lahore
- Pictures of the Badshahi Mosque and Minar-e-Pakistan
- Rulers

Pupil's Book steps

- Ask the students what they know about Lahore. Tell them that they will now find out about some of its historic and modern buildings, gardens, factories, transport, and climate.

2. Ask them to look at the aerial photograph of Lahore on page 4 then ask what they notice immediately. (They should notice that it is very green because of the gardens; tell them that it is known as 'The City of Gardens'.) Show them the pictures of the Badshahi Mosque and the monument in Iqbal Park, (Minar-e-Pakistan, which commemorates an important meeting of the All India Muslim League, when the subcontinent was ruled by the British and was one country—India—the Muslim League wanted a separate Muslim state, Pakistan).
3. Ask the class to read about the city on page 4, including 'It's a Fact'. Then ask:
 - Is Lahore an old or a new city? (old)
 - Which very old parts are still there? (gates of the walled city, Badshahi Mosque)
 - What are the main industries of Lahore? (manufacturing cars, motorbikes, railway carriages, electrical goods, steel, chemicals, and computers)
 - Can you name other businesses in Lahore? (shops, handmade carpets, IT, tourism, restaurants)
4. Ask the students read the first paragraph on page 5 then ask them the following questions:
 - How can you travel in and out of Lahore? (by road, air, and rail)
 - Which country does Lahore share its border with? (India)
 - Which village is split in two by the India/Pakistan border? (Wagah)
 - What special ceremony takes place in Wagah every evening? (The flags of India and Pakistan are lowered and the soldiers on the border shake hands.)
 - Why do you think they do this?
5. After the students read about the location of Lahore on page 5, ask:
 - Which river flows through Lahore? (Ravi)
 - Where does the river come from? (the Himalayas)
 - Which river does it join? (Indus)

Skills Book steps

1. Tell the class that they will study a map of the streets of Lahore and use a scale to calculate distances.
2. Read the information on page 3 with the students then ask them to draw a line 2.5 mm long, near the scale. Explain that this represents 2 kilometres on the actual road in the city.
3. Review question 1 of the activity (which has been solved) with the students and ask them to complete questions 2 and 3 on their own.

Answers to Pupil's Book page 4

1. Punjab 2. city 3. Badshahi
4. Any three; carpets, cars, motorcycles, machinery, railway carriages, electrical goods, steel, chemicals, computers

Answers to Skills Book page 3

1. less 2. more
3. There are many roads measuring longer than 2 km: students' choice.

Further activities

1. Ask the students to collect information about travel to and from Lahore.
2. They can be asked to plan journeys from their city to Lahore. (If they live in Lahore they can choose another city to plan the journeys to.)
3. Divide the class into groups so that each can plan journeys using different methods of transport: road, air, and rail.

4. Ask the students to make a note of the distance, type of transport, cost, duration, and places they would travel through.

Lessons 3 and 4: Climate; People; Problems

Learning outcomes

Students should be able to:

- describe the climate of Lahore
- identify some problems caused by a dense population in a city, and their solutions

Resources

- Pupil's Book pages 5–7
- Skills Book page 4 Air pollution; page 5 Rainfall in Lahore
- Rulers
- A rain gauge: this can be home-made using a plastic bottle. See **Further activities**.

Pupil's Book steps

1. Review the definition of climate (the usual weather for each season). Explain the factors and elements that determine the climate of an area using images on page 5 and 6.
2. Let the students read the paragraph about climate on page 5 then ask:
 - What is the weather like in Lahore during summer? (hot and wet)
 - What is it like in the winter? (cold and dry)
 - Which are the hottest months in Lahore? (May, June, and July)
 - Which are the coldest months in Lahore? (December, January, and February)
 - Which season lasts from late June until September? (monsoon)
3. Read the section about climate on page 6 with the class and ask:
 - What do you know about winters in Lahore? (They are cold. The lowest temperature recorded was minus 1.1 °C in January 1967.)
 - What kind of a storm did Lahore experience in February 2011? (a hailstorm)
4. Choose some students to ask questions which the rest of the class will answer using the temperature chart on page 6.
5. The students can then answer questions 1 to 4 on page 6 in their notebooks.
6. Read 'People' with the class and then let the students read 'Problems' and 'It's a Fact' from page 7 with you. Ask:
 - How many people live in Lahore? (about 10 million)
 - What problems are caused by large numbers of people living close together in large cities? (not enough houses, electricity, or clean water; a lot of garbage; sewage; water polluted by sewage; air polluted by smoke from traffic and factories)
 - What are people doing to help keep Lahore clean and make it less polluted? (taking part in Clean Up Lahore days, World Earth Day, etc. to show how we harm the environment and to find ways of stopping this)
 - What can everyone do to help keep their city clean? (The students give their ideas.)
6. Read 'Problems' from page 7 again, with the class then ask:
 - Why do you think people come to live in cities that have all these problems? (to work, shop, trade, be near family)
 - How could you reduce the amount of rubbish you produce at home? (by trying not to waste things, using disposable items such as paper bags; reusing things and recycling as much as possible)

- What can you and your family do to help reduce air pollution? (use the car less; walk or use public transport where possible; have a car that doesn't use a lot of fuel, or use an electric car).

7. The students can then write their ideas to answer the questions on this page in their notebooks.

Skills Book steps (Page 4 Air Pollution)

1. Let the students read the introduction, instructions, and quotations. Ask:
 - Do you agree with any of these people?
 - What do you think could be done about air pollution in cities?
 - How could ordinary people help?
 - How could businesses help?
 - What laws or regulations could help?
2. The students design a poster to inform ordinary people, businesses, or the local government what role they could play to reduce air pollution.

Skills Book steps (Page 5 Rainfall in Lahore)

1. Tell the class that they will be studying a graph showing the rainfall for each month in Lahore and that they will be required to answer some questions about it.
2. Explain that rainfall is measured each day at a weather station with a rain gauge. Show them the picture of a rain gauge. Explain that rain falls into the funnel and is collected in the measuring cylinder. The narrow neck of the funnel helps to stop the water from evaporating. If possible, show the students a home-made rain gauge and use it during the course of the year to collect and record rainfall. See **Further activity**.
3. Read the top section of page 5 with the class and ask them to study the graph. Ask:
 - What do you think the letters across the bottom of the graph represent? (the months from January to December)
 - What do the numbers on the left-hand side of the graph stand for? (the amount of rainfall during each month—in millimetres)
4. Ask the students to point out the month that had the most rain (July) and say how many millimetres of rainfall there was during this month (200 mm). To show how much this is, ask a student to come out and mark the measurement on a wall with chalk or other erasable material.
5. Repeat this for the rainfall in November and use as a comparison between the two months.
6. The students can now answer the questions in their notebooks.

Answers to Pupil's Book page 6

1. January 2. June and July 3. January 4. June

Answers to Pupil's Book page 7

The students give their own ideas.

Answers to Skills Book page 4

The students give their own ideas on their posters.

Answers to Skills Book page 5

1. July 2. November 3. 23 mm 4. 4 mm 5. April
 6. April 7. October 8. January 9. 38 mm 10. 30 mm

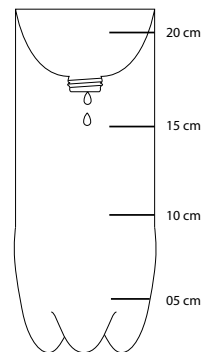
Further activities

1. Take part in *World Earth Day* at school. To find out more visit www.earthday.org
2. Make a simple rain gauge (instructions follow) to collect and measure rainfall.

To make a rain gauge:

- a) Cut the top part off a plastic bottle.
- b) Turn this upside down and place it over the lower section of the bottle to make a funnel.
- c) Measure and mark the scale on the bottle using a permanent marker pen (solvent-based so that it doesn't wash off).

Note: The volume of rain per mm will vary, depending on the width of the bottle but you will be able to compare the amount of rain each month.



Lesson 5: Life in the city and life in a village

Learning outcomes

Students should be able to:

- compare and contrast life in a city with life in a village

Resources

- Pupil's Book pages 8–9

Pupil's Book steps

1. Introduce Kaleem who lives in Lahore and Farah who lives in Chak Daulat, a village in Punjab, using the pictures on page 8. Then ask the students to say what will be different about their lives and what will be the same. Write the students' ideas on the board on a chart as shown.

What we think will be different between life in Lahore and life in Chak Daulat		
	Lahore	Chak Daulat
Streets		
Homes		
Parents' work		
Family life		
School		
Transport		
Play		

2. Read pages 8 and 9 of the Pupil's Book to the class and ask:
 - Were you right about the differences between life in a city and village?
 - What are the things you are right about?
 - What is not the same as in the text?

Discuss anything that might have surprised the students. Give examples and references.

3. They could then make another chart on which they record the facts about life in Lahore and Chak Daulat. Ask the students to write a sentence about anything on pages 8 and 9 that surprised them.

Further activities

1. If possible, and if your school is in a city, contact a school in a village; if you are in a village, contact a school in a city.
2. The students could correspond with each other about their school and city or village and also ask questions about these.
3. They could include drawings and photographs in their letters.
4. Students should attempt the CD activity

Answers to Pupil's Book Page 10

- A. Lahore is the capital of Punjab.
Lahore sits on the River Ravi.
Lahore is a very old city.
Lahore has a population of 10 million people.

B.

M	W	O	R	A	V	C	S	I	P
O	T	L	A	H	O	R	E	N	U
N	G	E	V	P	F	I	D	J	N
S	R	C	I	T	Y	C	T	A	J
O	E	I	C	U	L	K	N	B	A
O	Y	P	Y	F	J	E	M	I	B
N	C	A	R	P	E	T	S	B	I
P	O	L	L	U	T	I	O	N	P

- C.
1. Punjab is the second largest **province** in Pakistan.
 2. The name Punjab means 'land of **five** rivers.'
 3. Most of the land in Punjab is covered by the flat plains of the **Indus**.
 4. The soil of the Indus plains is very good for **growing** crops.
 5. Crops grown in Punjab include maize, rice, potatoes, and **sugar cane/mangoes/vegetables**.
 6. Punjab has two deserts namely the Cholistan Desert and the **Thal** Desert.
 7. Nearly 60% of the people in **Pakistan** live in Punjab.

Unit 2 Water

Background knowledge for the unit

This unit develops the students' understanding and awareness of water with reference to oceans, seas, rivers, the water cycle, our water supply, floods, and pollution.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- give the names and locations of the world's oceans and longest rivers
- describe how water becomes polluted and how this can be prevented or minimized

They will learn how to:

- use the key of a map
- interpret a diagram of the water cycle

They will begin to understand:

- the water cycle
- how the water supply for a settlement is collected, stored, and distributed
- how flooding occurs and its effects

Lesson 1: Oceans and seas

Learning outcomes

Students should be able to:

- name and locate on a map, the world's oceans
- compare a map of the world with a globe
- explain that most of the Earth's surface is covered with water

Resources

- Pupil's Book page 11
- Skills Book page 6 and 7 Uses of Water
- A globe
- A map of the world

Pupil's Book steps

1. Ask the class to name some oceans, and write these on the board. (Arctic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean)
2. Elicit the difference between an ocean and a sea. A sea is a large body of saline (containing salt) water that may be connected to an ocean, surrounded, or almost surrounded, by land: for example, the Mediterranean Sea, the Baltic Sea, the Black Sea. Some seas have land on three sides: for example, the Arabian Sea.
Oceans are large bodies of salt water that cover a of the Earth's surface, e.g. Atlantic Ocean, Indian Ocean, Pacific Ocean, etc. Oceans don't have definite boundaries.
3. Show the class a globe and ask volunteers to locate an ocean then ask the following questions:
 - Which ocean is the nearest to Pakistan? (Indian Ocean)
 - Which two oceans are joined to the Indian Ocean? (Southern Ocean, Pacific Ocean)
 - Which ocean would you cross to travel from Pakistan to North America? (Atlantic Ocean)
4. The students could then list the five oceans in order of size, beginning with the smallest: Arctic, Southern, Indian, Atlantic, Pacific. Point out that there are no exact boundaries between the oceans; they flow into one another.

5. Read page 11 and ask the students to try and locate the oceans on the map. Discuss the significance and use of the key. Ask volunteers to call out a number between 1 to 6. The others should look for it on the map and say which sea it is.
6. The students can now complete the exercise on page 11 in their notebooks.

Skills Book steps Uses of Water pages 6 and 7

1. Tell the students that they will find out how we change the environment when we take large amounts of water for use at home, for leisure, transport, and for farming and other industries.
2. Read the introduction from page 8, with the class. They could work in pairs for this activity so that they can discuss the questions.
3. Ask them to look at each picture on these pages and decide whether this use of water causes any harm to the environment.
4. If there is time at the end of the lesson invite volunteers to share their answers with the class and to explain them.

Skills Book steps Water Puzzles page 8

1. Remind the class how to complete a crossword puzzle; point out the clues for the words that go across the puzzle and down the puzzle. Remind the students that they should write one letter in each box.
2. Explain that the clues don't always follow 1, 2, 3, and so on. Point to 2 across on the puzzle and tell them that there isn't a word going down from 2, so there is no number 2 in the clues under the heading 'Down'.
3. Ask the students to read the clues and write the answers in the crossword puzzle.
4. They can then read question 2 and fit the words into the grid for a friend to find.

Answers to Pupil's Book page 11

1. Pacific Ocean
2. Indian Ocean
3. Southern Ocean
4. Arabian Sea

Answers to Skills Book pages 6 and 7

1. It depends on the factory and what is in the water.
2. no harm
3. harm
4. No harm usually, but animals such as the Indus River dolphin can get trapped in the canals and die.
5. harm
6. harm (2, 3, 5, and 6 will vary according to the students' awareness and experience.)

Answers to Skills Book page 8

1. Crossword:

Across

- 2 karez
- 4 Tarbela
- 6 well
- 9 groundwater
- 11 flood
- 12 Indus

Down

- 1 Arabian
- 3 Nile
- 5 reservoir
- 7 monsoon
- 8 Pacific
- 10 dam

2. Answers will vary.

Further activities

1. The students will use the map of the world and the globe to help them label the countries on page 6 of the Skills Book that are not labelled on the maps.
2. Set a challenge to locate all the world's seas on a map. They could choose a sea and then ask the others to find it.

Lesson 2: Rivers; Where does the water in our rivers come from?

Learning outcomes

Students should be able to:

- explain the water cycle
- explain how rivers form
- name the world's longest rivers

Resources

- Pupil's Book pages 12–13
- Skills Book page 9 Rivers; page 10 Rivers in Pakistan

Pupil's Book steps

1. Ask the students what they remember about the Earth's land, oceans, and seas. Remind them that the surface of the Earth has much more water than land. Ask:
 - How is sea water different from river water? (It is salty.)
 - Where does sea water come from? (rivers)
 - How do you think it gets salty?
2. Tell the students that the pages they are going to read will help them to find out how this happens. Ask if they know the name of the world's longest river, write the answers on the board and tell them that they will find out if they were correct when they have read page 12 of the Pupil's Book. Read the first section of page 12, including 'It's a Fact', with the students. They can then check their list of rivers. Ask:
 - Where does the River Indus come from? (the mountains of China)
 - Which sea does it flow into? (the Arabian Sea)
 - Where does it flow into the sea? (near Karachi)
3. Ask the class to read pages 12 and 13, and to look carefully at the pictures. Ask:
 - How is the air in mountain areas different from air in lowland areas? (It is colder because it is higher.) Let some volunteers explain how rain forms rivers, with the help of the water cycle diagram from page 13.
4. Ask the class to think about how the sea becomes salty. Tell them that rivers carry dissolved salts from the ground, so they are slightly salty too. As many rivers flow into the sea they carry these salts into the sea too. Ask the students to look at the water cycle diagram again and explain how the sea gets salty (As sea water evaporates—droplets are carried in the air—the salts are left behind. As more and more rivers join the sea the water becomes saltier. But the sea stays at about the same level of saltiness because some of the salts form other materials on the sea bed, some are used up by plants and animals, rainwater, and melting ice dilute the sea. Some seas are saltier than others.) To explain or investigate evaporation and condensation see **Further activities**.

Skills Book steps (Page 9 Rivers)

1. Tell the class that they are going to read more about the water cycle and will label a diagram of it to explain how a river forms and flows to the sea.

2. Remind the students to use what they have learned from pages 12 and 13 of the Pupil's Book to help them.
3. If they find the exercise easy they could also write a sentence to say how the sea gets salty.

Skills Book steps (Page 10 Rivers in Pakistan)

1. Ask the class to look at the map on page 3 of the Pupil's Book to locate the main rivers of Pakistan. Ask volunteers to name a river they find and to say which provinces it flows through. They should find all the rivers named on page 12 of the Pupil's Book.
2. Ask the students where each river rises (begins) and where it flows into the sea (it might join another river that is flowing into the sea—if so they should say which river it joins.)
3. The students can then complete question 1. They could compare their answers with a partner and check any that are different, before going on to question 2.

Answers to Skills Book page 10

1.



2. a and b. The students write their ideas giving reasons.

Further activities

1. Investigate evaporation
Evaporation occurs when water becomes a vapour at temperatures below boiling point. It takes place on the surface of the water. Water is constantly changing between the three states: solid, liquid, and gas. If more molecules (tiny particles too small to see) are leaving the surface than are entering it, there is a net evaporation; if more are entering than leaving there is a net condensation

(forming water). These flows of molecules determine whether water in the air evaporates, forms a cloud, falls as rain, or freezes.

The rate at which gas molecules enter the surface of liquid (such as a cloud droplet) depends upon the air pressure. The rate at which gas molecules leave the surface depends upon several factors:

- molecules escape from the surface of water more easily than from ice;
- molecules escape more easily from curved droplets;
- water molecules escape less easily from the surface of a liquid if it contains a lot of dissolved material;
- molecules escape more easily from the surface at higher temperatures.

2. Investigation

- Put a measured amount of water in a shallow dish (e.g. 50 ml or, if you don't have a measuring cylinder, 10 teaspoonfuls). Ask the students what will happen to the water if it is left in a warm, sunny place. After a few hours check how much water is left by measuring it using a measuring cylinder or by teaspoonfuls. There should be less water than at the start. Ask the students what they think has happened to the water. If they say it has evaporated, ask what this means and where the water has gone.
 - Repeat the investigation using water to which the students have added salt stirred in until dissolved. When the water has evaporated ask them to observe what is left in the dish (salt). This helps to explain what makes the sea salty—salt remains when water evaporates.
 - Some students might not realise that the water has gone into the air. If so, demonstrate that there is water in the air. Put some ice in a jar with a lid on it. Let the students feel the outside of the jar. Ask them what they can feel. (Water—the outside of the jar gets wet.) Ask them where this water comes from. Some students might think it comes from inside the jar. If so, ask how it could get out. The students may think that the water somehow gets through the glass.
 - If you have time to investigate this in a science lesson, put the ice cubes in a plastic bag before putting them in the jar to stop any water getting out. There should still be condensation, unless you use a big bag that wraps the ice so thickly that it insulates it: water from the air will only condense on a cold surface.
3. If you don't have time to investigate, explain that the water on the outside of the jar comes from the air. It collects in droplets on the cold jar and trickles down.
When it rains water droplets in clouds grow and join up to become so large that their fall speed is greater than the updraft speed in the cloud. They then fall from the cloud. If these water drops do not evaporate as they fall they land as rain.

Lesson 3: Storing and using water

Learning outcomes

Students should be able to:

- describe how water is collected, stored, and transported
- describe some irrigation methods

Resources

- Pupil's Book pages 14–15

Pupil's Book steps

1. Ask the students to name the things we cannot live without: air, water, food. Then ask how they get water at home. (If they live in a city this is probably easy—they turn on a tap. If they live in a village they might have to collect water from a well or pump, as shown in the picture at the top of page 14.) Ask the students what water is used for and list their answers on the board.
2. Read the top section of page 14 and ask the students to check their list of the uses of water. Ask:
 - Did you miss any?
 - What can we do to make sure we have water during very dry weather? (store it)
 - Where can we store it? (in tanks or reservoirs)
 - Where do people who live in very dry places get their water from? (from underground supplies such as wells)
 - What does irrigation mean? (bringing water to fields for crops)
 - How is water carried from rivers to drier parts of the country? (in canals)
 - Which is the longest canal in Pakistan? (Nara Canal in Sindh)
 - What ancient, irrigation system is still used in Pakistan? (karez)
 - What kind of well can you see in the picture on page 14, that is used for irrigation? (tube well)
3. The students can then complete the exercise from page 15.

Answers to Pupil's Book page 15

1. The students give their own answers, which should include: drinking, cooking, washing, cleaning, leisure (e.g. swimming), transport (by sea or river boat); also industries use water for different purposes.
2. The students give their own answers.
3. The students discuss this with a friend.

Further activities

The students could make leaflets about:

1. How we can all try to keep our water supplies safe.
2. How we can avoid wasting water.
3. Access a website for details.

Lesson 4: Dams

Learning outcomes

Students should be able to:

- explain why dams are built and how they are used
- relate how dams can cause harm

Resources

- Pupil's Book pages 15–16

Pupil's Book steps

1. Tell the students that they are going to find out about some of the dams in Pakistan and their uses.
2. Read the section on dams from page 15, with the class then ask:
 - What is a dam? (a thick wall built across a river or lake to hold the water back)
 - What is the name of the largest dam in Pakistan? (Tarbela Dam)

- Which river is it on? (Indus)
 - Which dam provides drinking water for the people of Karachi and water for irrigation for farmers in Balochistan? (Hub Dam)
 - What are dams built for? (to hold back water so that it can be let out when needed for homes, irrigation, to produce electricity, and control flooding)
3. Ask the class to read the points about the problems of building dams on page 16 and ask:
 - What problems can the building of dams cause? (soil erosion when fast-flowing water is released; dams can burst and flood farms, factories, and homes; sometimes entire villages have to be moved to make way for the dam and lake)
 4. Ask the students to give examples of dams that have caused problems: the Shakidor dam in Balochistan burst after heavy rainfall that caused flooding; 135 villages were moved when the Tarbela Dam was built, and 96,000 people had to find new homes.
 5. The students can then complete the exercise on page 16 about the advantages and disadvantages of dams.

Answers to Pupil's Book page 16

Good things about dams	Bad things about dams
Give us drinking water	Can cause soil erosion
Water for hydroelectric power	Stop fish laying eggs
Water for irrigation	Danger of flooding if dam bursts
Lakes for boating and fishing	Villages might have to be moved to build dam
Control flooding	

Further activities

1. Find out about other dams in Pakistan. Different groups of students could research and write about different dams, finding out which river or lake they are on, which province they are in, the nearest city, when the dam was built, and for what.
2. They could also find out whether any villages were moved when the dam was built and what happened to the people.

Lesson 5: Water pollution

Learning outcomes

Students should be able to:

- describe how water can become polluted
- explain how water pollution can be prevented
- describe how the building of dams can endanger wildlife

Resources

- Pupil's Book pages 16–17

Pupil's Book steps

1. Tell the students that they are going to find out how pollution harms our water supply and what can be done to prevent this.
2. Read the section on water pollution from page 16 with the class. Ask:
 - What does water pollution mean? (The water contains harmful things that can make it unsafe to use.)

- What kinds of things get into the water? (chemicals, waste from factories, rubbish that people throw away, untreated sewage)
3. Let the class read page 17 then ask the following questions:
 - What are the main effects of polluted water? (people become ill if they drink it or bathe in it; it kills plants and animals; it looks and smells bad)
 - What is the main cause of pollution in the rivers in Pakistan? (sewage)
 - Which animal is being harmed by pollution in the Indus River and is now in danger of extinction. (the Indus River dolphin)
 - What else is harming this dolphin? (It gets trapped in irrigation canals.)
 - Which organisation is trying to find ways to save the dolphin? (World Wildlife Fund)

Further activities

1. Hold a class debate about whether it is right to put animals in danger by building a dam.
2. The students should consider points such as:
 - the need for water for communities
 - producing electricity for villages, towns, and cities
 - irrigating farms
 - the loss of an entire species of animal
 - how many people will benefit.

Lesson 6: Floods and Other natural disasters

Learning outcomes:

Students should be able to:

- identify causes and safety measures from floods
- describe the causes and impact of other natural disasters, like droughts, cyclones, earthquakes, and avalanches, common in Pakistan

Resources

- Pupil's book pages 18-21
- Skills Book pages 11 Natural Disasters

Pupil's book steps

1. Ask students to read page 18-19.
2. Read the section on page 18 on floods and ask:
 - What harm can floods cause? (destroy crops, buildings, vehicles, and bridges; kill animals and people; pollute drinking water, which makes people ill)
3. Ask the class to look at the pictures on page 19 and to say what they think about them.
4. They could say what they think has happened, what damage the flood caused, and how it affected the people.
5. Read the news report on page 20 with the class, or invite volunteers to read parts aloud. Ask:
 - When was the flood? (July 2010)
 - How many people were affected? (more than 20 million)
 - How many people died? (about 2000)
 - How many homes were destroyed? (more than 500,000)
 - How did the Pakistan government say it would help? (by building new bridges, roads, and homes)
6. Ask the students for four things they should do to stay safe during a flood. (Don't go near fast-flowing water; don't drink floodwater; boil drinking water; move to higher ground.)

7. Ask students to read page 19-20. Explain to the students that weather-related disasters can be predicted, and some can also be curbed (droughts can be curbed through afforestation, canal systems, and conservation of water). If precautions are taken, the damage can be controlled and reduced.
8. Introduce droughts as dry spells due to low rainfall that leads to crop failure and shortage of water, food, and malnutrition. Share the areas where droughts are most common in Pakistan. Pakistan has altogether 3 major deserts (Thal in Punjab, Thar in Sindh, and Kharan in Balochistan) and Sindh and Balochistan are driest of the areas. They are most prone to droughts because there are less dams here. People who are dependent on subsistence farming or are nomadic face the worst from such conditions. Explain to students that having more trees retains ground water and mediates water cycle and it is very important to plant trees and store water to avoid droughts. Ask them what else can be done for people facing a drought.
9. Introduce cyclones as strong pressure winds and heavy rain that strike coastal areas because they develop over sea and can cause a lot of damage. Explain that when warm, moist air over the ocean evaporates and condenses, a cyclone is formed. These clouds and winds travel towards areas where the pressure is low on land.
10. Share newspaper clippings from Dawn about heavy rains due to cyclone. Explain to students the scale of damage to life (casualties, injuries, drowning), property (washing away of crops, damage to infrastructure, loss of electricity), and businesses (delayed deliveries, loss of products, loss of wages) if appropriate safety measure are not taken. Ask;
 - what tools help us predict cyclones? (weather forecasters that observe track information from satellites)
 - what measures can be taken to reduce the destruction from cyclones? (warning for inland evacuating, better infrastructure to avoid power cuts and delays in commuting,
11. Talk about the destruction from an avalanche. Explain to students that as funny as it appears in cartoons, the speed with which snow slides down a slope can be lethal. Give examples of how daily life gets disrupted in mountainous areas when landslides occur during winters (cut off commute outside of affected area, power cut, food shortages, delayed medical aid to injured people).
12. Students will be able to attempt questions in Pupils's book page questions and skills book page 11 questions now.

Answers to Pupils book page 21

1. Sindh and Balochistan desert areas
2. Cyclones are formed when warm, moist air over the ocean evaporates and condenses, a cyclone is formed. These clouds and winds travel towards areas where the pressure is low on land
3. Roads can get blocked, and people can die if they get stuck in an avalanche.
4. Earthquakes are movement or sliding of landmasses that can cause tremors and splitting open of the land.

Answers to Skills Book steps for Page 11 (CORRECTION in SB Q3)

1. Earthquake Drop, Cover, and Hold on
Droughts Conserve water
Cyclone Turn off electricity, gas, and water
2. Answers may vary.
3. warning on TV and radio; evacuation; rescue missions refugee camps; rehabilitation

Unit 3 Where I Live

Background knowledge for the unit

This unit helps the students ascertain directions on maps and learn about navigation. They learn differences between globes and maps, BOLTS on a map, its different types and cardinal points. They check their understanding by mapping their neighbourhood, their school, the street they live in, and their village, town, or city.

This unit builds up on the concept of population introduced earlier in Unit 1. A local study based on Karachi is used in this unit as an example of how you could carry out a local study with your class in the neighbourhood of the school and/or where the students live. They compare life in different provinces and neighbourhoods to find the contrast between the regional cultures of Pakistan and role of diversity in their everyday lives.

Students will also look at transport and other issues while comparing life in cities and villages. They will also look at how some countries have better balance between rural and urban life as compared to others. It also includes Hamza's map of a town that he designed, which can be used as an example to start the students off with their own town designs, and help them to think about all the facilities a town need. Students also learn the importance of patriotism and difference between nation and nationality.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- discuss transport and leisure facilities in their town, city, or village
- use different navigation tools like maps and globes

They will learn how to:

- draw a plan of a place they know, using a scale, key, and symbols to represent what is on the ground
- represent their ideas for improving their school grounds or a local park
- respect diversity

They will begin to understand:

- how to draw maps
- how people can change their neighbourhoods
- the importance of patriotism in nation building
- link between population and environmental pollution

Lesson 1: Globes, maps, BOLTS on a map

Learning outcomes

Students should be able to:

- explain the difference between differentiate between maps and globes
- find out direction using a compass

Resources

- Pupil's Book page 23-24
- Skills Book page 12 Globes and maps and page 13 Compass directions
- a globe, a World map, and a compass

Pupil's Book steps

1. Tell the class that they are going to learn how to find their way in anywhere using globes and maps. Pass the globe around and help them spot Pakistan and other countries on the world map. Help students articulate the difference between the two and help them spot the similarities.
2. Ask the class to read page 23 and look at the pictures. Ask:
 - What is a globe? (A globe is a mini-Earth model. It is spherical in shape like the Earth.)
 - What is a map? (Maps are flat drawings of Earth that show location, landforms, and other such information about population, etc.)
 - Why do we use maps more than globes for navigation? (Globes represent the whole World on a scale, while maps help in closer inspection of land and areas)
3. Ask students to read It's a Fact on page 23 and show them the compass to find the North in their class. Take them outside of the class, preferably in the playground, and help them spot east and west based on from where the sun rises and sets.
4. Ask students to read page 24 and remember key features of a map called BOLTS. Ask:
 - Why is the need for border on maps? (Borders serve as an outline of map.)
 - How does a compass on a map help us? (A compass helps in finding directions for where a person is headed.)
 - Why is a legend the most important thing on the map? (A legend helps understand the features on the map.)
 - Why is a scale necessary to make a map? (Consistent scale for distance makes the maps accurate. Inconsistent scale cannot help in navigation.)
5. The students can then complete the exercise.

Skills Book steps page 12 Globes and maps

1. Show the class a globe and a map of the world. Ask:
 - How are these similar? (They are both maps of the world.)
 - How are they different? (The map is flat, but the globe is solid—shaped like the Earth.)
 - What difference do you see when tracing a journey round the world from Pakistan? (On the map you stop at the edge and then go to the other edge of the map to continue; on a globe you are able to go round till you return to Pakistan.) Let the students try this.
2. Read page 12 with the class and pass the globe and map around so that they can locate Pakistan on them.
3. They can then complete questions 1 and 2 of the exercise on page 12.

Skills Book steps page 13 Compass directions

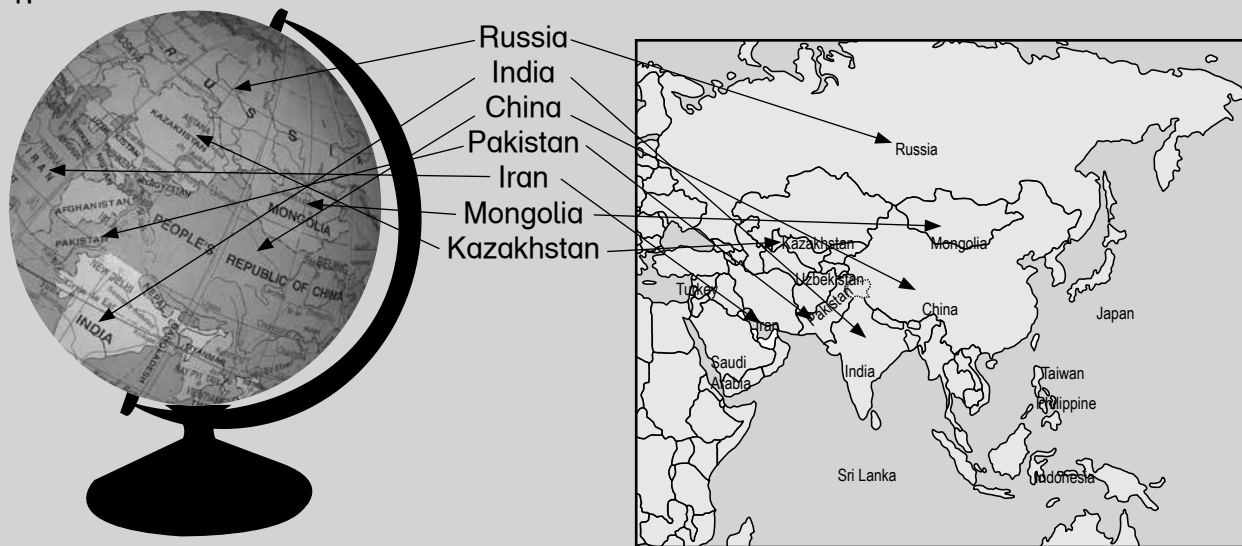
1. Invite a volunteer to draw a compass rose on the board and identify the direction of north. Call on others to add the remaining three cardinal points. Check that they have spelled north, south, west, and east correctly. Draw a line radiating from the center, pointing north-east. Ask the class what direction this is. If they are not sure, point out that it is between north and east so it is north-east. Repeat this for north-west, south-east, and south-west.
2. Ask the class to read page 13 and complete the compass rose.
3. They can then do the rest of the exercise.

Answers to Pupil's Book page 32

1. The map is flat, but the globe is solid—shaped like the Earth.)
2. Legend or key explains what the symbols used on the map stand for.
3. Border is an outline of the map; Orientation is a compass on the map that shows north and other directions for navigation; Legend explains the features of the map; Title explains the type of map; Scale explains the distance between one place from another on the map.

Answers to Skills Book page 12

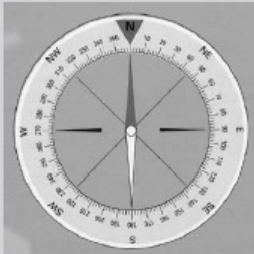
1.



2. Turkey, Uzbekistan, Saudi Arabia, Sri Lanka, Japan, Taiwan, Philippines, Indonesia

Answers to Skills Book page 13

1.



2. a) north b) south c) north-west d) Leadership College e) Murray College f) Sethi Plaza

Further activities

1. The students will use the map of the world and the globe to help them label the countries on page 12 of the Skills Book that are not labelled on the maps.
2. Set a challenge to locate all the world's seas on a map. They could choose a sea and then ask the others to find it.

Lesson 2: Hamza's town plan

Learning outcomes

Students should be able to:

- identify and define the importance of leisure facilities in towns and cities
- interpret a map with symbols and a key

Resources

- Pupil's Book page 32
- Skills Book page 14 Plan your town
- Some photographs of the streets where the students live and contrasting parts of their town, city, or village

Pupil's Book steps

1. Read about Hamza's school work on town plans, with the class. Ask the students to look at Hamza's plan and read the key. Ask:
 - Do you think this town has enough shops?
 - Do you think it needs any other places for people to get everything they need and enough places for leisure? (You could discuss how the town provides for traffic, parking, buying fuel, and other forms of transport, such as a railway.)
2. The students can then complete the exercise.

Skills Book steps

1. Remind the class of the main points they have learned about the important buildings and other places a town need. Inform them that they will have the opportunity of planning their own ideal town—a town they would like to live in.
2. Ask the students to list the things their town must have and then to consider other things they would like it to have.
3. They should now look at page 20. Ask them what the area already has: roads, a railway, and in the north-east, a river and forest.
4. Discuss the key and ask the students to decide where in the town, the houses and buildings will be so that everyone can get to them without confronting traffic jams. They should notice that some roads have 'dead ends' (traffic cannot go through them but has to stop and turn around at the end—these could become congested at busy times) They should also think about how to look after the environment in the town: for example, by including parks and open spaces and taking care about anything that might pollute the river.

Answers to Pupil's Book page 32

Answers will vary.

Answers to Skills Book page 14

Answers will vary.

Further activities

1. If possible, help the students to plan what they can do to improve their school. It could be as simple as tidying an area, picking up litter, making signs to remind others to put litter in a bin or put things away tidily.
2. They could design a Nature Garden for their school with permission from the principal.

Lesson 3: Our Culture

Learning outcomes

Students should be able to:

- explain what constitutes culture of an area
- assess key similarities and differences between cultures in Pakistan
- express ideas nation and nationality
- identify the importance of patriotism in nation building

Resources

- Pupil's Book page 26-30
- Skills Book page 15 Respecting diversity
- Some souvenirs and photographs representing provincial culture of Pakistan

Pupil's Book steps

1. Ask students to read page 26. Brainstorm how many multicultural societies can they name. Ask them why urban areas are more multicultural than rural areas (urban areas attract people from different cultures in a country for work, medical or educational aid, etc.)
2. Have a discussion in class how the following characteristics of a group of people forms their culture.
 - primary: language, literature, common history, music, fashion, games, arts and crafts
 - secondary: communication style, courtesy, friendship. Cleanliness, leadership, religion, problem solving, attitude towards elders, children, authority, death, sin, etc.
3. Ask students to read pages 26-30 and inquire:
 - Why is the culture of Pakistan diverse? (Diverse landforms like mountains, fertile plains, deserts, etc., and migrant communities have made Pakistan a multicultural society.)
 - Which ancient civilisation was settled in Sindh and Punjab? (Indus valley civilisation was settled here 5000 years ago)
 - Why do you think culture of Sindh and Punjab is more similar than other provinces? (fertile land, similar climate, common earlier settlements)
4. Ask students to make presentation on cultures and make cultural souvenirs using material present in the class.
5. Students can now complete the exercise on page 30.

Skills Book steps page 15 Respecting Diversity

1. Ask students to find out people around them with cultures different from their own.
2. Students should fill question 1 of Skills book page 15 and then answer the rest of the questions.

Answers to Pupil's Book page 30						
	Sindh	Punjab	Balochistan	Khyber Pakhtunkhwa	Azad Jammu and Kashmir	Gilgit-Baltistan
cuisine	palla fish, bhaji, biryani	makai ki roti, sarson ka sag	sajji	chapli kebab	Roghan Josh	Chapshoro, Dawdoo, Chamus, Mamtu, Harissa
religion	Islam	Islam	Islam	Islam	Islam	Islam
entertainment	Answers may vary					

Answer to Skills Book page 15 Respecting Diversity
Answers may vary

Further activities

1. Brainstorm what other cultures are students exposed to and identify similarities and differences with their own culture.

2. Find out about other cultures by finding their origin and gradual changes in modern times.
3. Make a list of cultural practices from around the world which are not popular anymore and its reasons.

Lesson 4: Problems from overpopulation

Learning outcomes

Students should be able to:

- identify the importance of census
- explain causes of overpopulation
- describe the impact of overpopulation on people

Resources

- Pupil's Book page 31
- Skills Book page 16 Pollution I-spy
- Some photographs of pollution in urban and rural areas

Pupil's Book steps

1. Show World Census (from Oxford School Atlas) of World's 20 most populous countries.
2. Ask students to read It's a Fact! on page 31 and ask why countries hold census.
3. Discuss that if census are not held, countries cannot manage their resources which can lead to wider gap between the wealthy and the poor.
4. Ask students to read page 31 and ask:
 - what is the impact of overpopulation on land? (Increased traffic, pollution, overuse of land for settlement and farming, deforestation, etc.)
 - what is the impact of overpopulation on water? (Shortage of drinking water, pollution of water bodies from industrial, farming, and domestic waste)
 - what is the impact of overpopulation on air? (air pollution from industries, transport, mining, etc.)
5. Students can now complete the exercise on page 31.

Skills Book steps for page 16 Pollution I-spy

1. Read the introduction to this page with the class and ask them to look at the pictures. Help the students to read the captions. They should then think about these types of pollution and tick the pictures of the pollution they find in their neighbourhood.
2. Ask the students to decide, from the tick marks they put on the page, how polluted their neighbourhood is: very polluted, a little polluted, not polluted at all. They should justify what they say with evidence.
3. The students can then talk to a classmate about what could be done to eliminate the pollution in their neighbourhood: for example, having a rule that cars must have at least four people in them—to reduce the number of journeys by encouraging car-sharing; persuading manufacturers to reduce pollution from their factories; showing farmers ways of farming using smaller amounts of pesticides and fertilizers; writing to local government officials to ask them to refurbish a park; having 'clean up' days to collect litter; persuading bus companies to use 'green' vehicles.

Answers to Pupil's Book 31

1. Census helps governments distribute resources for development in roads, railways, hospitals, schools, etc. where it is needed most by its population.
2. Answers may vary.
3. Answers may vary.

Answers to Skills Book 16

Answers may vary.

Further activities

1. The students could discuss ways of reducing traffic, water, and land pollution.
2. Discussions and debates can be on different topics like high taxes on car fuel; free parking for cars that use 'green energy' (e.g., electric cars that can be recharged); ban or spread awareness on reducing chemical fertilizers and pesticides; afforestation programs; solid waste management, etc.
3. Ask them to make a list of the advantages and disadvantages of each idea they discuss.

Unit 4 Our government

Background knowledge for the unit

This unit helps the students to learn about the way government's function and how Pakistan is governed as a democracy.

Pakistan came into being when the British rule ended, and the subcontinent was partitioned on 14th August 1947—now celebrated as Independence Day. India was declared a separate nation the next day. Although the British rule ended, and Pakistan apparently governed itself but it was a dominion, with a British monarch and a Governor-General in charge who represented the British government. The first Governor-General of Pakistan was Muhammad Ali Jinnah رحمۃ اللہ علیہ. In 1955 Iskander Mirza was the Governor-General of Pakistan, but the following year Pakistan became a republic—the Islamic Republic of Pakistan. It no longer had a British monarch with a Governor-General as representative. So Iskander Mirza's title changed to President of Pakistan—on 23rd March 1956. Pakistan was the world's first Islamic Republic. This is why we have a national holiday on 23rd March each year—for Pakistan Day.

The unit also breaks down features of a democracy like role of political parties, leaders, and citizens in the functioning of a democracy. Students will learn the importance of citizens engagement and organisation

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- describe the differences between state and government, rules and laws
- structure of the government of Pakistan according to the constitution of 1973
- explain the role of the executive, legislature, and judiciary of Pakistan
- difference between roles of local and provincial government

They will learn how to:

- organise and take part in an election, for examples the one conducted in schools
- make decisions
- respect the law and participate in maintaining order

They will begin to understand:

- the roles of the police, judiciary, lawyers, witnesses, judges, and magistrates in keeping law and order
- provincial government
- how elections are conducted
- role of leaders in a democracy

Lesson 1: State and government, Rules and laws

Learning outcomes

Students should be able to:

- determine and describe the difference between the roles of state and government
- identify and describe the importance of rules and laws in everyday life

Resources

- Pupil's Book page 33-34

Pupil's Book steps

1. To gauge previous knowledge of the students in relation to the government of Pakistan ask the following questions:
 - What is the name of the President of Pakistan?
 - What is the name of the Prime Minister?
 - What do they do?
 - Can you name a political party?
2. Read page 33 of the Pupil's Book with the class. Ask:
 - What is the difference between a state and a government? (any place with independent territory, population and is run by a government)
 - For how long does a government hold office before the next elections?
 - What are the responsibilities of a government? (Governments are responsible for keeping citizens safe, providing basic resources and making and imposing laws, and maintaining peace.)
 - What decides the rules for formation of a government? (constitution)
3. Ask students to read Rules and Laws on page 33 and 34. Ask:
 - What is the difference between rules and laws? (rules are made by a group, affects people only in that group eg. rules for classroom, sport whereas laws are made by the government, affects all people eg. school zone 40 km/hr)
 - What actions are considered a crime? (any action that breaks a law is considered a crime)
 - How are police responsible for maintaining law and order? (The police investigate and arrests the person they believe responsible for the crime and put them in lock-up)
4. Let the students look at the photograph of a policeman and discuss why do policeman carry firearms?
5. Read 'It's a fact!' on page 33 and discuss the roles and responsibilities of
6. The students can now answer question 1 on the exercise on page 35.

Answers to Pupil's Book page 35

1. Rules are a set of instructions to enable people to live and work together. Laws are a set of legal rules made by the government to have functioning of society. Breaking rules can be punishable while breaking laws is a crime for which people can go to jail.

Further activities

1. You could compile a class dictionary of important words and names in government and governing.
2. Make a list of class and house rules and decide on appropriate punishments for it.
3. Perform a skit in class that describes importance of rules in a society.

Lesson 2: Constitution, Democracy and Leaders

Learning outcomes

Students should be able to:

- explain what a constitution is
- describe the main points of 1973 constitution of Pakistan
- explain why democracy is the better form of government
- explain role of leaders and political parties in elections

Resources

- Pupil's Book pages 34-35
- Skills Book page 18 You be the judge

Pupil's Book steps

1. Introduce the concept of constitution as the rule book for governance that decides the roles and responsibilities of the state and government, how it will be elected, make laws and what kinds of laws it should approve of.
2. Ask students to read 'The Constitution of Pakistan' on page 34 and ask the following questions:
 - What is a democracy? (citizens can vote and elect their government)
 - What is a republic? (a state where the highest power rests with the people and their elected representatives)
 - What is a parliamentary form of government? (a government that is formed by the political party with maximum seats in the parliament)
 - what kind of republic is Pakistan? (an Islamic republic)
 - Who is the head of the state? (Prime Minister – head of the parliament)
 - How long does a government stay in power? (five years)
 - Who chooses the Prime Minister? (The parliament chooses the Prime Minister)
3. Ask students to read 'It's a fact!' on page 34 and explain that adults in the country are responsible for casting votes after careful thought and selecting their leaders after every 5 years. This allows for elected people to be replaced if they had not fulfilled their promises and for citizens to hold the greater power.
4. Ask students:
 - How can people participate in governance? (by casting vote and by forming or joining political parties)
 - What are the similarities and differences in political parties? (similarities: formed by citizens for the welfare of people that highlight their problems and suggest changes for its removal, each party has a manifesto; differences: the group it represents is different, their visions and suggested solutions are also different)
5. Ask students to read Democracy on page 35 and discuss why the constitution supports a democratic government style. Brainstorm ideas how does a democracy serves people (people vote for their representatives, the opposition in the parliament makes sure that the government makes laws according to the will of the people, and how does undemocratic countries serve its people (problems of citizens are unaddressed, Head of the state does not reflect the choice of the majority of the people, citizens cannot hold people in power and cannot replace them).
6. Ask students to read 'Leaders' on page 35 and discuss the role of leaders in a democracy. Explain to students that if citizens are careless with their choices while voting, how it can affect the nature of their democracy and their lives (leaders can find ways to stay in power, will not make laws that benefit people but for their own benefit, there will be less equality and justice for people).
7. The students can now answer questions of the exercise on page 35.

Skills Book steps page 18 'You be the judge'

1. Tell the students that they will be acting as law court judges and will decide what punishments to give people for committing different crimes.
2. Ask them what punishment they think would be suitable for someone who has damaged another's property; for example, by deliberately breaking a window. List their ideas on the board and ask the class to vote for the one they think is the best. Discuss why this would be a suitable punishment.

3. Read the instructions at the top of the page with the class. Initially they could work individually to make notes initially. Let them share these with their groups and listen to one another's comments. They might then make changes to their answers before writing them on this page.

Answers to Pupil's Book page 35

2. Democracy means a government of the people, for the people, and by the people. It is a popular and preferred form of government as people have the power to impact the decisions made for the country.
3. B. group of people who share the same ideas about how to rule the country. They choose their leader.
4. 18 years of age.
5. A leader is a person who guides others to achieve a common goal. They are confident, inspire people, empower people and share their vision.

Answer to Skills book page 18

Answers will vary

Lesson 3: Executive

Learning outcomes

Students should be able to:

- explain how the executive, legislature, and judiciary combine to form a government
- describe the role of the Executive

Resources

- Pupil's Book pages 36-37

Pupil's Book steps

1. Explain the diagram at the top of page 36. Ask:
 - Who are the people who make up the Executive? (President, Prime Minister, Cabinet Ministers)
 - What is the Legislature? (Parliament)
 - Who are the people who make up the Parliament? (All the members of the government—the people who won the local elections to represent the people in the government. Some of these will be members of the ruling party; others will be members of other political parties.)
 - What does judiciary mean? (law courts)
 - What role do law courts play? (They decide whether people have broken the law.)
2. Read the rest of page 36 with the class. Ask:
 - How is the Prime Minister chosen? (He or she is the leader of the political party having the most members in parliament. Parties choose their leaders before the elections.)
 - Who chooses the other ministers? (the Prime Minister)
3. Ask the students why there are so many ministers. (Each one has something different to look after: education, health, defence, the environment, transport, housing, etc.)
4. Now let them read the introduction to the task on page 37. Divide the class into groups of four to six. Each group could discuss a different aspect of government; they could be 'a minister' and report back to the class. After they have listened to each group, and put forward any questions, the students can complete the task.

Answers to Pupil's Book page 37

Answers will vary.

Further activities

1. Hold an election campaign speech in class, in which a volunteer talks about his/her ideas of one action he/she would take as Prime Minister.
2. The others could ask questions and make comments.
3. They can then vote on the issue.

Lesson 4: The Legislature; The police

Learning outcomes

Students should be able to:

- establish and describe how laws are made
- determine the purpose of laws and rules

Resources

- Pupil's Book pages 37–38
- A copy or download of the Highway Code

Pupil's Book steps

1. Give the class some time to think about their school rules. Ask:
 - Why do we need rules?
 - What are some rules that help to keep people and property safe?
 - Which rules would help to make the school a better place for learning?
 - Why do we need rules when we all know how we should behave? (Unfortunately not everyone behaves as he/she should, all the time.)
 - What does 'behaving well' mean? (Give the students the opportunity to define this but focus on the fact that it means behaving with consideration and respect for others, animals, the environment, and property—our own, communal, and other people's.)
2. Read the section on page 37 about the Legislature. Ask:
 - What do you think laws are? (Laws are rules.)
 - How is parliament organised? (It is split into two 'houses'—the National Assembly [Lower House] and the Senate [Upper House]).
 - What is the procedure of making a new law and changing one? (Members of the Lower House discuss the law and reason in detail, then vote on it. If they agree they inform the Upper House and then the members of the Upper House discuss it. If they also agree they inform the President. It becomes a law, or a law is changed if the President agrees.)
 - Is this a good way of making laws? Why?
3. Read the section about the police, with the class. Ask:
 - What is the word for an action that breaks the law? (crime)
 - What is the main duty of the police? (They catch and arrest anyone suspected of breaking the law so that the courts can decide whether or not they did.)
 - What kinds of actions do you think are crimes? (List the students' answers on the board.)
4. Divide the class into groups of four and give each group a short list of crimes to discuss and decide what the punishment for each crime should be. Invite feedback from each group and ask the others if they agree. They should explain their answers and listen to questions and comments from the others.

Further activities

1. At home, the students could choose a newspaper report about a crime and make notes on what punishment they think the person should be given and why.
2. At school they could report these and choose one for a class 'court'. Volunteers could act as judge or magistrate, lawyer, witness/es, and the accused.
3. Investigate eye-witness accounts of an incident.
4. Show the students a short film of about 5 minutes of any incident. It could be a scene from a television programme. (You will need to watch it carefully first and prepare some questions about who did what, what the people said, what was going on in the background and the setting: outdoors/indoors, where what large and small objects were in the scene, etc.)
5. Give the students the questions and ask them to write their answers.
6. Invite feedback. (It is usually surprising how the accounts vary.) You can then discuss how the courts can check the reliability of the witness'/es' statements.

Lesson 5: Judges and Magistrates, Provincial and local governments

Learning outcomes

Students should be able to:

- determine and define how laws are enforced
- describe the roles of different people in the judiciary

Resources

- Pupil's Book pages 39
- Skills Book steps page 17 and 19

Pupil's Book steps

1. Inform the students that they will learn about the work of the people whose job it is to keep law and order—make sure people obey the law and that they are punished if they do not obey the laws.
2. Read the paragraph about the judiciary with the class. Ask them to name the three different kinds of law courts and to say what each one is for. Ask:
 - Which is the highest court in the country, that deals with the most serious matters? (the Supreme Court) Let the students look at the picture of the Supreme Court, Islamabad given on page 39.
3. Read the three paragraphs on lawyers, witnesses, judges, and magistrates with the class. Ask:
 - Who are the people that try to find out what has happened and which laws have been broken? (lawyers)
 - How can you become a lawyer? (by studying at a university and passing exams to get a law degree)
 - Define the term 'witness'. (a person or persons who were present when a crime took place; they tell the court what they saw or heard)
 - Who decides what punishment to give anyone found guilty of breaking the law? (judges and magistrates)
4. Discuss the exercise on page 40. Ask the students to think about the rules they would like to have for the school playground. They should explain why each rule would be beneficial. Ask them also to think about what punishments should be given to anyone who disobeys these rules.
5. Ask students to find out the names of their provincial chief minister, and three members of their cabinet.

- Help students differentiate between the roles of provincial and local governments. Using the example of organisations with hierarchies, like their school, help them identify the layers of administrations and their interdependence for efficient running of the systems.

Skills Book steps page 17

- Review the process of completing a crossword puzzle: point out the clues for the words that are to be written across and down the puzzle, writing one letter of the word in each box.
- Emphasise the fact that the clues don't always follow the sequence of 1, 2, 3... Refer to the first clue, 1 across on the puzzle, and show them that there the numbers 3, 4, or 5 across are not written because the clues of those numbers are found in the 'down' list of the puzzle.
- Ask the students to read the clues and write the answers in the boxes of the crossword puzzle. Encourage them to use the Pupil's Book to help find the answers and to spell the words. The glossary of the Pupil's Book will also help.

Skills Book steps page 19 Values

- Ask the students to visualise an election for a class president. Ask
 - What is the job of a class president?
 - What should he or she do?
 - What should the class president be like? Why? (Tell the students that the ideas on the page will help them.)
- Read the instructions at the top of the page with the class and then ask them to read the list of personal qualities.
- To help the students choose the best qualities for a class president they could cross out the least useful quality and then go over the list again crossing out the next least useful quality until they are left with the five qualities they think are the most important for a class president.
- The next step is to explain why each quality would be important. They should then write a sentence to say why and how it would help him or her to do the job.

Answers to Skills Book page 17

Across

- judge
- police
- eighteen
- President
- supreme
- law
- Prime Minister

Down

- election
- leader
- Parliament House
- vote
- constitution
- court
- Islamabad
- democracy

Answer to Skills Book page 19

Answers will vary.

Further activities

- Ask the class to prepare a short speech on what they would do as class president.
- They should choose something that is important to them, explain why they have chosen it and say briefly what they would do about it.
- They could complete this for homework. Remind the students to think about the questions that others in the class might ask regarding their idea.
- They should prepare answers to these 'probable' questions.
- Invite any who are willing to present their speech to the class. The others should listen attentively.

6. After the speaker has finished they could ask questions and make polite comments.

Answers to Pupil's Book page 40

Answers to Question 1a, b and Question 2 will vary.

Unit 5 Early History

Background knowledge for the unit

This unit develops the students' understanding of how humans began to populate the Earth, from origins in Africa, migrating in different directions; how early humans survived; how they communicated; how they developed ways of creating and making things; and their writing.

Students study the development of settlements. Skills of interpreting the findings of archaeologists are developed using pictures of items from the past.

Our understanding of the first humans develops as archaeologists discover more about the past, as new archaeological sites are discovered and methods of investigation improve.

The earliest humans we know about lived in Africa around three million years ago, around the Equator. The earliest known record is from Ethiopia. These early humans lived as hunter-gatherers until around 12,000 years ago.

Humans began to migrate from Africa 100,000 to 130,000 years ago, and the oldest anatomically modern human remains outside Africa have been found in the Arabian Peninsula and Australia. Archaeologists have traced the first wave of migration northwards through Africa, the Arabian Peninsula and northern Pakistan, across Asia into southern China and south east Asia and then to Australia. It is thought that humans reached Pakistan around 65,000 to 70,000 years ago.

The last places they reached were nearer to the Arctic and Antarctic. As they moved away from the Equator, they needed clothes for keeping themselves warm. However archaeologists have found evidence that early humans wore clothes in warmer places, such as Morocco. Clothing would have been worn for other purposes, such as comfort. Later, clothing could indicate status and because groups of people came to believe that some parts of their bodies should be covered in public.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- define the term 'history'
- trace early settlements and their locations
- describe the advent, lifestyles and decline of Mesopotamia, and its legacy
- identify ancient civilisations along major rivers of the world.

They will learn how to:

- use clues from the past to find out how people lived
 - use maps to locate settlements and trace migrations
- use their knowledge of other subjects, such as geography and science to help them to explain why people migrated and why they settled in certain places.

They will begin to understand:

- how archaeologists work
- why early humans migrated
- how and why settlements develop
- how people's beliefs developed.

Lesson 1: The Prehistoric Age

Learning outcomes

Students should be able to:

- state where and when the first humans lived
- describe the migration routes of early humans out of Africa and explain why they migrated
- describe what people need in order to survive and explain how the early humans accessed their basic needs.

Resources

- Pupil's Book page 41
- Skills Book page 20 An archaeologist's work
- maps showing human migration from prehistoric times (many are available on the internet)

Pupil's Book steps

1. Ask individual students to explain the term 'history'. Recall examples from previous history lessons. Ask them for their ideas about how studying the past can be useful. Note that learning about the past helps us to understand the present. Through studying the past we learn how the things we have today developed, for example :settlements, roads, boundaries and customs. Another important point is that through understanding the past people can learn how to avoid mistakes now.
2. Ask the students to read page 41 of the Pupil's Book, and then invite volunteers to describe where the first humans like those of today lived. Show them a map of human migration and invite them to describe the directions in which people migrated from Africa, and when they first arrived in the area that is now Pakistan.

Skills book steps page 20 An archaeologists work

1. Remind the children of the meanings of past (what has already happened), present (what is happening now), and future (what is going to happen).
2. Explain that archaeologists look at buildings and other objects from the past. They can find out from these about how people lived in the past. They can sometimes find out about what happened. Sometimes they are not sure but they use what they know to help them to figure it out.
3. Tell the children that they are going to imagine they are archaeologists of the future—perhaps in about a thousand years' time. They have found some buildings and objects that we use today.
4. Ask the children to look at page 28 of the Skills Book. Read the heading and instructions with the children. Tell them that they are going to be 'archaeologists of the future' who are trying to find out about life today. The children should look at the picture with a partner and talk about what they can find out from the picture about the people who lived there: for example, the food they ate, the materials they used, their money and transport.
5. Remind the children that people of the future will not know what some of these things are for, so they will not be able to name them. They should just describe them: for example, people of the future might not use coins or paper money, so they will describe these as round pieces of metal and pieces of strong paper with writing and numbers on them. They could say what the numbers are and what the writing says. Then they can say what these might have been used for. Ask them to think about the buildings where the objects were found.

Other ideas to think about:

- People of the future might not have cars like the ones we have today. They might not use petrol or diesel fuel.
 - In the future, there might not be shops like the ones we have today.
6. The children should complete the sentences. Each group could then tell the others what they have found in the picture.

Answers to Pupil's Book page 41

1. history 2. objects, places. 3. hunting, gathering, 4. Africa, 5. wood, stone

Answers to Skills Book page 20 (An Archaeologist's work)

The children will have different answers. They should explain their answers using evidence from the picture, for example:

Building 1

I think this building was a mosque because I can see writing from the Qur'an, a mat that looks like a prayer mat and shoes that people took off before going into the prayer hall.

Building 2

I think this building was a supermarket because there are tins of food and some money. Building 3

I think this building was a petrol station because there are petrol pumps, parts of cars, and nuts, and bolts.

Further activities

1. The students could use internet sources find out more about human migration. Encourage them to question what they read and to check it for accuracy.
2. Help them to create a display featuring a timeline of prehistoric human migration to different parts of the world.

Lesson 2: The Stone Age and the Metal Age

Learning outcomes

Students should be able to:

- describe how humans began to make and use tools and explain how we know this
- explain how humans began to develop homes and settlements
- explain the term 'civilisation'

Resources

- Pupil's Book pages 42-43.
- Skills Book page 21 How people survived in the Stone Age

Pupil's Book steps

1. Ask individual students to say what they know about the Stone Age and why it is so named. Draw their attention to the natural materials that would have been available: plant materials, such as wood and non-living materials such as stone. During the Stone Age people began to make tools, weapons and utensils by sharpening the edges of stone by rubbing it against harder stone. In this way, they shaped pieces of stone for making axes, arrow-heads and tools for cutting.
2. Ask the students to read pages 42 and 43 of the Pupil's Book.
3. The students can now make notes about the changes in the lifestyles of people towards the end of the Stone Age and the beginning of the Metal Age, using the following headings:

Changes in lifestyle from the Stone Age to the Metal Age				
Getting water	Getting food	Tools, weapons and utensils	Other objects they made	Shelter

Ask them what made life the Metal Age so different from the Stone Age. The students should realise that people's new knowledge and skills in shaping and combining metals enabled them to make better tools and weapons. Note that people began to make non-essential objects such as jewellery. You could discuss the idea of status in society – how some people became more wealthy than others or have important roles and how they showed their wealth or importance, through their clothing or jewellery.

4. They can now complete the exercise on page 43.
5. them to share their answers, then summarise how the new developments began an important change in the way in which people lived: they began to build settlements – mainly near rivers, for their water supply. Having settled they could farm their food rather than hunting and gathering.
6. Another important point to summarise is that once people settled they began to organise their societies, with leaders to keep order and people specialising in different work, such as making pottery, jewellery and so on, as well as civic work, such as organising the community so that it was kept clean and safe.

Answers to Pupil's Book page 43

- A 1. The discovery of metals and being able to work with metals 2. Jewellery, plates and cups, irrigation. 3. Attacks from invaders.
- B. They built fences and dug moats around their settlements to help keep invaders out. They used metals to make better weapons for fighting off invaders.

Answers to Skills Book page 21

Answers will vary

What people need	How we stay alive	How Stone Age people stayed alive
clean air	air filters, go out in gardens	lived in open air, very little shelter
water	dependent on tap water through canals linked with water bodies	water bodies like rivers, streams, ponds
food	buy it from markets	hunting, gathering fruit, herbs, etc.
shelter	houses made of bricks, cement, etc.	lived in caves
clothes	manufactured	leaves, animal skin
safety	law, police, army	used weapons like spears to protect from people and animals

Further activities

1. The students could write an essay about the changes that came about because people began to live in settlements, using the following headings: water and food supplies, shelter (building homes), leaders and other roles for people, defence, beliefs, ways of recording things.

Lesson 3: Ancient Sumer and Mesopotamia

Learning outcomes

Students should be able to:

- locate on a map the area that was known as Sumer
- explain what made this a good area for a settlement.

Resources

- Pupil's Book pages 44-45.
- Skills book page 23 Rise of Sumer
- a map of the Arabian Peninsula and its surrounding lands

Pupil's Book steps

1. Ask the students what they remember about civilisations from the last lesson. Tell them that the world's oldest known civilisation, Sumer, was in the Arabian Peninsula, mainly between the two rivers Tigris and Euphrates.
2. Show the students a map of the Arabian Peninsula and ask them to name the countries and cities they can find. They can then look at the map on page 44 of the Pupil's Book to help them to find out which present-day cities and countries were probably in Ancient Sumer.
3. The students should now read page 44 of the Pupil's Book, and ask them to explain why the area of Ancient Sumer was a good place for settlements. Point out the importance of rivers for a water supply and for transport. Tell them that the world's oldest-known city is Ur. Note that, although Ur is not on the banks of the Euphrates or Tigris, the rivers have changed their courses over the centuries, and used to run much closer to Ur.
4. Ask the students to read pages 42 and 43 of the Pupil's Book, stopping before the section headed 'Civilisation'.
5. The students can now complete the exercise on page 45.

Skills book steps page 23 Rise of Sumer

1. Discuss what students have understood about the changes in settlements from the earliest times. Ask them to read the passage on Skills book page 23 and explain the political and social life in Sumer.
2. Discuss why were city states developed in Mesopotamia. To protect themselves, small towns attached themselves to big cities. This created a system of city-states. City-states are communities that include a city and its nearby farmland.
3. Ask students how large scale settlement help people made communities (work together for mutual benefits). This happened because many people could practice what they excelled in.
4. Discuss why power got concentrated with priests.
5. Explain to students why language was formed.
6. Now students should be able to answer the questions on page 23.

Answers to Pupil's Book page 45

- A 1. Greek, 'between rivers', 2. Tigris, Euphrates, 3. Al-Jazirah', 4. Iraq, Iran, Kuwait, Syria and Turkey, 5. King Sargon of Akkad.
- B. They built fences and dug moats around their settlements to help keep invaders out. They used metals to make better weapons for fighting off invaders.

Answers to Skills book page 23

1. Answer may vary. Settlers of Mesopotamian city-state Sumer, which was a centre of trade, learning, and religion.
2. Answer may vary. City-states were made because more people started to settle around rivers and were organised.
3. Priests ran the irrigation centre and the grain storages from the ziggurat. People paid the priests in grain for their services, making them very powerful. Slowly leaders started to take the role of priests and made the system into a kingdom.
4. They learnt to keep track of food and other goods they imported and exported by making pictures on clay tablets. This graphic language is called cuneiform.

Further activities

1. The students could use the internet find out more about the remains that archaeologists have discovered and excavated in the areas that were Sumer and Mesopotamia.

Lesson 4: Life in Mesopotamia

Learning outcomes

Students should be able to:

- describe the way of life of the people of Mesopotamia
- explain what we know about how the lifestyles and beliefs of the Mesopotamians, and how we know this

Resources

- Pupil's Book pages 45-47.
- Skills book page 24 Values
- a map of the Arabian Peninsula and its surrounding lands

Pupil's Book steps

1. Remind the students what they have learned about the things we need in order to survive, and how this can be organised in settlements. Ask them how living in settlements helps people to do just one type of work instead of farming to produce their own food. Note that in settlements people began to do specialised jobs such as making pots, jewellery or other crafts. They could exchange things they made for other things they needed.
2. Ask them to read page 45 to 47 of the Pupil's Book. The ask them what they have learned about crafts and trade in Mesopotamia, how people traded and with whom.
3. Point out that when people live in settlements they need laws to keep everything fair and well-organised. Ask them how we know about the laws in Ancient Mesopotamia.
4. Ask the students what we know about the beliefs of the Mesopotamians, and how we know about them. They can then complete the exercise on page 47.

Steps for Skills book page 24 Values

1. Brainstorm why are laws needed in a society. (keeps everyone safe; build social behaviour such as respect and protection of other people and the environment; equality and fairness as laws

- apply to everyone; and outlines the consequences of breaking the law) Explain to students that laws are made according to the needs of time and depends on the values of the time.
2. Ask students to read the laws of Hammurabi on Skills book page 24. Ask students to rate which ones they find are fair and which ones are not.
 3. Ask students to explain their choices.
 4. Discuss that the social structure of Mesopotamia gave benefit to people who enjoyed power, like priests, politicians, people with land and wealth. The laws were stricter for women because they were not considered equal to men.
 5. Allow students to work in groups to articulate why the laws were stricter for law breakers and how is code of Hammurabi different from modern laws.
 6. Students should now be able to attempt questions on page 24.

Answers to Pupil's Book page 47

Item	Description	Where	What I can learn from it
Code of Hammurabi	Block of black stone with a type of writing carved on it	Mesopotamia	The laws of Mesopotamia and how justice was done
Uruk	The first city in Sumer	Near Samawah, Iraq	The size of the city and how people lived there
A terracotta cylinder	A cylinder made of a type of clay called terracotta with writing carved on it	Babylon, in Iraq	The building works of King Nebuchadnezzar
The walls of Babylon	Walls built around the city of Babylon	Babylon, in Iraq	The size of the ancient city

Note

The Hanging Gardens of Babylon are famous as one of the Seven Wonders of the Ancient World, but no remains of them have been found. They are described in legends but there is no proof that they existed. One legend said that King Nebuchadnezzar (who ruled from 605-562 BCE) had the gardens built. Some sources say that they were planted in terraces so that the plants looked as if they were hanging.

Answers to Skills Book page 24 Values

Laws	Fair /Unfair
If a man put out the eye of another man, his eye shall be put out.	fair
If anyone accuses another of a wrongdoing, puts a ban upon him, but cannot prove it, then accuser him shall be put to death.	Answers may vary
If a judge tries a case and it later appears that his decision was wrong shall pay twelve times the fine set by him in the case. He shall also be publicly removed from the judge's bench, and never again pass a judgement.	fair
If a free woman is beaten by a man, he shall pay five shekels in money. If a maidservant is beaten by a man, he shall pay two shekels in money.	unfair
If a man destroyed the eye of a another's slave, or broken a bone of another's slave, he shall pay half the slave's value.	unfair

Further activities

1. The students could choose one of the artefacts mentioned to find out more about, and write a report about it.

Lesson 5: Legacy of Mesopotamia

Learning outcomes

Students should be able to:

- describe some of the discoveries and inventions of Ancient Mesopotamia
- explain how these discoveries affect modern life

Resources

- a globe
- Pupil's Book pages 48-50
- Skills book page 22 Vocabulary
- Any small object with a shape similar to an obelisk, for example: a stick or pencil placed in something that will keep it upright (such as a piece of clay)

Pupil's Book steps

1. Tell the students that they are going to learn about some of the inventions and discoveries of the Mesopotamians and ask them to read pages 48-49 of the Pupil's Book.
2. Ask individuals to describe one of the discoveries or inventions of Mesopotamia and to say how it affects us nowadays.
3. Ask them how the Mesopotamians organised the calendar and how they knew when one month ended and another began. They had split each day into two equal periods of light and dark). They observed the Moon and noticed how it changed shape each day before going out of sight, then reappearing and repeating the sequence. They observed that sequence takes about 28 days – a month.
4. Discuss why they decided to divide the year into twelve months. They had observed how the seasons change and then begin the same sequence again, and recorded the number of Moon cycles that took place in this time (twelve).
5. Show the students the model obelisk and ask how this could be used for telling the time using the Sun. If possible place it outdoors and let them see where the shadow falls. Mark the spot where the 'obelisk' stands and mark the shadow it casts. Later in the day, return to that spot with the 'obelisk' and mark the shadow. Note the change in the position and length of the shadow.
6. Discuss how the Ancient Sumerians, Egyptians and Mesopotamians split up the day and why they chose to divide it into two parts of twelve hours for day and night. Use the globe to locate the Arabian Peninsula and show the students the Equator and the Tropics of Cancer and Capricorn. Point out that in the parts of the Earth that are between the Tropics, day and night are of about equal length.
7. Discuss what often happens when a group of people settle in a place that has everything they need – other groups invade it. You could develop this discussion in relation to how wars developed long ago and in more modern times.

Steps for Skills Book page 22 Vocabulary

1. Review the process of completing a crossword puzzle: point out the clues for the words that are to be written across and down the puzzle, writing one letter of the word in each box.
2. Emphasise the fact that the clues don't always follow the sequence of 1, 2, 3.
3. Ask the students to read the clues and write the answers in the boxes of the crossword puzzle.

Encourage them to use the Pupil's Book to help find the answers and to spell the words. The glossary of the Pupil's Book will also help.

Answer to Skills Book page 22 Vocabulary

Across	Down
6. settlements	1. invaders
9. Hammurabi	2. archaeologist
10. polytheist	3. moat
14. sundial	4. pottery
15. ziggurat	5. hunters
18. trade	7. excavation
19. Mesopotamia	8. weapons
	11. tools
	12. civilisation
	13. cuneiform
	16. terracotta
	17. Sumer

Further activities

1. Some students might be able set up an 'obelisk' of some kind at home if they have a garden or suitable outdoor area, even a rooftop. They could record the shadows each hour, photograph these and post them on social media for the class to see.

Answers to Pupils book page 50

A.	Metal age		Prehistoric Age	Stone age
	sundials	How they could tell the time	daytime position of sun	daytime position of sun
	farming, domestic animals, hunting	How they got their food	hunting and gathering	hunting and farming
	answers may vary jewellery, cutlery, weapons, tools, irrigation, moats, fences, etc.	What they invented or made	answers may vary making fire, bow and arrow, needle, living in caves, making sharp tools for hunting and protection	answers may vary settlement near river, settle outside of caves. They made shelters with leaves, mud and stones, domesticating animals, fishing, making pottery and jewellery.

- B.
1. Code of Hammurabi is the text we have from the Babylonian time. The 282 laws carved on the black stone are the oldest written laws in history. They list the punishments for breaking any law.
 2. Reliable food and water supplies; a social system with a leader, and others whose jobs are to do essential; work for society; a government; a religion and a way of treating people who die; arts, inventions, writing or other ways of recording information.
 3. Wheel, maths, time and calendar, writing, bricks, cities, astrology, etc.
 4. Mesopotamia did not have any natural boundaries like rivers or mountain ranges. So, it was hard to protect from invaders. it was conquered by the Persian king Cyrus II in 539 BCE.
- C. Answers may vary.

Unit 6 The Indus Valley civilisation

Background knowledge

The Indus Valley civilisation is thought to have been the largest civilisation in the ancient world. It was bigger than modern Pakistan, with more than 1,400 towns and cities—many with populations of about 80,000. Harappa and Mohenjo-Daro were the main cities. Other smaller cities included Lothal, Dholavira, Kalibangan, and Banawali. We do not know what the people who lived there at the time named these cities—others named them later.

There are settlements in the Indus Valley that date from around 6,500 BCE but the main settlement was from about 3300 to 1900 BCE—the same time as the civilisations of Mesopotamia and Ancient Egypt.

People settled near rivers because they provided water to drink, for household use, irrigating crops and for their animals. Also, the rivers were good sources of fish.

The people are likely to have arrived in these places by sailing along the rivers, since it was much easier to travel by boat than over land.

The ancient cities of the Indus Valley were forgotten until the early 19th century, when the British explorer, Charles Masson began to excavate Harappa.

Expected learning outcomes for the unit

Most children should be able to:

- explain that people settled and built mud-brick houses in the Indus valley more than seven thousand years ago
- explain that these people had tools, which they used for hunting, farming, building, and for crafts such as weaving, bead-making, and basket-making
- analyse why people choose to settle in some places

They will learn how to:

- use sources such as maps and the remains of buildings, objects from the time, and works of art to find out about how people lived in the past
- ask questions and draw conclusions about evidence from the past
- They will begin to understand:
 - how settlements grew and how people chose where to settle
 - how civilisations were organised and ruled
 - how people trade
 - that some settlements ended and the buildings became ruins

Lesson 1: Where is the Indus Valley?

Learning outcomes

Students should be able to:

- describe how archaeologists find out about the past
- explain why people settled in the Indus Valley
- describe the lives of the ancient Indus Valley settlers from buildings and objects that remain

Resources

- Pupil's Book pages 41–42
- if possible, a map of the Indus Valley area
- pictures of different types of area: e.g. desert, steep rocky slopes of mountains, Indus Valley

Pupil's Book steps

1. Tell the children that they are going to read about people who built houses and settled in villages near the River Indus more than 7,000 years ago. Read page 41 of the Pupil's Book with them.
2. Ask them what they know about the River Indus. Ask, *Where is this river?* (Pakistan and part of India) *What else do you know about it?* (It floods every year and leaves mud on the land that is good for crops.)
3. Tell them that the Indus flows through Pakistan and that four other rivers flow into it. Show them the map on page 41 and ask them to follow the river with a finger. Ask, *Where does it come from?* (the Himalayas) *Where does it flow to?* (the Arabian Sea)
4. Show the children pictures of different types of areas and ask them which ones would be good to settle in and build a house. Ask these questions about each picture. *What do people need to survive? What could you use here to make your house? Where would you get food and water from? Where would you get your clothes from?*
5. Read page 41 with the children and ask them how the people of the ancient Indus Valley villages got all the things they needed to survive. *What did they build their houses from?* (mud bricks) *Why did they use this material?* (There was plenty of mud from when the river flooded each year.) *Where did they get food and water from?* (They grew crops on the good soil that was flooded each year. They grazed animals on the flat land and they got water from the river and rain.) *How did they get their clothes?* (They grew cotton, got wool from their sheep and skins from other animals.) *What other things did they have?* (Tools made from copper and bone; baskets; jewellery made from beads, shells, and coloured stones)
6. Ask, how the river Indus was useful to the Indus Valley people. *What happened to the river each year?* (It flooded and left rich mud on the land that was good for the soil.) *How did this help the people?* (They could grow crops there.)
7. Ask the children to read the sentences at the top of page 42 and to copy and complete them in their notebooks.

Answers to Pupil's Book page 52

1. The Indus Valley is good for growing crops because the river Indus **floods** and leaves **mud**.
2. The flat land is good for **grazing animals like sheep, goats, and cattle**.
3. People built the village of Mehrgarh more than **7,000** years ago.
4. They built houses from **mud bricks**.
5. They made jewellery from **beads, shells, and coloured stones**.

Further activities

1. Invite the children to help to write a list of the problems people needed to solve when they settled anywhere: for example, how to find or make shelter (what to make their homes from, and where); where to get water and how to get it to their homes; what to eat and where/ how to get it; how and where to cook; how to get or make other things they need or want (such as tools, clothes, jewellery). They could keep this as a checklist for studying other civilisations.
2. Encourage them to look at old buildings or objects from the past and to think about how they are different from modern ones. You could even have a 'class museum': collect and display photographs and objects from the past. Help the children to write labels for them.

Lesson 2: The people of ancient Mohenjo-Daro

Learning outcomes

Students should be able to:

- describe artefacts from the past, what they were used for and the people who made or used them
- describe objects made by the ancient Mohenjo-Daro people

Resources

- Pupil's Book pages 52–53
- Skills Book page 25 Indus Valley seals
- Skills Book page 26, Weights

Pupil's Book steps

1. Remind the children of what they have already learned from buildings and objects that archaeologists have found and written about. Explain that sometimes archaeologists are not sure what the objects they find were used for or who the people in pictures or statues were.
2. Tell the children that they are going to look at pictures and read about objects from the Indus Valley city Mohenjo-Daro. Tell them that archaeologists are not sure what these objects were used for but they have given us some ideas about what they think.
3. Read the bottom part of page 52 and page 53 with the children. Ask different children to describe an object in the pictures. They could talk about what they can see, what the object is made of, and anything it reminds them of.
4. Ask, What can we learn about the Mohenjo-Daro people from the objects? (Examples: they knew how to make things from clay, they drew pictures and wrote.) Why did they call the clay tiles 'seals'? (They looked as if they could stamp a picture in a soft material.) Why do you think people have called this statue 'the king-priest'? (He looks important and is wearing a patterned robe that might be a special robe for a priest or for a king.)

Skills Book steps page 25 (Indus Valley seals)

1. Ask the children to look at page 29. Invite one of them to read the first sentence about the seals.
2. Ask other children to say what they can see on the seals.
3. The children can then complete the sentences about the seals and draw their own.

Skills Book steps for page 26 Weights

1. Tell the children that they are going to make some weights and a weighing balance like the ones the people of Mohenjo-Daro used.
2. Ask them to look at page 28.
3. Show them a simple weighing balance like the one in the picture and demonstrate how it works.
4. The children can then read the instructions, with help, if needed, and make their weights. Ask, How can you check that the weights are exactly the same? (Balance them on the weighing balance and add or remove some clay to make them heavier or lighter.)
5. Show them how to use their weights to weigh everyday objects.
6. The children can then write labels for the objects to show how many cubes they needed to balance them.

Answers to Pupil's Book page 45

There are no right or wrong answers. This gives an idea of the type of answer the children could give.

1. On his face is a short beard. His eyes are long and thin. His lips are closed. His hair is short. On his head, he is wearing a band with a brooch on it. On his arm, there is a band with a brooch on it, like the one on his head. His clothes are made of a thick cloth with a pattern like flowers or leaves.
2. I think the man in the statue was a king because he is wearing rich clothes.

Answers to Skills Book page 25 (Indus Valley seals)

The children write what they think the seals show (animals which look like a bison, a buffalo, and a rhinoceros; marks that look like a type of writing.) The children draw their own seals.

Answers to Skills Book page 26

Answers will vary.

Further activities

1. The children could make some seals from clay. Ask them to make them look like the Indus Valley seals they drew.
2. Find out about the other important Indus Valley city—Harappa.
3. Help the children to locate Harappa on a map and to suggest reasons why people might have chosen this site to settle: for example, it is close to a river and in a wide flat valley that is sheltered by mountains and where the land is good for farming because the river floods and leaves behind fertile mud; it is close to an ancient trade route.
4. They could find the other Indus valley cities and towns and notice that they are all in the same kind of place.
5. Compare Harappa with Mohenjo-Daro: for example, the street layout, other buildings, including those that were not houses.

Lesson 6: The end of the Indus Valley civilisation

Learning outcomes

Students should be able to:

- explain that some past civilisations ended and that we do not know why
- list the reasons why historians think the Indus Valley civilisation ended
- compare objects from the past with modern objects
- suggest how our heritage can be looked after for people of the future to learn from

Resources

- Pupil's Book pages 53–54
- Skills Book page 27 Indus Valley vs modern cities

Pupil's Book steps

1. Read the last section of page 45 and the first paragraph of page 46 with the class. Ask, *What happened to the ancient Indus Valley cities?* (They became ruins.) *Did the people suddenly leave the cities?* (No) *How do we know?* (They traded with other places for a long time and they were constructing new buildings.)
2. Read the rest of page 46 with the children. Ask, *What happened to the rivers?* (They changed their courses over time. Some dried up.) *Would this make the people go away?* (perhaps—if

there was no water for them to drink or for their crops or animals) *Do you think the people were killed in battles?* (No. The skeletons show that many died from malaria.) *What else could have made them go away?* (a big flood or earthquake) *Why do archaeologists think it was a peaceful time?* (They cannot find any evidence of battles.)

3. Show them the picture of the ruins of Harappa and read the caption with them. Ask, *Where did many of the bricks from the ancient buildings go?* (to make a base for the railway between Karachi and Lahore) *How can we keep the ruins safe for people of the future to learn from?* (Stop people taking bricks away or damaging the sites in any other way. Repair any weather damage.)
4. Point out that the old cities were forgotten for many years. Compare what happened with our modern cities and ask if they could become forgotten. Encourage the children to give reasons for their answers; for example, cities might be destroyed in wars; people might move away because life becomes too dangerous; there might be a serious disease that spreads among the people. *What might make the people of a modern city go away?* (earthquake, volcano, flood or other disaster, war) *How would people of the future know about the city?* (They might find remains of buildings and other objects, and skeletons, writing, and so on.) *How could they find out what happened to the people?* (by studying their skeletons)
5. Ask the children to look at the pictures of Harappa and to imagine they are walking through the city for a television programme about it. Encourage them to talk about what they can see. Help them to write a few sentences about what they see—as if they are looking at it.

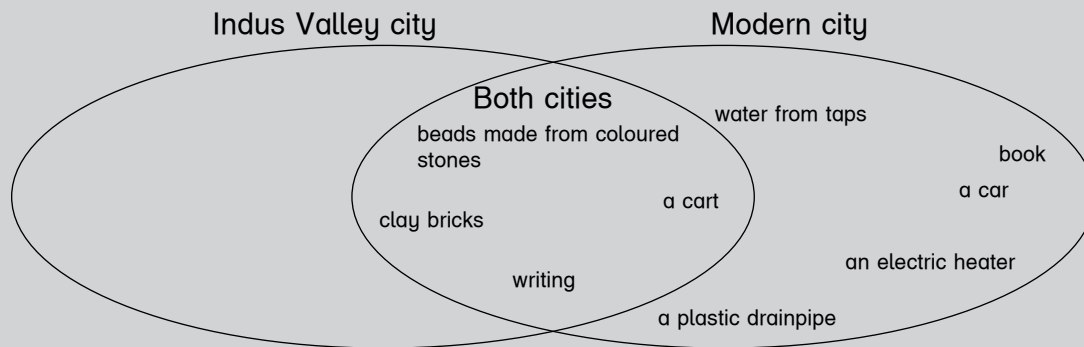
Skills Book steps page 27 (Indus Valley vs modern cities)

1. Ask the children the meanings of ‘ancient’ and ‘modern’. Ask, *Is Mohenjo-Daro an ancient or a modern city?* (ancient) *Is Islamabad an ancient or a modern city?* (modern) *Is Harappa an ancient or a modern city?* (ancient) *Is Peshawar ancient or modern?* (ancient but it has many modern buildings)
2. Tell them that they are going to look at some pictures of objects and decide whether they are from an ancient or a modern city—or whether they could be from both ancient and modern cities.
3. Explain how to use the chart to record their answers: they should write the names of objects from the Indus Valley city in the left-hand oval and those from the modern city in the right-hand oval. Any objects that could be from both cities should be written in the part in the centre where the two ovals overlap. Ask, *could any of these objects only be from a modern city? Which ones? How do you know? Could any of them only come from an Indus Valley city? Which ones? How do you know? Could any of them come from both an Indus Valley city and a modern city? Which ones? How do you know?*

Answers to Pupil’s Book page 54

There are no right or wrong answers. The children imagine they are walking through the remains of an old Indus Valley city. They use the pictures in the book to help them to write about what they see.

Answers to Skills Book page 27 (Indus Valley vs modern cities)



Answers to Pupil's Book exercise page 55

1. Different answers are acceptable. The children should explain their answers, for example, They were clean places because there were drains, toilets, and running water.
2. They made their clothes from cotton and wool because they grew cotton and kept sheep.
- 3.

What we know about the Indus Valley people	How we know
They made jewellery.	Archaeologists found jewellery workshops, tools and jewellery.
They knew how to make wheels and how to use them.	Archaeologists found toy carts with wheels. These did not rot because they were made of clay. The real carts, made of wood, have probably rotted away.
They could write.	Archaeologists found clay seals with writing on them.

Further activities

Name some modern objects (and, where possible, look at the objects or pictures of them) and compare them with the pictures of the remains of Indus Valley cities. Ask if the people of the ancient Indus Valley cities could have had anything like this. *How would it be like this? How would it be different?*

Unit 7 Ancient Egypt

Background knowledge

Most of Egypt is desert. The only parts where crops can be grown (including grass for grazing animals) are the strips of land alongside the River Nile. In the past, the Nile flooded every year, leaving a layer of rich, black silt (a soil made up of tiny bits of earth carried by moving water).

A barrier was first built across the Nile in the 1950s to control floodwater. The Aswan High Dam, north of Lake Nasser, which was built between 1960 and 1970, enables modern Egyptians to control the flow of water for irrigation and to use it for hydro-electricity.

The desert lands on each side of the floodplains were useful to the Ancient Egyptians. The hot sandy desert was difficult for invaders to cross so it helped to keep the people of Egypt safe from attack. It was also a good source of precious metals and stones.

Archaeologists have found evidence that the Ancient Egyptians traded with their neighbours: they bought olive oil from their Mediterranean neighbours, such as Greece, as well as incense, oil jugs, wood such as ebony, and tin and copper for making bronze. They imported the blue stone lapis lazuli from as far away as Afghanistan. The main exports of Ancient Egypt were grain, gold, linen, and papyrus, as well as glassware and stoneware made by their artisans.

Most Ancient Egyptians worked on the land as farmers or building workers; there were also crafts such as jewellery-making, carpentry, papyrus-making, baking, cosmetics and perfumery, pottery, weaving, shipbuilding, and the making of musical instruments. There were scribes, soldiers, and other professions, such as science and technology, mathematics, astrology, and medicine. Many people were slaves—owned by other people as workers. Some slaves were from poor families—sold to richer people. Others had been captured in battles. Most slaves carried out physical work or household tasks such as bread-making, cleaning, and cooking. But some slaves were skilled artists and musicians.

The Ancient Egyptians believed in an ‘after-life’ for human souls (and some animals, such as cats) after they died. Their burial customs were carried out to ensure immortality after death: for example, the body was preserved by mummifying it and the internal organs were removed and preserved in canopic jars. Food was left in the tomb to provide for the soul on its journey to the after-life. To provide comfort in the after-life, people were buried with furniture and everyday items from the home—a model house (soul house) was placed in many tombs. The richer and more important a person was, the grander the tomb (for pharaohs and their wives, the tomb was a pyramid).

Hieroglyphs—the writing of the Ancient Egyptians are a mixture of pictures and symbols that can represent words or sounds. Their meanings became lost and historians had difficulty in deciphering them until the Rosetta Stone was discovered at the end of the eighteenth century. French soldiers who invaded Egypt found the stone at a place called Rashid in the Nile Delta. The Rosetta Stone has a text written in Greek, Egyptian hieroglyphs, and another ancient script called Demotic. Historians used these translations to help them to understand hieroglyphs.

The rulers of Ancient Egypt were called pharaohs. Pharaoh meant ‘great house’ (the king’s palace) and later became the name for the king (or queen), too.

Some pharaohs have become famous because of their tombs, statues or other monuments: for example Khufu (Cheops, who built the Great Pyramid of Giza); Tutankhamun (the boy-pharaoh whose tomb the British archaeologist Howard Carter found in 1922); Ramesses II (‘the Great’ whose large statues were found at Abu Simbel at Nubia in southern Egypt; his tomb is in the Valley of

Kings); Amenhotep III (there are more statues of him than any other pharaoh—some of them are the Colossi of Memnon); and Akenhaten (Amenhotep IV, whose inscriptions are in the Temple of Karnak and whose first wife—famous for her beauty—was Nefertiti). There were female pharaohs, such as Hatshepsut and Cleopatra.

Expected learning outcomes for the unit

Most children should be able to:

- identify Egypt as a country on the northern coast of the continent of Africa
- describe how the homes of the Ancient Egyptians were made from local materials and were designed to help the people to live in the hot dry climate
- explain that the Ancient Egyptians worshipped many gods and that we know about them from statues and pictures in pyramids and other buildings
- explain that the Ancient Egyptians mummified dead bodies and buried them with a collection of objects because they believed in an after-life
- explain that Ancient Egyptian rulers were called pharaohs
- describe some of the work and daily life of Ancient Egyptians
- describe the writing (hieroglyphs) the Ancient Egyptians used

They will learn how to:

- use sources such as pictures and writing from the insides of pyramids and other tombs to find out about how people lived in the past
- use maps and geographical details to discover how ancient civilisations survived
- ask questions and draw conclusions about evidence from the past

They will begin to understand:

- how people of the past met their essential needs: food, shelter, clothing, protection from enemies
- how people traded in the past
- slavery
- the work of archaeologists

Lesson 1: Where is Egypt?

Learning outcomes

Students should be able to:

- identify Egypt as a country in the continent of Africa
- explain how the geography of Egypt affected people who lived there in the past
- explain how the people of Ancient Egypt made use of the River Nile

Resources

- Pupil's Book page 56-57
- a map of the world
- a map of North Africa and the Mediterranean, showing the location of Egypt (page 56)
- a map of Egypt that shows the flood plain of the River Nile (page 57)

Pupil's Book steps

1. Ask the children which continent Pakistan is in. Ask if they know which continent Egypt is in and invite a volunteer to point out Egypt on a map of the world.

2. Tell the children that they are going to read about the people who lived in Egypt in ancient times.
3. Read page 55 with the class. Tell them that settlements, such as cities, grow in places where people can get the things they need. Ask, *Why did the people of Ancient Egypt live near the River Nile?* (It provided water and good land for farming.) *What made it a good place for farming?* (The River Nile flooded and left a rich mud on the land.) *Which other river have you learned about that was useful in the same way?* (the River Indus in Pakistan)
4. Invite different children to talk about how the river helped the people. *What was useful about the river? What food came from it? What other useful materials came from the river banks? What else did the people get from the river? How did the river help with transport?*
5. Ask if they think the River Nile caused problems for the people of Ancient Egypt. *What happened to the river each year that might have caused problems?* (It flooded.) Tell them that they will find out more about this, and about how the people managed to live in a flood area, in a later lesson.
6. Ask, *How have people changed the River Nile in modern times?* (They have built a dam at Aswan.) *How does this help them?* (They can let water out when they need it.)
7. Ask the children to read the questions at the top of page 56, and to write the answers in their notebooks. They could first say the answers. If necessary, write their different ideas on the board for them to choose from and to copy.

Answers to Pupil's page 57

1. The River Nile was useful because it flooded the land and left rich mud that was good for farming. It gave the people water to drink, for washing, and for watering crops and animals. The people could travel in boats along the river. Also, useful plants, such as papyrus, grew along the banks of the Nile.
2. The cities were built along the Nile because people needed to live where they could get everything they needed, such as water, food, materials to build houses, and other everyday things.
3. In modern times, people have built a dam so that they can choose when to let the Nile's water flood the land and control how much water to let out.

Further activities

1. You could look at pictures of places along the River Nile today to compare them with ancient times.
2. What has stayed the same? How has the River Nile changed? Can you see any buildings from ancient times? Which buildings are modern? How can we tell?

Lesson 2: Houses in ancient Egypt

Learning outcomes

Students should be able to:

- describe how the Ancient Egyptians used local materials to build their houses
- find information from photographs of objects from the time
- explain how the design of a house can help people to live in a very hot dry climate

Resources

- Pupil's Book pages 57

Pupil's Book steps

1. Ask the class what materials they think ancient Egyptians had for building homes. Remind them of what they know about Ancient Egypt: most people lived near the River Nile; the Nile flooded; it left mud on the land; there were few trees in Egypt because most of it was desert.
2. Explain any words on the page that the children might not know:
fertile: good for growing crops and other plants
reflect: you could demonstrate the meaning of this. Show the children light reflecting from any shiny surface and from a white surface in a dimly lit place. Say the word 'reflect' and write it on the board. Ask the children to say the word.
3. Read page 56 with the class and ask them what they have found out about Ancient Egyptian houses. Ask, *What were the houses made of?* (mud bricks that were all the same size) *How did they get the bricks all the same size?* (They used moulds. Point out the picture and explain how a mould is used.) *Why did they choose these materials?* *How did they build houses that did not take up too much space?* (They built them two or three storeys high.) *What five things did they do to keep the houses cool?* (They had high windows with no glass; they had a hole in the roof; they painted the walls white; they cooked outside. They lived on the roof in the summer.)
4. Ask how the Ancient Egyptians managed to live on land that flooded every year. *How did they stop their houses filling with water when the River Nile flooded?* (They built them on platforms higher than the floodwater.)
5. Explain why, when people died, they were buried with models of their houses: the Ancient Egyptians believed that a person's soul went on to another life called the 'after-life'. They thought that the soul needed shelter and warmth, as well as food, to keep it safe and comfortable.
6. Read the instructions for the exercise at the top of page 57 with the class. The children then write an advertisement to sell a house in Ancient Egypt. They should make people want to buy it by showing how good it is: for example, it might have a big yard for cooking in; a nice flat roof to live on in the summer; a high platform to keep it safe from floods; three storeys for extra space; sparkling white walls to reflect the sunlight. To help them to get started you could show them some advertisements for real houses from a newspaper.

Pupil's Book answers page 58

Answers will vary. The children should write sentences about what the house is made from; how it stays cool in hot weather: for example, it has a hole in the roof and a window high up on the wall; an outdoor stove or cooker; it is built on a high platform.

Further activities

1. If possible, show the children how to make bricks from clay and leave them to dry in the sun. You could use a mould with 'brick' shapes such as a small plastic tray from chocolates or other food to get the bricks the same size. Press the clay into the tray to make bricks. The children could try using the bricks to build a wall or even a model house.
2. In science lessons, you could investigate how white or other light-coloured materials reflect sunlight more than dark materials: you need about six pieces of the same material (such as woven woollen materials, paper or cotton) three white and three black. Leave them outdoors in a sunny place for about fifteen minutes and then feel the materials. The black ones should feel much warmer than the white ones. Explain that this is because white reflects all the light that hits it but black absorbs it (soaks it up).

Lesson 3: Pyramids and mummies

Learning outcomes

Students should be able to:

- describe the past from pictures of objects and buildings from the time
- explain the beliefs the Ancient Egyptians had about death and how they treated dead bodies
- demonstrate respect for different beliefs about death

Resources

- Pupil's Book page 56-57
- Skills book page 28
- a map of the world
- a map of North Africa and the Mediterranean, showing the location of Egypt (page 56)
- a map of Egypt that shows the flood plain of the River Nile (page 57)

Pupil's Book steps

1. Ask if any of the children know anything about Egypt. They could talk about pictures they have seen. Ask, *Have you seen pictures of pyramids? What were pyramids for?* (They were tombs—buildings where bodies were placed after people died. Only rich and important people had pyramids.)
2. If possible, let the children look at some travel guides about Egypt. Ask them to find pictures of the pyramids. *What are pyramids like? What are they made of?*
3. Read page 56 with the class. Ask, *What do you know about the Ancient Egyptians' beliefs about death?* (They believed that when people died, their spirits went on to another life.) It is important that, although these beliefs might seem strange to the children, they are discussed respectfully to encourage the children to respect different faiths. *How did the Egyptians show respect to people after they died? Why do you think they wanted to stop the bodies rotting?* (They believed in an afterlife—life after death. Perhaps, people could only get to the afterlife if their body was kept in good condition.)
4. Ask the children to re-read about how the Ancient Egyptians treated dead bodies. They could then give instructions about how to mummify a body: for example: First clean the body. Then rub salt all over it. Next wrap the body in strips of cloth. Ask, *What can we find out about people from their mummies?* (what they looked like, their clothes, hairstyles, objects they owned)
5. Show the children the map of Egypt (page 55) and ask them to find Giza, where the Great Pyramid is. Remind them about what they have learned about where the Ancient Egyptians settled and built villages, towns, and cities.
6. Ask, *What did the Ancient Egyptians believe their gods did when someone died? What might make the person's heart heavy?* (Perhaps the person did many things that were wrong during his or her life.)
7. The children can then complete the exercise at the top of page 58.

Skills Book steps page 28 (Harvest in Ancient Egypt)






1. Explain that we know a lot about the lives of Ancient Egyptians from pictures and writing and objects in their tombs. Tell them that they are going to look at pictures from the tomb of a rich Egyptian called Menna, who died nearly 3,500 years ago.
2. Explain some of the terms used in harvesting: cutting, winnowing (separating husks from seeds), gathering (collecting the seeds).

3. With the children, read the introduction at the top of the page. Then ask them to look at the first picture and to say what is happening there. Repeat this for the other pictures.
4. Ask the children how they can tell which man is Menna. Remind them that he is rich but the workers are quite poor (many would have been slaves)—so they might be able to tell from his clothes.
5. Read the text (in the boxes) about the pictures and ask the children to match each text box to a picture.
6. After completing this part of the activity, the children could work with a partner to find the picture that shows two girls fighting over some corn. Ask why they think the girls are fighting. (They are from poor families who have sent them out to ‘glean’ (collect any bits of grain that the workers drop.)

Pupil’s Book answers page 59

1. to make sure the people could go on to the afterlife
2. having a heart that was too heavy

Skills Book answers page 28 (Harvest in Ancient Egypt)

<p>1.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">cattle trampling the grain to take off the husks</div>	<p>2.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">gathering (poor people picking up corn that the harvesters drop)</div>	
<p>3.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">carrying the corn from the field</div>	<p>4.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">cutting the corn</div>	<p>5.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">Menna</div>
 <p style="margin-top: 10px;">2</p>	 <p style="margin-top: 10px;">5</p>	 <p style="margin-top: 10px;">3</p>
 <p style="margin-top: 10px;">4</p>	 <p style="margin-top: 10px;">1</p>	

Further activities

Discuss different beliefs about what happens when someone dies. Compare the children’s beliefs about this with those of the ancient Egyptians. Point out that people of different faiths today have different beliefs about this.

Lesson 4: Pharaoh and the people

Learning outcomes

Students should be able to:

- explain what slavery means, why people have kept slaves since ancient times, and why slavery is illegal

Resources

- Pupil's Book pages 59
- a map of Egypt
- Skills book page 31 Values

Pupil's Book steps

1. Tell the children that kings of Ancient Egypt were called pharaohs. Also, tell them that a few pharaohs were women. A famous woman pharaoh was Cleopatra; another was Hatshepsut. Tell them that they are going to look at some of the pyramids of the pharaohs.
2. Read page 58 of the Pupil's Book with the children. Tell them that many rich people and pharaohs built their tombs long before they died. Ask them to name a pharaoh. Ask, *What does 'II' after the name Ramesses mean?* (Explain that when writing in English the Roman numeral II is used for 2. He has this numeral because there was another pharaoh called Ramesses before him.) *What would the next pharaoh called Ramesses have after his name?* (III. There were many more pharaohs named Ramesses.)
3. After the children have looked at the pictures on page 59 and read the captions. Ask, *What did Ramesses II put on the walls of his tombs?* (pictures and stories of his battles) *What do the pictures say about him?* (He wanted people to remember him as a brave, powerful ruler. The pictures show him as a brave warrior-fighter.)
5. Find Abu Simbel on a map of Egypt. Tell the children that Ramesses put four enormous statues of himself there. Ask them to look at the picture of the statue of Ramesses at Abu Simbel on page 59. Describe the statue. *What is it like?* (It is very big and carved from blocks of stone.) *What does it tell us about Ramesses II?* (He wanted to look important. A very big statue makes him look very important. It is made from stone, so it has lasted for more than three thousand years.)
6. Look at the picture of the workers building a pyramid. Ask, *What are the workers doing?* (cutting and moving very big blocks of stone) *What makes this work hard?* (The blocks of stone are heavy to carry and hard to cut.)
7. Ask the children to find the word 'slaves' on the page. Ask, *What was a slave?* (someone who was owned as a worker by another person) *How did people become slaves?* (Poor families sometimes sold their children as slaves; armies captured prisoners in battles and brought them back as slaves; the pharaohs made all the Hebrew people in Egypt work as slaves for a long time.)
8. Explain that many people who owned slaves treated them well. They gave them good food and a clean, cool place to sleep. But slaves were not free. They had to stay with their owners and do all the work they were given. Tell them that some slave-owners gave slaves their freedom.
9. Read the instructions for the exercise at the bottom of page 58 with the class. They could talk about this and say their answers before writing them. You could help them by writing what they say. Ask them to read this back to you before they copy it into their notebooks.

Skills Book steps page 31 (Values)

1. Tell the children that they are going to learn about slavery in Ancient Egypt.
2. Read the information at the top of the page with the children. Ask them about the lives of slaves. They should answer in their own words without looking at the page.

- The children can then complete the chart about slaves and other poor workers. Ask them to work in pairs, talking about how slaves were like other poor workers and how they were different.
- Ask them to complete the sentence saying why they think it is now against the law to keep slaves.

Pupil's Book answers page 59

- Poor families sometimes sold their children as slaves; armies captured prisoners in battles and brought them back as slaves; the pharaohs made all the Hebrew people in Egypt work as slaves.
- They were not free to leave the people they worked for.
- to have plenty of workers to build palaces, pyramids and statues

Skills Book answers page 31 (Values)

- The children might think of different answers. Here are some examples:

Same	Different
They had to work hard. They built pyramids, palaces, and statues. They worked as servants in rich people's houses.	They were not free. They were not paid. They could not choose where to work or what kind of work to do. People owned them.

- The children might think of different answers. Here is an example:

I think it is against the law to keep slaves because people have the right to be free.

Further activities

The children could write a story based on one of the pictures of slaves working.

Lesson 5: Tutankhamun—the boy-king

Learning outcomes

Students should be able to:

- describe a person from the past using sources from the time
- describe the religious beliefs of people in the past from their art and writing
- explain the religious beliefs of different people

Resources

Pupil's Book pages 60-61

- a map of Egypt
- Skills book page 29

Pupil's Book steps

- Show the children a map of Egypt and ask them to find the Valley of the Kings (near the ancient city of Thebes—now called Luxor). Tell them that most of the tombs of the pharaohs of Egypt are in this valley, near the River Nile and that they are going to learn about a pharaoh whose tomb was buried under the sand for more than 3,000 years. Archaeologists knew about him and knew that there must be a tomb somewhere. They thought robbers must have destroyed it and taken everything of value—until 1922, when the British archaeologist Howard Carter found it.

2. Read the paragraph about Tutankhamun at the bottom of page 59 with the class. Ask them what they have found out about Tutankhamun. *Who was Tutankhamun?* (a pharaoh of Egypt) *Why is he famous?* (because of his tomb) *How old was he when he became pharaoh?* (nine) *How old was he when he died?* (seventeen—‘nearly eighteen’)
3. Help the children to read page 60, including ‘It’s a fact’. Ask, *What did the archaeologists find in Tutankhamun’s tomb?* (big statues of Tutankhamun and Egyptian gods, paintings of his funeral, and a coffin with the mummy of Tutankhamun in it, wearing a golden mask) *Do we know what Tutankhamun looked like?* (yes) *How do we know what he looked like?* (from the mask on his mummy) *What can we find out about the religion of Tutankhamun from his tomb?* *What god/gods did he worship?* (the goddess Isis and other gods) *How do we know?* (from the statues in his tomb) *Why were there statues of gods in his tomb?* (They seemed to be guarding it.)
5. Explain that although scientists can often find out how people from the past died they are not sure about Tutankhamun. They found that he had suffered from diseases, especially malaria, and that he had broken some bones, including his leg, at some time.
6. Read the exercise at the bottom of page 60 with the class and ask them to give their answer to the first question. If necessary, write this for them and ask them to read what you have written. They can then write their answer in their notebook.
7. Show them how to write the diary entry for Howard Carter. Ask them what he might write in his diary on the day he found Tutankhamun’s tomb: what he saw when he first went into it, what other things he saw, what it was like to open the coffin, and so on.

Skills Book steps page 29 (Gods and goddesses)

1. Tell the class that they are going to learn more about the gods the Ancient Egyptians worshipped. Read page 36 of the Skills Book with them and ask what they have learned about the gods of the Ancient Egyptians. *Name some of their gods.* (Horus, Osiris, Isis, and Anubis) *What did Horus look like?* (a man with a falcon’s head) *What was special about him?* (He was the god of the sky and war.) *What did Osiris look like?* (a pharaoh with a long beard) *What was special about him?* (He was the god of life after death and the Nile flood.) *What did Isis look like?* (She wore a headdress shaped like a throne.) *What was special about her?* (She was the goddess of motherhood.) *What did Anubis look like?* (He had a jackal’s head.) *What was special about him?* (He was the god of funerals and mummies.)
2. Ask the children to think about which of their gods the Ancient Egyptians prayed to at different times, events, or occasions and how they thought this god might help them. *When might they pray to Horus?* (when they were going to fight a battle) *How might he help them?* (He might help them to win.) *When might they pray to Osiris?* (Farmers might pray to him when the flood was due. People with a family member who has died might pray for their life after death.) *How might he help them?* (He might help farmers by sending a flood when it was needed. He might help people’s spirits to get to the after-life.) *When might they pray to Isis?* (when women wanted a baby or were going to have a baby soon) *How might she help them?* (She might help to keep them and their babies safe and well.) *When might they pray to Anubis?* (before a funeral) *How might he help them?* (He might look after the person’s body and spirit.)

Pupil's Book answers page 61

1. They put statues of their gods in the tomb to guard the tomb and to look after Tutankhamun in the after-life.
2. The children will write different answers. Here is an example:
What a wonderful day! This morning, we opened the tomb of Tutankhamun. We found big statues of Tutankhamun and Ancient Egyptian gods. One statue was of the goddess Isis. The statues looked as if they were guarding the tomb.
We saw paintings of Tutankhamun's funeral on the walls. We even found paintings of the gods taking him to the next life.
Most exciting of all—we found a wooden coffin covered with gold. When we opened it, we found another coffin inside it. This one was made of wood and was painted. We were really excited when we opened that. Inside we found a solid gold coffin. We were even more excited when we opened that one, however, we thought it might be empty. But inside we found something wonderful. It was the mummy of Tutankhamun with a beautiful golden mask.

Skills Book answers page 29 (Gods and goddesses)

1. Someone whose father had just died might pray to Anubis.
2. A farmer who wanted water for his fields might pray to Osiris.
3. A pharaoh who was going to fight in a battle might pray to Horus.
4. A woman who wanted a baby might pray to Isis.

Further activities

Make a pyramid (tetrahedron) from card. You could use a net like this: Cut around the outside of the shape. Fold along the lines. The flaps A, B and C should be folded inwards for gluing the shape together.

Lesson 6: Hieroglyphs

Learning outcomes

Students should be able to:

- describe a person from the past using sources from the time
- describe the religious beliefs of people in the past from their art and writing
- explain the religious beliefs of different people

Resources

- Pupil's Book page 62, and page 60, which also shows hieroglyphs
- Skills Book page 30

Pupil's Book steps


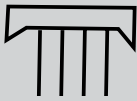






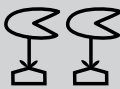




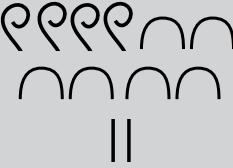
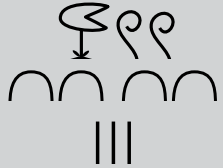
1. Remind the children of what they have already learned about Ancient Egyptian statues, tombs, and mummies and ask them to look at page 59 of the Pupil's Book again. Ask them if they can see any writing in the picture of Ramesses II in battle. Tell them that Ancient Egyptian writing looks like pictures and symbols. Explain that these pictures and symbols are called hieroglyphs and that they are going to learn more about hieroglyphs.
2. Read the first paragraph of page 61 with the children. Ask them what they have found out about Ancient Egyptian writing. Ask, *What did the writing look like? (pictures) What were these pictures called? (hieroglyphs)*

- Ask the children to read on to find the answer to this question: *What did they write on?* (a type of paper made from papyrus) *Did the Ancient Egyptians have books?* (yes) *What were they made of?* (papyrus) *What were their books like?* (They were rolled and tied.)
- Read the rest of the information on the page with the children. Ask, *What can we find out about the Ancient Egyptians from their writing?* (how they farmed; their work; about the lives of important people; the gods they worshipped; what happened to people after they died)

Skills Book steps for page 30

- Tell the children that they are going to learn what some hieroglyphs mean. Explain that some hieroglyphs look like pictures of objects and that they might be able to figure out what they mean. Read the instructions on page 37 with the children. Show them the first set of hieroglyphs. Ask, *Which hieroglyph do you think means chair or throne?* (the first one) *How can you tell?* (It has the shape of a throne.) *Which do you think means rain?* (the second one) *How can you tell?* (It looks like a cloud with rain coming down from it.) *Which do you think means the Sun?* (the fourth one) *How can you tell?* (It is round, like the Sun.) *Which one do you think means water?* (the third one) *How can you tell?* (It looks like the surface of the sea.) *Which do you think means mouth?* (the fifth one) *How can you tell?* (It is shaped like a mouth.)
- The children can then complete the first activity.
- Ask them to look at the hieroglyphs for numbers. *How do you think they wrote 2?* (II) *How do you think they wrote 20?* (𐀀𐀀) *Explain how they repeated each hieroglyph to make larger numbers.*
- The children can then complete the second activity.

Skills Book answers page 30 Hieroglyphs

				
chair or throne	rain	water	sun	mouth
				
6	20	600	2000	36
				
24	134	215	462	1243

Further activities

The children could write other numbers using hieroglyphs. This could be linked with work in maths on thousands, hundreds, tens, and units.

Answers to Pupil's Book exercise page 63

Answers to the questions on the game board.

Why did the Ancient Egyptians paint the walls of their houses white? (to reflect the sun and keep the houses cool)

What was a 'soul house'? (a model of a person's real house that was put in his or her tomb)

What did Ancient Egyptians do to dead bodies to stop them rotting? (They made them into mummies, cleaned them and rubbed a type of salt all over them, then wrapped them in strips of cloth.)

What did Ancient Egyptians believe happened after they died? (They went on to the 'after-life'.)

Why did Ancient Egyptians put food in tombs? For the person to eat on the way to the after-life

Which pharaoh built the Great Pyramid at Gisa? (Pharaoh Khufu)

What is the ancient Egyptian form of writing called? (hieroglyphs)

How do we know what Pharaoh Tutankhamun looked like? (from the golden mask on his mummy and pictures and statues of him in his tomb)

Name an ancient Egyptian goddess. (Isis)

Name one thing that tells us a lot about Egypt's history. (any of these: pictures and writing on the walls of tombs and other buildings, writing on papyrus, objects archaeologists have found)

Unit 8 Dawn of Islam

Background knowledge

This unit develops the students' understanding of how some major world religions, notably the Abrahamic religions (Christianity, Islam and Judaism) developed in the Middle East. The focus is on how Islam developed in the Arabian Peninsula and spread throughout the region, and into north Africa.

In the 19th century, scholars of ancient languages began to decipher some of the ancient writing in carvings from pre-sixth century Arabia. Before that, historians had to rely on written sources from other cultures such as the Greeks, Egyptians and Romans.

Students learn about the social conditions among Arabs in the Arabian Peninsula during the sixth century BCE, about the empires that surrounded them, and about the conflicts between these neighbouring groups of people.

We know about these conflicts and the development of Islam because they were recorded by scribes and scholars of the time.

This period of history in the Arabian Peninsula became known as Jahiliyyah (Age of Ignorance). It refers to the time before the Holy Qur'an was revealed to the Prophet ﷺ. The Arabs of the region were not ignorant in other ways; in fact they had a very rich culture, with skilled artists and craftspeople, as well as writers and poets. Arabian poetry from the time is famous for the richness of its vocabulary and the rhythms of its verses.

At that time Arabs in the region followed a range of religions that included Pre-Islamic indigenous Arabian beliefs that involved the worship of gods and goddesses of nature, such as the Sun, Moon, planets and living things such as trees. Also archaeologists have found statues and models of gods and goddesses from pre-Islamic times that they have traced to Mithraism, Zoroastrianism and other Iranian religions, as well as the remains of buildings and artefacts that provide evidence of Judaism and Christianity. Some of these are in museums around the world and can be found online. There are also accounts from Jewish, Greek sources and Islamic writings.

The ancient Ka'bah had been rebuilt several times by the people of the region and some of these had placed idols of the gods they worshipped there.

The Arabs belonged to several old established tribes that had been in the area for centuries, some of which had built cities and developed several small kingdoms (for example, the Nabateans, who built Petra in Jordan) and set up trade routes that linked the main settlements there and extended into North Africa. The empires that surrounded the Arabs by the sixth century were the Persians, to the northeast, the Byzantines to the north. There were still some Roman settlements in the far north-western part of the Peninsula.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- define the region where Islam began and locate it on a map
- describe the culture of the Arabs of the Arabian Peninsula in the sixth century CE
- recount the events that began in 610 CE to establish Islam in the region
- name the four caliphs and recount the main events in their lives.

They will learn how to:

- use maps to locate significant sites of the Dawn of Islam
- identify, describe and explain significant buildings and artefacts from the time.

They will begin to understand:

- the importance of archaeological discoveries
- how written sources help us to understand history
- how and why Islam began to spread from the Arabian Peninsula to other parts of the world.

Lesson 1: Arabia in the late 6th century

Learning outcomes

Students should be able to:

- locate Arabia on a map of the world and name some of the main historical sites there
- name some of the different groups of people who populated the area

Resources

- a large map of the world or one that can be shown on an electronic whiteboard
- map of the Arabian Peninsula
- Pupil's Book page 64

Pupil's Book steps

1. Tell the students that they are going to learn about the very beginning of Islam. Display a map of the world and ask if any of them can come out and point to the part of the world where Islam began. Remind them of their previous learning about the Arabian Peninsula, particularly that, although it has large areas of desert, it has two large rivers. They should be able to name these (Tigris and Euphrates) and remind them of the name given to a large part of the Peninsula (Al-Jazirah) and what this means. ('Fertile Crescent' – in a region that was largely desert, the land in this area had a good water supply from the rivers.)
2. Tell them that for many centuries the Arabian Peninsula was the homeland of Arabs, who had built cities and developed civilisations and trade routes between the cities and to cities in north Africa. However many of these settlements had been deserted or taken over by invaders. By the 6th century many of the Arabs were nomads – people who moved from place to place to find pasture for their livestock and to find other sources of food.
3. Remind the students that settled civilisations develop law and a justice system with punishments for breaking the laws. They also develop arts and crafts, and they have organised religions. Tell the students that they are going to find out how Islam developed in the Arabian Peninsula and how many people turned from their old religions to Islam.
4. The students can now read Page 64 of the Pupil's Book and complete the exercise.

Answers to Pupil's Book page 64

1. 1. By the 6th century there were several different tribes of Arabs, with many living a nomadic life. Before that Arab kingdoms had developed settlements and civilisations.
2. Byzantine and Persian.
3. The Arabs followed various religions. It was before the dawn of Islam, so the people were ignorant of Islam.

Further activities

The students could use online sources to find out more about some of the religions of the Arabs in 6th century Arabia, referring especially to artefacts and carvings interpreted by archaeologists.

Lesson 2: Life of the last Rasool

Learning outcomes

Students should be able to:

- recount the main events in the life of Muhammad.
- relate the events of the first revelation

Resources

- Pupil's Book pages 65-66
- Skills Book page 33 'Timeline'

Pupil's Book steps

1. Call on individual students to describe what they have learned about life in the Arabian Peninsula in the 6th century BCE.
2. Ask them to read pages 65-66 of the Pupil's Book and the first paragraph of page 67. Invite individuals to contribute to a summary of the main events they have read about. This could be on a chalkboard, whiteboard, or electronic whiteboard.
3. Ask students:
 - How old was Hazrat Muhammad رَسُولُ الدِّعْوَاتِ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ when he received the first revelation: (40)
 - Where did Hazrat Muhammad رَسُولُ الدِّعْوَاتِ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ receive the first revelation? (Cave of Hira, where he went to meditate)
 - How was the message of Islam different from the practices of Quraish? (Quraish believed in many gods, Islam preached Tawheed, which means belief in the oneness of Allah)
 - What is Hijri? (Hijri is the Muslim calendar which marks years after Hazrat Muhammad's migration from Makkah to Madina when the persecution of Quraish became unbearable)
 - Name the first Islamic state. (Madina under the leadership of Hazrat Muhammad رَسُولُ الدِّعْوَاتِ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ)
 - What kind of leader was Hazrat Muhammad رَسُولُ الدِّعْوَاتِ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ? (He was a wise and judicious leader)
 - Why did Hazrat Muhammad رَسُولُ الدِّعْوَاتِ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ sign a treaty with the non-Muslims? (this was a truce between Quraish and Muslims to not have wars for ten years)
 - did Hazrat Muhammad رَسُولُ الدِّعْوَاتِ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ launch the conquest of Makkah when the treaty of Hudaibiyah was signed between the two? (The Quraish of Makkah broke their pact of Hudaibiyah by killing some men from the Khuzaa tribe, which was an ally of the Muslims inside the sacred surroundings of Kaaba)
 - How did Hazrat Muhammad رَسُولُ الدِّعْوَاتِ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ take over Makkah? (he took the city without any bloodshed, he forgave everyone except few)
4. Invite volunteers to say which events were especially important, and why.

Steps for Skills Book page 33 Timeline

1. Ask students to recap what they have learn from studying pages 64-67.
2. Ask them to attempt filling in the blanks of question 1 on page 33.
3. Ask students to use their Atlas and name the countries from present day map and trace the expansion of Islam and attempt question 2.

Answers to Pupil's Book page 68

- Answers will vary but should include the main events from page 65 and its continuation into the first paragraph of page 66.
- It is named after Hijrat, where the Holy Qur'an was revealed.

Answers to skills book page 33 Timeline

- 6th
 - 570
 - 610
 - (research) 622 CE/ 1st AH
 - 630
 - 632
- Arabian Peninsula (Makkah, Madina, Kuwait, Oman, Qatar, the United Arab Emirates (UAE), and Yemen)
 - Iraq, Jerusalem, North and Western parts of Africa, Byzantine and Persian territory like Iran, Afghanistan, etc.)

Further activities

The students could begin a timeline in their notebooks, showing the main events in the dawn of Islam. They can add to it as they learn more.

Lesson 3: The Four Khulfa-e-Rashideen رضي الله تعالى عنهم

Learning outcomes

Students should be able to:

- name the Four Khulfa-e-Rashideen رضي الله تعالى عنهم and recount the main events in their lives.
- describe and explain the spread of Islam

Resources

- Pupil's Book pages 66-69
- Skills Book page 32 'crossword' and 34 'The Caliphs'

Pupil's Book steps

- Call on individual students to recap what they learned about the life of the Prophet رسول الله محمد ﷺ and the main events that are commemorated.
- Ask students to read page 67 and 68, and ask:
 - What happened after the demise of Hazrat Muhammad رسول الله محمد ﷺ? (There were many uprisings as some people renounced Islam and reverted to their old beliefs. Some of them refused to pay zakat, and some declared themselves to be the prophet)
 - What actions did Hazrat Abu Bakr رضي الله تعالى عنه take to manage revolts? (He sent military campaigns to fight people revolting)
 - How far did Islam spread during Hazrat Abu Bakr's رضي الله تعالى عنه caliphate? (From Arab to Iraq)
 - What was Hazrat Abu Bakr's رضي الله تعالى عنه greatest contribution during his caliphate? (Compilation of the Holy Quran)
 - How far did Islam spread under Hazrat Umar's رضي الله تعالى عنه caliphate? (Islam took over half of Jerusalem, and Palestine, Egypt, Persia, and Khorasan)
 - Why is Hazrat Umar رضي الله تعالى عنه also known as 'Al Farooq?' (This is a title for Hazrat Umar رضي الله تعالى عنه that means one who distinguishes between the right and wrong. It symbolises his governance.)

- Why did Hazrat Ali رضي الله تعالى عنه move the capital from Medina to Kufa? (He moved the capital to stop different Muslim groups from fighting with each other.)
 - Name the caliphs who were assassinated. (Hazrat Umar رضي الله تعالى عنه, Hazrat Usman رضي الله تعالى عنه, and Hazrat Ali رضي الله تعالى عنه)
3. Discuss with students the overall changes after the demise of Hazrat Muhammad رسول الله ﷺ. Ask students to list the successes and problems the Khulfae Rashideen رضي الله تعالى عنهم faced, for example, revolts, people claiming to be the next prophet, refusal to pay zakat, and assassination of Caliphs were problems while compilation of Quran, expansion of Islam, good governance, etc.
 4. They can then complete the exercises on pages 68 and 69 in their notebooks.

Steps for Skills Book page 32 Crossword

1. Remind the class how to complete a crossword puzzle: point out the clues for the words that go across the puzzle and down the puzzle. Remind the students that they should write one letter in each box.
2. Explain that the clues don't always follow 1, 2, 3, and so on. Point to 2 across on the puzzle and tell them that there isn't a word going down from 2, so there is no number 2 in the clues under the heading 'Down'.
3. Ask the students to read the clues and write the answers in the crossword puzzle.

Steps for Skills Book page 34

1. Discuss the role of Khulfae Rashideen رضي الله تعالى عنهم during and after Hazrat Muhammad's رسول الله ﷺ lifetime.
2. Brainstorm what is a caliph (spiritual and political leader of Muslims all around the world). Ask students to go home and research how long did the Khilafat last and why are Khulfae Rashideen رضي الله تعالى عنهم regarded with respect but not the rest (The Khulfae Rashideen رضي الله تعالى عنهم were companions of the Prophet رسول الله ﷺ while the other khalifas behaved as monarchy)
3. Students should now be able to answer the Skills book questions on page 34.

Answers to Pupil's Book page 68

4. The Khulfae Rashideen رضي الله تعالى عنهم were highly respected as they were the close companions of Hazrat Muhammad رسول الله ﷺ who had closely observed and learnt from him. They were guided by the example of Hazrat Muhammad رسول الله ﷺ.
5. Hazrat Abu Bakr رضي الله تعالى عنه put down revolts by military campaigns and soon the whole of Arabia was united under the flag of Islam.

Answers to Pupil's Book page 69

1. Islam spread as far as Cyprus in Europe.
2. Hazrat Ali رضي الله تعالى عنه moved the capital to Kufa to stop different Muslim groups from fighting with each other.

Answers to Skills Book page 32

- | | |
|---------------|----------------|
| Across | Down |
| 2. ghazwat, | 1. companions, |
| 4. nomadic, | 3. Abraha, |
| 5. Hudaibiyah | 6. Abrahamic, |
| 8. Ignorance, | 7. religion |
| 9. Hashim, | |
| 10. Hira | |

Answers to Skills Book page 34

- Answers will vary.
- leader of Muslims after Hazrat Muhammad رَسُولُ الْمَدِينَةِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ
 - they are highly respected as they were the close companions of Hazrat Muhammad رَسُولُ الْمَدِينَةِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ who had closely observed and learnt from him.

3.

Caliph	Name	Dates / timeline	Major event
Caliph 1	Hazrat Abu Bakr <small>رضي الله تعالى عنه</small>	632–34 CE	Compilation of Quran Fought campaigns against people who revolted Islam and those who claimed themselves the next prophet
Caliph 2	Hazrat Umar <small>رضي الله تعالى عنه</small>	634–44 CE	Islam spread to Jerusalem, and Palestine, Persia, and Khorasan Garrison town of Al-Fustat was set up in Egypt, which later developed into Cairo
Caliph 3	Hazrat Usman <small>رضي الله تعالى عنه</small>	644–56 CE	Islam spread as far as Cyprus
Caliph 4	Hazrat Ali <small>رضي الله تعالى عنه</small>	656–61 CE	Change of capital from Madina to Kufa

Further activities

The students could trace a map of the Arabian Peninsula (or use a copy from the internet) and mark on it the approximate years when Islam spread to places on the map, and the sites of significant events, such as when the Ka'bah was regained.

Unit 9 Road to independence

Background knowledge for the unit

It was through trade that the British gained control of the government of the subcontinent. Several European countries, including France, Italy, Portugal, Spain, the Netherlands and England, had set up trading companies to trade in India in the 16th century, beginning with the spice trade. Spain and Portugal controlled most of the European trade until the English defeated the Spanish in the Battle of the Armada in 1588. After wars against other European countries, the English East India Company gained control of most of the trade in the subcontinent, having set up trading posts called 'factories' in the main ports and charging fees for other countries' traders to ship goods in and out of the ports. Wales was ruled by the English government since 1536. From 1707 England and Scotland were united under one government and the company became known as the British East India Company. This is why both 'English' and 'British' are used in this unit. Strictly speaking there was English rule here until 1707, after which it became British.

The East India Company had its own armies and was, in effect, ruling most of the subcontinent by the early 19th century. So it was not difficult for the British government to take over this government, which it did, in 1858. The British Queen Victoria was named 'Empress of India'.

When the British government took control, it took over the private armies of the East India Company. It employed more than 300,000 Indian soldiers, known as sepoy (from the Persian word sipahi, meaning 'footsoldier'). Sepoys were originally professional Indian infantrymen, usually armed with muskets, in the armies of the Mughal Empire. There were British governors and civil servants. The 1861 Census listed the British population in India as 125,945. Most of them (84,083) were officers and men of the army and just 41,862 were civilians.

This unit consolidates the students' previous learning about the War of Independence and its after effects is. It develops their understanding of how India came to be ruled by Britain and prepares for their subsequent learning about how the people of the subcontinent began to question this to begin movements against foreign rule and then to work towards a new nation of Pakistan.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- explain their own region/province's contribution in the creation of Pakistan
- describe the role of minorities in the creation of Pakistan
- describe the roles of Quaid-e-Azam رحمۃ اللہ علیہ and Fatima Jinnah in the creation of Pakistan

They will learn how to:

- use printed and online sources, including photographs, maps and written sources for historical information
- use knowledge of their local region and memories shared by their families to find out what happened there when Pakistan was created

They will begin to understand:

- how nations become powerful and the effects of powerful empires
- how people can contribute to the shaping of their country
- how political parties form and how people can join together in this way to create change

Lesson 1: The British Raj in India and the role of the East India Company

Learning outcomes

Students should be able to:

- describe the effects of the East India Company on the subcontinent
- explain how Britain came to rule the subcontinent
- outline the causes and effects of the War of Independence

Resources

- Pupil's Book page 71 and picture and caption at the top of page 72
- a map of the subcontinent during the British Raj, either a large, printed map or online map, or several small copies for students to share
- a modern map of the subcontinent from Atlas
- Skills Book page 35 'The subcontinent from 1837–57'

Pupil's Book steps

1. Show the students a map of the subcontinent during the British Raj and a modern map of the subcontinent and invite individual students to describe how the map has changed. They should notice that Pakistan did not exist, the land that is now Pakistan being part of the area then known as India. They should also notice the different names of regions, provinces and cities, and the changes in the areas covered by some regions with familiar names, such as Punjab.
2. Ask the students to find their own province or region on both maps and to notice any changes there.
3. Ask them if they know why the map has changed. They will have learned about the age of exploration, when European explorers began to explore parts of the Middle East, Africa and South America for trading and colonisation.
4. Remind them of the meaning of 'colony' (land that is ruled by a foreign power rather than its native citizens).
5. Now ask them what they know about European traders in the subcontinent: what they traded in and where. They might remember learning about the East India Company and be able to name some European countries that had East India companies in the seventeenth century.
6. Read the first two sections of page 71 of the Pupil's Book with the students and ask them what they have learned from this. Point out that in 1600 when the British first came to the subcontinent to trade, the trading company was named the English East India Company. The countries that now form the United Kingdom had not been united under one government. Wales was ruled by the English government, which joined with the government of Scotland in 1707 and became known as Britain, so they will see the words 'English' and 'British' in this unit.
7. Ask the students how the English/British changed the lives of many people in the subcontinent.
8. Read the rest of page 71, including the picture caption and "It's a fact" with the students. Also point out the picture at the top of page 72 and read the caption. Remind the students of their previous learning about the War of Independence. Ask them to describe how the British came to rule the subcontinent.
9. The students can now complete the exercise on page 71 in their notebooks.

Skills Book steps

1. Discuss the first map on this page and what it shows. (The groups of people who ruled the subcontinent in 1837) Explain that on this map the people from the subcontinent have been grouped by religion because there were several princely families and dynasties but the regions where they ruled were mainly Muslim or mainly Hindu. Ask:

- What differences do you see between 1837 and 1857? (The British ruled more of the subcontinent in the north and around the coasts. The mainly Muslim or mainly Hindu areas did not change, except where the British took over.)
2. Explain the instructions for section A with the class and ask them to look carefully at the shaded areas of each map and the changes.
 3. They could discuss section B with a partner before completing it.

Answers to Pupil's Book page 71

1. To trade. 2. A trading company that had armies, which helped it to take control of large areas in the subcontinent.

Answers to Skills Book page 35

- A The British ruled more of the subcontinent. Hindu and Muslim areas did not change except where the British took over.
- B The British ruled much more of the north. They completely took over a Muslim area in the north-east. They took over a little more of the south and began to spread around the coasts.

Further activities

1. Find out more about your own region since 1600, using internet and printed sources. Also look for any places or even place names related to English/British rule here.
2. Find out more about British rule here from the beginning of the nineteenth century, especially the laws that were introduced. The students, their parents and grandparents might have heard stories passed down in their families about life at the time. They should focus on the period from around 1858 to the early 1900s – well before Independence. For homework they could present this to the class, if possible showing documents or photos, perhaps on an interactive whiteboard or computer screen – otherwise paper copies. Every family must have a story! Some could be displayed, with permission from the people involved. Perhaps a family member could talk to the class. You could have a very interesting lesson!

Lesson 2: The Role of the East India Company and The role of federating units in the making of Pakistan

Learning outcomes

Students should be able to:

- explain how political parties first came into being in the subcontinent and outline their purposes
- describe the activities in the various provinces and regions that are now part of Pakistan
- explain how the leaders of regions and provinces helped to create Pakistan

Resources

- Pupil's Book pages 72-73
- a map of the subcontinent during the British Raj, either a large, printed map or online map, or several small copies for students to share
- a modern map of the subcontinent from Atlas

Pupil's Book steps

1. the first two paragraphs, at the top of page 72 with the students and ensure that they know why the Indian National Congress was formed and why there was a need to form the All India Muslim League several years later.

- Point out the photos lower down the page and explain that these were the leaders of some of the northern regions of the subcontinent that were ruled by Britain. Explain that Bengal was in the extreme north east of the subcontinent and after Independence in 1947, Bengal was partitioned along religious lines. West Bengal became part of India. East Bengal became part of Pakistan but it became an independent nation (Bangladesh) in 1971. Show the students these places on the maps.
- Now read the section headed 'Role of federating units in the making of Pakistan' (pages 72-73) with the students. Ensure that they understand terms such as "freedom movement" and "Pakistan Resolution" and the role of the leaders of Sindh, Punjab, Khyber Pakhtunkhwa, Bengal, Gilgit-Baltistan and Kashmir. Ensure that the students can locate these places on the pre-Independence map. (The Instrument of Succession, shown in the photo will be included in Lesson 3.)
- Ask them why Muslims began to consider having a separate nation of Pakistan, rather than having the subcontinent as one nation of India after Independence. The students should now know that this was because Muslims were a minority in what would have been a predominantly Hindu country and were concerned that their needs could be overlooked.
- Ask them how Quaid-e-Azam رحمۃ اللہ علیہ helped to ensure that Muslims in Khyber Pakhtunkhwa and Balochistan played an active role in the creation of Pakistan. (He insisted that the Muslim League in those regions gave Muslims active roles in the freedom movement.)
- The students can now carry out the discussion activity on page 73.

Answers to Pupil's Book page 73

- Answers will vary but should include reference to the formation of the political parties, notably the All India Muslim League, and the regional units of this party, whose leaders encouraged support in their own localities.
- Answers will vary but might take into consideration the concerns of non-Muslims living in the regions that were likely to become part of the new Pakistan, and how it might affect neighbourhoods where people of different faiths had lived side by side in peace for generations.

Further activities

- Find out more about the leaders mentioned on pages 72-73. The students could choose a leader to research and write a short biography.

Lesson 3: Role of Gilgit-Baltistan and Jammu and Kashmir and Role of minorities

Learning outcomes

Students should be able to:

- outline the history of Jammu & Kashmir in connection with Independence
- explain how minority groups gained a voice during the movement towards Independence

Resources

Pupil's Book pages 73-74

a map of the subcontinent during the British Raj, either a large printed map or online map, or several small copies for students to share

modern map of the subcontinent from Atlas

Pupil's Book steps

- Tell the students that when the subcontinent gained its independence from British rule in 1947 and was partitioned into Pakistan and India, some parts were still ruled by ancestral rulers. There were around 500 of these princely states, which were part of the British Empire. When Pakistan

- was created in 1947, some of these chose to join Pakistan, others decided to join India. Explain that one of these princely states was Jammu and Kashmir.
2. Ask the students to locate Jammu & Kashmir on a pre-Independence map. Explain that after the First Anglo-Sikh War (between the Sikh Empire and the East India Company) Gilgit-Baltistan became part of the Jammu & Kashmir princely state ruled by Maharaja Hari Singh. It was a Muslim majority state. They could also locate this region on a modern map, for comparison.
 3. The students should now read the paragraph about Gilgit-Baltistan and Jammu & Kashmir on page 73 of their Pupil's Book. Explain "Instrument of Accession". The Instrument of Accession signed by Hari Singh agreed that Jammu & Kashmir would join India. The rule of this region is still disputed between India and Pakistan. You could discuss why Hari Singh did this, when the people of Jammu & Kashmir wanted to join Pakistan. The people of Gilgit thought of themselves as ethnically different from Kashmiris and so did not like being ruled by the Kashmir state. The region stayed with the princely state until November 1947.
 4. The students should also look at the photo at the top of page 73 and read the caption. The Instrument of Accession shown here was signed by the ruler of another princely state – Miangul Abdul Wadud the ruler of Swat, who agreed to join Pakistan.
 5. The students can now read the paragraph under the heading Role of minorities. Ask them to name the minority groups that helped to create Pakistan to say what they did.
 6. The students can now complete the exercise on page 74.

Answers to Pupil's Book page 74

1. Answers will vary but should include reference to the Muslim League, which was a much smaller group than Congress, but inspired other minorities to demand their rights and set examples for how to organise themselves; religious minorities such as Parsis, Christians and the Hindus who remained in Pakistan and helped to build up the new nation.
2. If people worked together, regardless of their past, whatever their race or religion, they were citizens of the new nation, all with equal rights and obligations.
3. Their leaders convinced the British that the Muslims needed an independent homeland and inspired other Muslims through their speeches and writings and hard work.

Further activities

1. Find out more about the history of Azad Jammu & Kashmir and Gilgit-Baltistan, so that the students can develop an understanding of why this region is disputed territory.
2. The students could choose a princely state that chose to join Pakistan after Independence, and find out more about its history.

Lesson 4: Role of leaders

Learning outcomes

Students should be able to:

- outline the roles of Quaid-e-Azam رَحْمَةُ اللهِ عَلَيْهِ, Allama Iqbal رَحْمَةُ اللهِ عَلَيْهِ and Mohtarma Fatima Jinnah in the creation of Pakistan
- give a brief account of the lives of these leaders, including what led them into politics and their effects on the nation

Resources

- Pupil's Book pages 74-76
- Skills Book page 36 People of fame and 37 Newspaper report

Pupil's Book steps

1. Invite individuals to say what they know about Quaid-e-Azam رحمۃ اللہ علیہ, including his background and education, as well as his political career. Points to note include: he was a lawyer before becoming a politician; he trained as a lawyer in London, so he knew the British political system well; he even knew some of the government ministers; he was a member of the Indian National Congress but also joined the All India Muslim League, where he thought he could achieve more.
2. Ask the students to read the paragraphs about Quaid-e-Azam رحمۃ اللہ علیہ and to explain why it had seemed to be good for Hindus and Muslims to work together to form one new nation, but why Quaid-e-Azam رحمۃ اللہ علیہ later changed his mind, and decided that it would be better to have a separate nation for Muslims.
3. Repeat the above process regarding the other two important leaders – Allama Iqbal رحمۃ اللہ علیہ and Mohtarma Fatima Jinnah.

Points to note:

- Allama Iqbal رحمۃ اللہ علیہ
 - poet, philosopher and thinker; also a lawyer before becoming a politician/statesman
 - his speeches and writing inspired other Muslims to support the idea of a separate Muslim state
 - the first to propose a separate state
- Mohtarma Fatima Jinnah
 - Quaid-e-Azam's رحمۃ اللہ علیہ sister
 - dental surgeon and active member of Bombay Provincial Muslim League
 - active member of Pakistan Movement
 - titled Madar-e-Millat (Mother of the Nation) of Pakistan because of her guidance and services

4. The students can now complete the exercises on page 75 and 76 in their notebooks.

Skills Book steps page 36

1. Read the introduction to the activity with the class and ask different students to say what they know about the first person shown on the page, Allama Iqbal رحمۃ اللہ علیہ. If they have forgotten they could refer to the Pupil's Book.
2. Repeat this for the other personalities on this page.
Ask the students to write the information that completes the 'passports.'

Skills Book steps page 37

1. Ask students to read the passage in the report and think like a news reporter and write about the role of Muhammad Ali Jinnah رحمۃ اللہ علیہ in the independence movement.
2. Students can refer to the Pupils book for reference.

Answers to Pupil's Book page 75

1. Quaid-e-Azam رحمۃ اللہ علیہ (the father of our Nation), a lawyer and politician.
2. Congress leaders believed that after Independence, the subcontinent should be one nation, but Quaid-e-Azam رحمۃ اللہ علیہ believed that Muslims would do better if they had a separate nation.
3. The Muslim League won these elections, which showed that it was a true representative of the Muslims in the subcontinent.

Answers to Skills Book page 36

<p>Name: Allama Iqbal <small>رحمۃ اللہ علیہ</small> Who he was: Philosopher, poet, lawyer and politician What he did: He proposed the idea of separate homeland for Muslims of the subcontinent Why he did this: He was inspired by Sir Syed Ahmed Khan's Two Nation Theory.</p>	<p>Name: Mohatarma Fatima Jinnah Who she was: Dental surgeon and Madar-e-Millat What she did: She worked in the Bombay Provincial Muslim League. She encouraged other Muslim women to help in different ways, such as donating to the Pakistan Movement, looking after the wounded and even campaigning. Why she did this: She was Quaid-e-Azam's <small>رحمۃ اللہ علیہ</small> closest companion and believed in his struggle.</p>
<p>Name: Chaudhry Rehmat Ali Who he was: Muslim nationalist from subcontinent What he did: He devised the name for Pakistan. Why he did this: He wrote a pamphlet that famously demanded separate state for Muslims of subcontinent, naming it Pakistan.</p>	<p>Name: Miangul Wadud Who he was: Wali of Swat (Prince) What he did: Signed the accession treaty to make Swat part of Pakistan in 1947. Why he did this: To protect Swat from an Indian attack and because Swati people wanted to join Pakistan at the time of independence.</p>

Answers to Skills Book page 37

?-89-Pakistan-India-Sindh,Punjab-NWFP now called-Kashmir-homeland-country-political-religious-religions-all

Further activities

1. Create a classroom display to which students could add written and pictorial information about the leaders. This could include their own photographs of places connected with the leaders in some way: for example, monuments, place-names and so on.
2. Instead of a wall display you could create a class website about the leaders who worked towards Independence.

Answers to Pupil's Book page 77

- A. Answers will differ, depending on the students' home province.
- B. Answers will vary from students research. Some information is given below:
- Qazi Muhammad Essa: politician and one of the prominent leaders of the Pakistan Movement; born in Balochistan in 1914; studied law in London; became a lawyer in Bombay (now Mumbai) where he met Muhammad Ali Jinnah رحمۃ اللہ علیہ; founded the All India Muslim League branch in his province
 - Sir Abdullah Haroon: politician who worked hard to develop the role of Muslims in areas such as education and politics in the subcontinent; born in Karachi in 1872; learned the value of hard work at a young age, working in a bicycle repair shop, and starting a merchant business in Karachi at 24 (became known as Sindh's Sugar King' because of his trade in sugar); joined All India Muslim League (later president); president of Khilafat Movement of Sindh; formed Sindh United Party, which called for Sindh to be separated from the Bombay Presidency (this succeeded in 1936).
 - Sardar Abdul Rab Nishtar: born 1899 in Peshawar; graduated from University of Bombay and LL.B from Aligarh Muslim University; member of Indian National Congress then All India Muslim League, where he led various committees and represented the party at the Simla conference (1945); after the creation of Pakistan became Minister for Communication; introduced Urdu language to Pakistan railways and Pakistan Post Office; Governor of Punjab (1949).
 - Mian Muhammad Sharif: born in Punjab in 1919; family were poor traders in Amritsar who moved to Lahore; a steel-worker in a factory in Lahore; later set up a small steel foundry that became the second largest business in Pakistan (BECO); developed a welfare project in Raiwind.
 - S. P. Singha (Dewan Bahadur S.P. Singha): born 1893 in a Christian family in Sialkot; registrar at Punjab University; awarded the distinction of Dewan Bahadur in recognition of his services to education; became interested in politics and a supporter of Muhammad Ali Jinnah رحمۃ اللہ علیہ; Speaker of the Punjab Assembly and demanded that Punjab should be part of Pakistan.
 - Begum Salma Tassaduq Hussain (Salma Mahmuda): born 1908 in Gujranwala; writer and poet; graduated from University of Punjab; formed the Punjab Provincial Women's Subcommittee and was elected one of its secretaries; helped to open up primary schools and industrial homes for girls in Lahore; active member of All India Muslim League; after Partition became Refugee Relief Secretary in the Provincial Muslim League office.
 - Begum Shaista Ikramullah: born 1915 in Calcutta; politician author and diplomat from Bengal; first Muslim woman to gain a PhD from the University of London; in 1945 Government of India asked her to attend Pacific Relations Conference on their behalf but Quaid-e-Azam رحمۃ اللہ علیہ persuaded her to attend as the representative of the Muslim League; one of the first two women to attend the Constituent Assembly of Pakistan (1947) delegate to the United Nations (1948); Pakistan's ambassador to Morocco 1964-67.
 - Begum Jahanara Shahnawaz: born 1896 in Lahore; helped to publish articles in Urdu; founded the Punjab Provincial Women's Muslim League (1935); one of only two women at the 1930 Round Table Conference in London; led a protest of thousands of women in Lahore to demand better economic opportunities for women (1948); president of the Provincial All India Women's Conference for seven years; first woman in Asia to preside over a legislative session; supported improvements in healthcare, particularly for women and children.
 - Begum Rana Liaquat Ali Khan: born 1905 in a Christian family in Almora; graduated in economics and religious studies from University of Lucknow; worked as a teacher in Calcutta; with her husband, visited Quaid-e-Azam رحمۃ اللہ علیہ in London (1933) and persuaded him to come back to help Indian Muslims; set up a volunteer nursing and first aid group in Delhi; Chairperson of economic section of Muslim League; helped to form Pakistan Nurses' Federation, Pakistan Women's Guard, Pakistan Women's Naval reserve and All Pakistan Women's association; Governor of Sindh (1947).

Unit 10 Communication

Background knowledge for the unit

This unit presents a review of the development of writing on various materials using different tools. There is a review of the invention and use of paper and other sheet materials, such as papyrus, parchment, and vellum, also of the making of different types of books.

The unit explores how paper-making spread from China in the second century, through the Islamic world in the 9th to 13th centuries, and to Europe at the same time as print-making spread around the world from the simple clay seals and blocks of early civilisations, to wooden letter or character blocks, and to movable type in Germany.

The unit also explores how the development of printing in the 15th century Europe helped to spread learning and news.

If the students have studied about the 'Indus Valley' (Grade 3 Unit 7) they will recognise the carved, stone 'seals' that archaeologists found there. These might have been used for making impressions in a soft material, such as clay, but that was a type of printing as it made many copies of the same picture or writing. The people of Mesopotamia 'printed' using carved stone in a similar way from about 3,500 BCE.

The use of wood for making printing blocks spread across Asia in the 3rd century BCE and became highly developed in China, where they also began to make paper and ink and printed books in the 9th century CE. In this century too, Bi Sheng made separate letters from clay and baked them then fixed them into a metal frame using wax. This allowed him to reuse the letters on other pages. This was a slow process as each page was made separately. But it was quicker than writing as the page could be used over and over again.

Making separate letters and fixing them on to a frame for printing speeded things up because the letters could be re-used to make different words. The Korean official Choe Yun-ui managed this in the 13th century, using metal letters, instead of wood. Unlike clay, metal did not wear away when reused continuously. However his idea was not developed commercially. It had to wait until the 15th century when printing became a major industry in Europe.

By the 15th century European craftspeople had better tools and could use them for making equipment that was more accurate than before. They became very skillful in making letters for printing presses. At the same time the paper-making industry grew.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- discover that the skills of writing, paper-making, and printing came together in Europe and that the printing press was made there in the 15th century
- determine that printing presses opened across Europe and millions of books were printed consequently causing an increase in reading
- realise that learning spread more quickly through books

They will learn how to:

- use sources such as maps, charts, time lines, paintings, and artefacts to find out about writing, printing, and book-making in the past
- ask questions and draw conclusions about the past

They will begin to understand:

- how printing changed the ways in which learning and news spread
- how crafts and skills spread from one civilisation to another.

Lesson 1: The written word

Learning outcomes

Students should be able to:

- describe ancient forms of writing
- relate this learning with what the students know about earlier civilisations

Resources

- Pupil's Book page 78
- Skills Book page 38 Writing from the past

Pupil's Book steps

1. Tell the class that they will study a timeline about writing in ancient times. Tell them that people have been writing for more than five thousand years. Ask:
 - What kinds of writing do you know about from ancient civilisations?
 - What did the people write on? (They should know about the writing of the ancient Indus Valley, Egypt, and Greece.)
2. Ask the students to look at the pictures and read the captions on page 79 and, as they do so, find the answers to these questions:
 - What materials have people written on?
 - What did they write with on these materials?
3. Invite students to give their answers to the questions. Point out that in ancient times, people used whatever materials they could find easily, or make: for example, the papyrus plant grew all along the banks of the River Nile in Egypt and so the ancient Egyptians used it to make a type of paper.
4. Review how a timeline should be read. Also remind them of the meaning of century—a hundred years and that the first century CE (Common Era) means the hundred years up to the year 100 CE, the second century means the hundred years up to 200 CE). Also review the fact that the centuries BCE (Before the Common Era) are counted in the opposite way: the first century BCE means the hundred years before the first century CE. At that time people did not use those numbers for the years.
5. Explain that the time line on page 78 starts at 3500 BCE and is marked in sections of 250 years. It ends at 1000 CE. Ask them to use the timeline to find (roughly) when each type of writing was used.
6. The students can now complete the exercise in their notebooks.

Skills Book steps

1. Ask the class to compare each picture to those on page 78 of the Pupil's Book and to say where each piece of writing came from, and (roughly) when and what it is written on. Ask their opinion about what they think the people used to write with: tools to carve stone or to draw on soft clay; a brush or pen with ink.
2. They can then complete sections A and B.

Further activities

1. Make a display-sized copy of the timeline.
2. Ask the students to make copies of the pictures and writing and link them to the correct places on the timeline by drawing lines or gluing on narrow strips of paper or pinning on lengths of string or coloured thread.

Lesson 2: Books

Learning outcomes

Students should be able to:

- collect information about books from the beginning of the fifteenth century
- identify different writing materials from the past
- describe how different civilisations learnt from one another

Resources

- Pupil's Book page 79
- If possible, an old book made of parchment or one that has been hand written using a pen and ink. Perhaps a teacher, parent, or friend of the school has one that he or she can bring in to show the students.
- If possible, for **Further activities** a very narrow, drinking straw (the type that comes with cartons of drinks). If it has a 'bendy' part cut this off, leaving a shorter straw
- If possible, goose feathers (or other large feathers) with the ends cut off as shown in the photograph in the Pupil's Book and ink

Pupil's Book steps

1. If possible, show the students an old book made of parchment. Explain that old books are easily damaged and should be handled with care—wearing cotton gloves, if necessary. Tell them that when people go to libraries to read old books they can't take them away. The book has to be placed on a table on a special wedge-shaped block (usually made of sponge/foam) and, to keep the book open at the right page they have to put a weighted chain (called a 'snake') on it in order not to break the spine of the book. The owner of the book can tell the class a little about it.
2. If the students are allowed to touch the book they should first wash their hands and dry them carefully. Ask:
 - What makes this book special?
 - What is the cover made from?
 - What are the pages made from?
 - What do you know about these materials?
 - What was the book written with?
3. Read the text on 'Books' from page 79 of the Pupil's Book with the class and ask,
 - What is parchment made from? (calf, sheep, or goat skin)
 - How is vellum like parchment?
 - How is it different? (It is made from the same skins but it is of a finer quality.)
 - What do we call people whose job is to copy books by hand? (Scribes. You could remind the students about the scribes of Ancient Egypt)
 - What did scribes write with? (a quill pen dipped in ink)
4. If possible, show the class some ink and quill pens. Explain that the scribes dipped the pen in ink which will flow up the hollow part of the quill. See **Further activities** and tell the students that they will be able to try this. Also point out that some special books are still copied by hand by scribes using a pen or quill, and ink: for example, special copies of the Holy Qur'an and some Jewish holy books.
5. Read 'It's a Fact' with the class and ask,
 - Which people invented paper? (the Chinese)
 - How did this skill spread to Europe? (It came to the Islamic world in the 8th century and then to the Islamic part of Spain in the eleventh century.)

- Ask the class to look at the photographs and read the captions. Discuss what they have found out from these.
- It might seem strange to the students that a liquid—ink—should run **up** a hollow feather, because liquids usually run downwards! Try the experiments and investigations in **Further activities** so that they can verify this.

Answers to Pupil's Book page 79

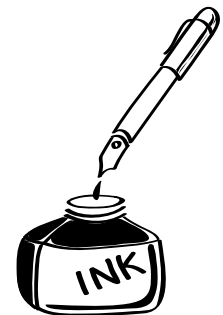
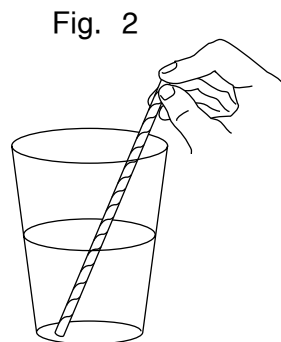
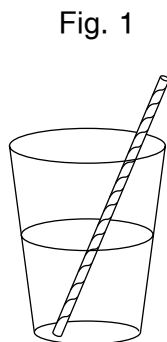
- A.
- Their job was to copy books
 - Expensive book covers were made from _____.
 - A pen made from a feather
 - A cloth used for making paper
 - Animal skin for writing on

			S	C	R	I	B	E	S		
L	E	A	T	H	E	R					
		Q	U	I	L	L					
L	I	N	E	N							
			P	A	R	C	H	M	E	N	T

- B. No, because they were handwritten and this took a long time.

Further activities

- Show the students how liquids can run up tubes:



Explain that this is how cloth and tissues soak up water.

The water runs into very tiny holes between the threads of the cloth or tissue.

- Dip a quill pen into ink and let the students see how the ink runs up the narrow hollow part of the feather just as the water ran up the drinking straw. Let them try writing with it. If you have one, they could also try writing with an old-fashioned pen with a wooden handle and metal nib:

Lesson 3: Early printing

Learning outcomes

Students should be able to:

- use pictures to find out how people began to print
- explain how people used the materials and technology of the time to solve problems

Resources

- Pupil's Book page 80

Pupil's Book steps

1. Ask the students what they know about ancient types of printing. Remind them about the people of the Indus Valley, who carved seals for stamping pictures and writing. Read the first four paragraphs of page 80 with them. Ask:
 - How do pictures and writing have to be made on printing blocks so that they look correct when printed? (back-to-front so that the pictures print the right way around)
 - When did the Chinese start printing books using blocks for whole pages? (the 9th century)
 - What did they print on in Europe before paper was made? (cloth)
2. Help the class to read 'It's a Fact'. Ask:
 - What did Bi Sheng do that was different and made printing quicker? (He made separate letters from clay that could be used for printing different words on different pages—he didn't have to make a new block for each page.)
3. Let the students study the pictures and read the captions. Ask:
 - What do you learn from these pictures? (The people of Mesopotamia carved pictures on stone and then pressed the stone into soft clay to make copies of the picture. Europeans made woodblock books. They made a new block for each page.)
4. Remind the class that each page had to be set up separately.
5. The students can now complete the exercise in their notebooks.

Answers to Pupil's Book page 80

- A
1. True
 2. True
 3. False. They were printed in China.
 4. False. Bi Sheng was a man in China who made letters for printing.
 5. True
- B. He didn't have to make whole new pages. Once he had all the letters he needed he could use them again and again.

Further activities

1. Try some printing.
2. The students could cut shapes and letters in flat blocks of clay.
3. Dip them in a tray of water-based paint.
4. Print this on paper or plain cloth.

Lesson 4: A new type of printing

Learning outcomes

Students should be able to:

- describe the development of printing using movable, metal letters
- use the timeline to find out about the past

Resources

- Pupil's Book page 81
- Skills book pages 39 and 40

Pupil's Book steps

1. Tell the class that they are going to find out how printing quickly became an industry across Europe and how the early printing presses worked.

2. Explain that they will begin by reading about the first metal letters that were made for printing and how the printer fixed them so that they would stay in place while printing many copies of a page. Read the first paragraph of page 81 with the students Ask:
 - In which country were metal printing letters first used? (Korea—then called Goryeo.)
 - Why didn't the invention spread across Korea and the rest of Asia? (printing was only allowed for government books)
3. Read the next two paragraphs with the class. Ask:
 - What do we call a machine for printing? (a printing press)
 - How did the printer fix the letters in place for printing? (He put them in a metal tray that held them in place.)
 - How did the printing press work? (A printer spread ink on the tray of letters and put it into the press, which held it in place while others rolled a sheet of paper under it. Then the printers pulled the tray down and pressed it onto the paper.)
4. Read 'It's a Fact' with the class and ask them to look at the pictures and read the captions. Invite volunteers to talk about what they have learned.
5. The students can now complete the exercise in their notebooks.

Skills Book steps (Page 39 How printing developed)

1. Remind the class how to complete a crossword puzzle using the 'Across' and 'Down' clues, and why some numbers might only be in the 'Across' or only in the 'Down' clues. For example, there is no '1 Across' clue. Remind them to write one letter in each square.
2. Tell the students to read pages 95 and 96 of the Pupil's Book to find the answers.

Skills Book steps (Page 40 The Printing press)

1. Tell the students that this page will help them to understand how a printing press worked. Ask if they can guess why it was called a 'press' (because it pressed the inked letters on to the paper.)
2. Read the explanation with them, beginning with the letter-caster, whose job is to cut the moulds for making metal letter blocks. Explain that a mould is a shape that is used over and over again for making copies of the same object, such as a letter block, so that every copy is the same (like when coins are made). Then read about the type-setter, then the printer inking the frame. Next read how the printer puts the frame and paper in the press, the printer taking out the printed page and putting in the next sheet of paper. Ask:
 - How does the printer ink the letters? (He rolls an ink ball in a tray of ink. The ink ball is a leather bag stuffed with horse hair.)
 - What did they call the metal frame that held the letters? (a galley)
3. The students could work in pairs to help one another to complete the exercise.

Answers to Pupil's Book page 81

A.

Printer	Nationality	Century	What he invented
Choe Yun-ui	Korean	13 th	metal letters for using over and over again for printing
Gutenberg	German	15 th	the printing press

B. Gutenberg was in Europe at a time of invention, discovery, and learning, when scholars wanted books. Choe Yun-ui was in Korea, where printing was only allowed for government books.

Answers to Skills Book page 39

Across: 2. Bible 4. Gutenberg 6. Wood block 8. Korea
Down: 1. cloth 3. tray 5. block book 6. wax 7. clay

Answers to Skills Book page 40

1. First the letter-caster should make all the **letters** of the alphabet from metal. To get every copy of each letter the same, use a **mould**.
2. Next the typesetter should make up all the words on the **page** using the metal **letters**. He should fix them onto the **galley** (a metal frame).
3. Put four pages onto the galley.
4. To ink the letters you will need an **ink ball**. This is a **leather bag** stuffed with **horse hair**.
5. Roll the **ink ball** in **ink** and spread it on the galley.
6. Put the galley under the **press**, slide in a sheet of **paper** and turn the **screw**.

Further activities

1. Find out how printing has developed since the 15th century.
2. The same methods were used until the 20th century, although machines with rollers fed in the sheets of paper. The changes came with computers and digital printing. Perhaps you could invite a printer who has been in the business for a long time to come and talk to the class about the changes he or she has seen in the industry—and about the words in printing that stayed in use for hundreds of years: for example, 'galley' for a printed sheet of four pages.
3. The printer could show the students any equipment that is small and safe enough to bring into school.

Lesson 5: From Printing Press to wireless communication

Learning outcomes

Students should be able to:

- describe the spread of printing across Europe and the world
- identify some of the changes that came from printing
- interpret symbols on a map to find out about the past
- identify medium of modern communication and their importance
- describe the differences between modern means of communication

Resources

- Pupil's Book page 82-85
- Skills book page 41
- A map of Europe with the countries marked

Pupil's Book steps

1. Tell the class that they are going to find out about what happened after Gutenberg invented the printing press. Ask:
 - What did Gutenberg do that was different from earlier printers? (He made metal letters that could be used over and over again and a press that could print four pages at a time on large sheets of paper.)
2. Write the following questions on the board and ask the students to see if they can find the answers to them as they read page 82
 - i. In which countries did printing spread the fastest? (Germany and Italy)
 - ii. How did printing change things for scholars? (They could read the writings of ancient scholars which were translated into their own languages and printed.)
 - iii. How did printing change things for people who were not scholars? (More and more of them had books and began to read.)
3. Read page 82 with the class and then ask them what answers they found to the questions above.
4. Let the students study the map on page 82 and read the heading. Ask:
 - What can you find out from this map? (Printing spread all over Europe in the 15th century.)
5. Ask them to read page 83-85 and make a timeline to describe how advancements in printing and communication transformed the world. (Academics, news, and entertainment). Ask:
 - How did mail begin? (In ancient times the only ways to send a message over a long distance was to write it and give it to a messenger.)
 - How were messages sent through the telegraph? (Through Morse code)
 - How did the invention of radio transform long distance communication? (Messages in wars, spreading of news across the world)
 - Out of all modern modes of communication, TV, Internet, telephone, and cellphones, which is your preferred mode of communication and information? Explain your choice by giving examples.
6. Students can now discuss and give answers to questions on page 85 and

Skills Book steps

1. Tell the students that this page will help them recap how printing and communication has changed from 17th century to modern times.
2. Read the table and ask:
 - How was newspaper different from telegraph as a mode of communication? (newspaper were printed and distributed to a larger audience, while telegraph was used by people for long distance messaging)
 - How is email different from sending messages through Internet? (email is a formal mode of communication while messaging is instant and informal)
 - What are computers used for today? (answers may vary-every form of communication and transaction)
3. Discuss what role does printing play in forming public opinion. Explain to students the relevance of newspapers in the age of Internet. Explain that despite wider access to Internet, people are still dependent on local newspapers for daily information. Ask students to brainstorm what happens if the public opinion is negative or positive for the following:
 - A person (leader, performer, etc.)
 - A product
4. The students could work in pairs to help one another to complete the exercise.

Answers to Pupil's Book page 83

1. They could read the writings of ancient scholars had been translated into their own languages and printed.
2. More and more of them could read.

Answers to Skills Book page 85

1. Radio or television
2. Internet (social media)
3. Answers may vary. Books are still the most reliable source of information. However, the environmental cost of printing has discouraged printing and shifted books to digital platforms.

Answers to skills book page 41

	Initially	Nowadays
1.	The electric telegraph was used to send messages in Morse Code along wires that linked places.	Internet or phones are used for long distance call or messaging.
	Printed books, newspapers, etc. played the most important role in educating people about current issues.	People are more dependent on the Internet for updated information now.
	People used to send written letters through messengers and post offices to distant places.	emails, calls or video conferencing
	The Internet was first used for sharing communication between government researchers in 1960s.	Every communication is dependent on Internet personal, official, political, financial, etc.
	Radio communication began to be used for news and entertainment in 1920.	sending long distance messages through radio signals, news, and entertainment.
	The earliest computers were only used for calculations that weighed five tons, and consisted of about 750,000 separate parts.	making new software, research, studying, music, communication, news, entertainment, etc.

2. Answers may vary. Messaging through advertising, news, entertainment, shapes public opinion that affects political, business, and social choices.

Further activities

1. The students could find out where the printing industry is important today.
2. You could find out from the internet which countries and towns are important for printing and book publishing: for example, two of Europe's main book fairs are held at Bolognain Italy and Frankfurt in Germany—Italy and Germany are still very important in the printing and book publishing industry.

Answers to Pupil's Book page 86

A.

	advantages	disadvantages
email	Instant access to communication, Portable, Reduces shipping and mailing costs Less jobs,	Can be hacked, Contains viruses
smart TV	Smart TV Uses less electricity, Access to preferred programs and channels,	Addictive, No automatic system update like smart phones, Can be hacked
smart phone	Instant access to information and communication, Video communication, Block unwanted people or content	Social isolation, addictive, sleeping problems, misinformation, costly, no exercise makes for unhealthy body
social media	Education tool, promotes global citizenship and digital literacy	Cyber bullying, can be addictive and distracting, poor mental health

B. The students use the information in the unit to complete the letter, for example: Look at these metal letters. They are made back to front so that **they will be the** right way **around when they are printed**. You can use them to make up **words and pages**. This metal tray **holds the letters in place and can hold four pages**. Now look at my printing press. It will take only a **very short time** to make a whole page of a book on the metal tray. We put the tray **in the printing press** then we can print **the pages**. This is much quicker than **writing by hand**. We could print thousands of **books**. There are **scholars/people** all over Europe who will buy them. They will buy them because they will be much cheaper than **handwritten** books that take years to copy. Think about it. We could become **rich** and we could help **many people**.

Unit 11 Rights and responsibilities

Background knowledge for the unit

This unit helps the students to develop awareness about what people need, and what they want but do not need. Different people have different opinions but the focus is on the international agreement on human rights detailed in the Declaration of Human Rights which was agreed upon by most countries in 1948, at a meeting of the United Nations Organisation. It begins as follows: 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. You can read it in detail on the United Nations website www.un.org or in their leaflets.

In 1989 most countries also agreed to a special list of rights, known as The Rights of the Child. You can find out more about this on the website of UNICEF www.unicef.org (United Nations Children's Fund). This is how UNICEF describes the Declaration: A legally binding instrument. The Convention on the Rights of the Child is the first, legally binding, international instrument to incorporate the full range of human rights—civil, cultural, economic, political, and social. In 1989, world leaders decided that students needed a special convention just for them because those under 18 years of age often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognised that children have human rights too.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- establish that there are internationally-agreed laws about the rights all people have and that children have special rights too
- identify the Declaration of Human Rights (1948) and the Convention on the Rights of the Child (1989)
- comprehend details of some human rights and children's rights

They will learn how to:

- use written sources and photographs to find out about human rights and children's rights
- ask questions and draw conclusions about what is meant by 'right', 'responsibility', 'need', and 'want'

They will begin to understand:

- the meanings of 'right', 'responsibility', 'need', and 'want'
- how everyone can help others to avail their human rights
- the responsibilities that come with rights

Lesson 1: What do we need?

Learning outcomes

Students should be able to:

- distinguish between needs and wants
- establish how we decide what we need

Resources

- Pupil's Book pages 87–88
- Skills Book pages 42 and 45

Pupil's Book steps

1. Tell the class that they are going to read a story and that while reading, they should think about these questions:
 - What do people really need and what do they want but can live without?
 - What is the difference between needs and wants?
2. Let a few students read parts of the story on page 87 of the Pupil's Book, aloud. Ask:
 - What do different members of the family say they need? (a briefcase, a cup of tea, flour, vegetables, oil, fruit, fish, fresh air, shalwar qameez, carpet, computer game, new clothes, cricket pads, pen) List these on the board and then ask:
 - Who says he or she needs this?
 - Does he/she really need it or just want it?
3. Tick the items the students feel they really need and, for each one, ask:
 - Why do they need this?
 - Could they manage without it?
 - What is the difference between needing and wanting?
4. Point out that different people have different ideas about what we need and that we actually need things that keep us alive and well: food, water, shelter, a place to sleep, warmth, a way of earning money to pay for these, a safe environment, medical help when needed.
5. Talk about what we need in order to be happy: for example, a family, being with the people we love, and for many people, freedom to practise religion, to marry and have children if they wish to.
6. The students can now complete the exercise on page 88 in their notebooks.

Skills Book steps for page 42

1. Ask the class to look at the pictures, read the captions in section 1, and decide which of these things they really need and which are just 'nice' to have.
2. After they have completed the charts invite volunteers to read out the list of things they think they need. The others can then comment. If anything on their lists are different ask them to explain why they have included these items.
3. The students should then decide which three of the items they listed as needs are the most important.
4. They can then compare their answers with those of a friend.
5. The class could vote for the three items they think are the most important.

Skills Book for page 45

1. Divide the students into groups of about four and ask them to discuss the gifts for the baby. Ask each group to agree on the most important gift. They will need to justify their choice to the rest of the group and try to persuade them.
2. The students can then complete section A as a group. They could collect ideas from the group and choose the best five gifts and the best five wishes for the baby.
3. Invite each group to read their lists to the rest of the class. Note and discuss any common observations made by the groups.
4. The students can complete section B individually.

Answers to Pupil's Book page 88

1. There are no absolutely right or wrong answers, except that everyone needs air, water, and food. They need clothes but not lots of them. These are guidelines. It is useful to discuss the reasons for listing each item as a need or a want. Possible answers:

Name	Needs	Wants
Grandfather	fresh air	
Grandmother	a cup of tea, flour, vegetables, oil, fruit, fish	a cup of tea
Mr Iqbal		briefcase
Mrs Iqbal		shalwar qameez, carpet
Yusuf	trainers, clothes	computer game, cricket pads
Fawzia	clothes, pen	pen

Some items could be placed in either column: for example, the students might argue that Yusuf can live without trainers if he has other shoes, but if he is to join in sports at school, then he needs them; Fawzia can live without a pen but she will need it for her school work, Grandmother says she needs a cup of tea but she could manage with water; the students need clothes but they already have some that they are wearing. Discuss how much clothing is really needed.

- B. The answers are open-ended.

Answers to Skills Book page 42

- A. Apart from basic needs the answers are open to discussion. These are guidelines:

I need these	These are nice to have
water	computer
shoes	pen
food	toys
a home	watch
	phone
	sweets

2. The answers are open-ended.

Answers to Skills Book page 45

There are no correct or incorrect answers. If the students think mainly of material or worldly gifts, ask if they think these are more important than wishes: such as good health.

Further activities

1. Hold a class debate about whether we need a computer, a pen, a watch, a phone, or any item that many people have and would find life difficult without.
2. Invite one or two students to speak about why we need this item: for example, because they live in a modern city where many things they do are difficult without it. Ask a couple of students to speak about why we do not need it: for example by talking about the people who live very well without it.

Lesson 2: Human needs and rights

Learning outcomes

Students should be able to:

- explain what is meant by human rights
- identify events or situations that take away the things people need and have a right to

Resources

- Pupil's Book pages 88–89

Pupil's Book Steps

1. Ask the students what they learned in the last lesson about the things we need. Tell them that most people agree that we all have a right to certain things we need and that these are called human rights.
2. Read Human needs and rights on page 88 and ask the students to study the pictures and read the captions. Focus on the first picture and ask:
 - What is happening in the picture?
 - What are these people losing that they need? Repeat this for each picture.
3. Read the top section of page 89 with the class and ask them to look at the pictures on page 101 again. They could then match the needs they have read about which the people are losing in the pictures. Ask:
 - What can other people do so that these people have what they need again?
4. Read 'It's a Fact' with the class and ask:
 - Can you explain why these people might be suffering and do not have what they need?
5. Ask the class to complete exercise A in their notebooks. They can then discuss Exercise B with a friend. Help them to choose a group of people who do not have the things they need and to suggest what they could do to help (see **Further activities**).

Answers to Pupil's Book page 89

A. These answers are guidelines. Other answers are acceptable if the students give good reasons.

Picture	What help do the people need now?	What help might they need later?
a	shelter, food, water	clothes, a home, work
b	shelter, food	work
c	water, food	money to buy what they need
d	shelter, food, water	a home, work, clothes

B. The answers are open-ended.

Further activities

1. Plan a class project to help a group of people who are in need.
2. This could involve fund-raising for a disaster-relief charity.
3. Motivate the students to think of practical ways of raising funds at school: for example, making or collecting goods to sell; a school fair, etc.

Lesson 3: Rights for all

Learning outcomes

Students should be able to:

- briefly explain the origin and contents of the Declaration of Human Rights
- explain how the Declaration of Human Rights is upheld in Pakistan
- identify and define any difficulties people might face in gaining their human rights

Resources

- Pupil's Book pages 89–90

Pupil's Book steps

1. Discuss whether the students have heard of the Declaration of Human Rights, if so, what they know about it. Tell them that they will be reading about it and will learn about some of the rights that all people have.
2. Read Rights for all from page 89. Ask:
 - When did experts meet to list the rights and freedoms everyone needs? (1948)
 - Did many countries agree with this list? (Yes—most countries of the world agreed.)
 - Which organisation is responsible for human rights in Pakistan? (Pakistan Commission of Human Rights)
3. Ask the class to read the list of human rights given on page 90. Tell them that this is not a complete list. Ask:
 - Do you think everyone gets the benefit of these rights equally?
 - Discuss why or why not.
 - Why are some people not able to use these rights?
4. The students can now complete the exercise in their notebooks.

Answers to Pupil's Book page 90

- A. Individual answers. They should give reasons.
- B. Individual answers. Encourage them to explain their answers.

Further activities

1. Hold a class discussion about the rights that are listed on page 103.
2. The students could consult news reports for examples of people who are denied these rights, and why.

Lesson 4: Children's rights

Learning outcomes

Students should be able to:

- explain how children's needs are different from those of adults and why they have special rights
- briefly describe the UNICEF Convention on the Rights of the Child

Resources

- Pupil's Book pages 90–91
- Skills Book page 43

Pupil's Book steps

1. Review what the class has learned about human rights. You could do this by asking what they remember from the last lesson. Ask them if they think children should have different rights from adults. Ask:
 - Which rights should they have that are the same as adults?
2. Inform them that more than forty years after the Declaration of Human Rights was agreed upon by most countries of the world, experts met to list the special rights children should have.
3. Read page 91 with the students and ask:
 - Up to what age are you considered to be a child?
 - What do you think about this?
 - Why do you think children have been given special rights?
4. Invite volunteers to read out one of the rights and to say what responsibility goes with that right. Continue until all the rights have been read.
 - What have you learnt from this page?
5. The students can now complete the exercise in their notebooks.

Skills Book steps for page 43

1. Read the instructions and the first example with the class, read the next speech bubble. Ask:
 - What responsibility comes with this right?
 - If you have a right to live in a clean area what should you do in exchange?
2. Repeat this for the next speech bubble.
3. Read the passage in section 2 with the class or invite volunteers to take turns to read a sentence aloud. Ask:
 - What right is this about? (the right to education)
 - What responsibility does Dan have because he has this right? (to work hard at school)
 - Is he doing that?
 - What advice would you give him?
4. The students can then complete the page.

Answers to Pupil's Book page 92

- A. 1. 1989 2. 17 years
3. 300 million 4. 125 million
5. They poison the air, water, and land.
- B. The students give their own answers, with reasons.

Answers to Skills Book page 43

1. We should keep our home and neighbourhood clean. We should behave sensibly.
2. The students' own answers. They should understand what right Dan has but does not match with the responsibility. They should be able to suggest some ways in which he can be responsible.

Further activities

1. Find out more about the work of UNICEF and children's rights from www.unicef.org/pakistan
2. The students could discuss an issue or story from the website and say what they think is right and wrong in the situation.
3. Discuss what they think should be done about it.

Lesson 5: The right to education

Learning outcomes

Students should be able to:

- give an opinion on children's right to education
- explain why some children do not go to school

Resources

- Pupil's Book pages 92–93
- Skills Book page 44

Pupil's Book steps

1. Tell the class that they will discuss 'Children's right to education'. Point out that they are all benefitting from this right because they come to school but unfortunately some children do not go to school. Ask
 - Why do you think some children don't go to school?
 - Is this fair?
 - Why do you think so?
2. Ask them to read the news reports at the bottom of page 92. Ask:
 - Why doesn't Sajid go to school? (He sells chips to earn money to help his family. He wouldn't have much time for this if he went to school.)
 - Is this fair?
 - Why/Why not?
 - If not, what do you think should be done about this?
 - Why doesn't Kavita go to school? (She looks after her baby sister while her parents go to work. If she went to school her mother or father would have to look after the baby and then they would not have enough money to live on.)
 - Is this fair?
 - Why/Why not?
 - If not, what do you think should be done about this?
3. Ask the students to read 'It's a Fact' on page 93. Read each fact in turn with them again and ask:
 - Why do you think this is so? (They could give their opinions about each fact, if you think this is appropriate.)

Skills Book steps for page 44

1. Read the introduction and instructions with the class. Point out that the graph shows education in Pakistan in 2008.
2. Invite volunteers to say what they can find out from the graph: e.g. More children start Grade 1 than Grade 5; more children go to primary school than to secondary school; at all ages more boys than girls go to school; more children start primary school than complete it, so many drop out before finishing their primary education. Ask the students to suggest reasons for these facts. Ask:
 - Do you think that things have changed since 2008?

Answers to Pupil's Book page 93

- A. 1. They will not have enough money to live on because they need the money he earns.
2. He could get a good job and earn enough to give them when they are old.
3. One of her parents will have to stay at home to look after the baby.
4. She could get a good job and be able to support her parents when they are old.
- B. The students give their own answers, with explanations.

Answers to Skills Book page 44

- | | |
|---|-----------------|
| 1. 68 per cent. | 2. no |
| 3. The students give their own answers. | 4. a girl |
| 5. The students give their own answers. | 6. 26 per cent. |
| 7. The students give their own answers. | |

Further activities

1. The students could make up a story about a child who doesn't go to school.
2. Ask them to write about what the child does instead of going to school.
3. Decide what will happen: Will the child go back to school? What will happen to him or her?
4. The students should attempt the CD activity.

Answers to Pupil's Book page 94

- A. According to the Declaration of Human Rights 1948:
1. True 2. False They should have the things they need such as food, water, shelter, warmth.
3. True 4. False 5. False They have the right to express their opinions but showing respect to others.
6. False They should be able to marry if they want to and have a family if they are able and want to.
7. True 8. False We have the right to belong to a country. 9. False. We have the right to travel if we can afford to. 10. False Everyone is equal.

B.

Children's right	Responsibility
1. Clean water	Look after your water supply. Do not do anything that might harm it.
2. To be listened to	Give opinions politely.
3. Food	Do not waste food.
4. To practise your religion	Respect the beliefs of others.
5. A home	Treat your home with care.
6. To be safe from harm	Do not harm others.
7. To go to school	Work hard at school.

- C. The students design a poster about someone whose rights have been taken away, using their own ideas.

Unit 12 Ideals of Citizenship

Background knowledge for the unit

This unit develops the students' understanding of what is meant by citizenship. They learn about the rights of a citizen and that responsibilities come with these rights. They learn about the importance of laws and justice and about unwritten rules for responsible behaviour and respect for others.

The unit explores the importance of global citizenship, with an emphasis on our shared responsibility for our environment of the entire planet. Digital citizenship is introduced, including how to behave respectfully and responsibly online and how to stay safe, and that the same ideals of good manners apply to both face-to-face and online interaction.

The importance of diversity and tolerance is explored, with real-life examples that the students can put into practice. There are opportunities for the students to suggest their own rules for tolerance. The students are asked to consider examples of peace and conflict that occur in everyday life, how to avoid conflict and how to resolve it through respectful discussion.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book most students should be able to:

- explain the terms 'interfaith harmony', 'diversity' and 'tolerance'
- recognise how disagreements are caused and explain the terms 'peace' and 'conflict'
- explain civic sense, using examples

They will learn how to:

- resolve conflicts through discussion
- behave safely online
- behave as good citizens, including digital citizenship

They will begin to understand:

- the importance of common etiquettes, such as politeness, respect and discipline
- how attitudes can aggravate conflicts

Lesson 1: Citizenship

Learning outcomes

Students should be able to:

- describe what is meant by citizenship and civic sense
- explain some of the responsibilities that come with the rights of citizenship
- explain the term 'digital citizenship' and describe some useful rules for digital citizenship

Resources

- Pupil's Book pages 95–96
- Skills Book page 47–48

Pupil's Book steps

1. Invite individual students to say what citizenship means. Record their answers on a chalkboard, whiteboard or interactive whiteboard. Focus on the idea of citizenship of a country.
2. Invite them to contribute to a list headed 'Rights of a citizen' – what all citizens of a country can expect from that country. Then invite them to contribute to a list headed 'Responsibilities of a citizen' – the responsibilities they should accept in return for those rights. Point out that wherever we have rights, we also have responsibilities – to the home, school, community, city or town, and country.

3. Ask them to consider citizenship of the world – global citizenship. Point out that we are all citizens of the planet earth and so we all have responsibilities towards it. This could be linked with what they know of khilafah.
4. Now ask them what they think digital citizenship means. Record and discuss their responses, focusing on ways in which many people’s online behaviour is different from face-to-face behaviour. Ask them what is wrong with this, and draw out that what we say or show online affects other people (and ourselves) in the same ways as when face to face: for example, insulting comments and false information hurt people just as much online as when face to face – in fact these could be more hurtful online because they can be seen or heard by a lot more people. The students can now read Pages 95-96 of the Pupil’s Book and complete the exercises in their notebooks.

Skills Book steps for page 47

1. Invite individuals to give some of the main points they know about digital citizenship. Ask them what they know about staying safe online.
2. Introduce the term ‘digital footprint’ and invite individuals to explain it. They could give some examples of what people might leave as digital footprints.
3. Tell them that they are going to consider their own digital footprints and, bearing in mind that even if they delete something they have posted online, it doesn’t disappear, but could remain there for ever.
4. Ask them to complete the Skills Book exercise, individually or in pairs. If possible, allow time for them to share their ideas.

Skills Book steps for page 48

1. Tell the class they will review the role of citizens in a democracy.
2. Brainstorm the responsibilities of citizens and how they help themselves and other citizens to enjoy their rights:

Citizen Obligation	How the Obligation Relates to the Common Good
Obeying the laws	Obeying laws keeps order so that people are safe
Paying taxes	Taxes pay for large programs that benefit everyone (roads, schools and libraries, among others)
Defending the nation	Defending the nation benefits the entire country and protects the nation.
Community service	Community service helps the common good. It benefits everyone when a citizen sees a need in their community and takes an extra step to find the solution.
Voting	Voting relates to the common good because voting is one way for citizen views to be heard by representatives of the people.

3. Students can refer to Pupil’s book pages 47 and discuss rights and responsibilities of citizens.
4. Explain that the responsibility of citizens is to be kind, be informed, be considerate, and be active. Read question 2 on page 48 of Skills book and see what the reactions of all are.
5. Students can now attempt the questions on page 48.

Answers to Pupil's Book page 95

access to health care, education, jobs, freedom and security. 2. obedience to the laws of a country, those who earn an income should pay taxes, adults should vote in elections, acting considerately. 3. being honest about their actions, showing respect, acting in a caring way towards others, treating people how we wish to be treated.

Answers to Pupil's Book page 96

1. any five things that are shared in the classroom, eg: computers, room space, books, furniture, the air. 2. any suitable answers, including the idea that resources will not last for ever: they can be used up or destroyed if not protected.

Answers to Skills book page 47

A.	Photos Answers may vary	Personal information not share passwords with anyone
	News or information about something Fact checks, sharing from authentic source, not to copy information without giving credit to its creator	Comments about people or other people Answers may vary. (be kind, not bully, avoid using hurtful language)

B. Answers may vary

Answers to Skills book page 48

1. Good citizens are honest about their actions, respectful, and caring towards others. obey the laws of the country, pay taxes, cast a vote, and be considerate of their actions.
2. Answers may vary.

Further activities

1. Make a large display headed 'Digital footprint', with large, colourful 'footprint' shapes made by the students (they could draw around the outline of their own foot). Invite them to contribute ideas from their Skills Book exercise and write them on the footprints.
2. For homework, the students could explore any aspect of citizenship (at school, in their neighbourhood, national, global or digital) and write a short essay about how they can contribute to it as a good citizen. They can then put one of their ideas into practice and write about any differences it made or that they hope it will make.

Lesson 2: Good manners

Learning outcomes

Students should be able to:

- give examples of good manners
- explain how good manners help society
- describe the diversity of Pakistan and identify the differences that can be celebrated, as well as the shared values and history that unite us as a nation

Resources

- news cuttings about offensive behaviour in communities and public places, for example, parking cars where they make life difficult for others, queue-jumping in shops or other places where people

have to wait their turn, noisy behaviour while others are sleeping, racism at sports events or other public occasions, lack of respect for people with different opinions (for example, in politics, or on TV)

- Pupil's Book pages 97–98
- Skills Book page 49

Pupil's Book steps

1. Tell the students that this lesson focuses on good manners. Write the following headings on a board and ask for examples of good manners for people in these situations: Home, School, Neighbourhood, Nation, Internet.
2. Split the class into groups and give each group a news cutting to read and discuss. Allow a few minutes and then invite feedback, focusing on behaviour that is not well-mannered, how it affects other people and the person doing it and what might happen because of it. Note any examples that highlight aspects of bad manners that link to diversity, such as attitudes to women, people of a particular ethnic group, people with disabilities, different religions, children or old people.
3. Note any examples where bad manners led to violent confrontations.
4. The students can now read pages 97-98 of the Pupil's Book and complete the exercises in their notebooks.

Steps for Skills book page 49

1. Tell the class that they will now learn about the laws for travelling on roads. Ask:
 - What rules do you know for using roads? (driving or cycling on the correct side of the road; compliance of speed limits; obeying road signs; driving, cycling, walking, or parking only where allowed)
 - Do you think all road users like these rules?
 - Which rules do you think they do not like?
 - Why do we have these rules?
2. Explain that road signs have three main purposes: to give information (e.g. speed limit), to give instructions (e.g. no cycling, stop, etc.), or to give a warning (e.g. watch out for two-way traffic, work in progress). Ask the students to study the road signs given on page 49 and match them to their meanings. They could also classify the signs on this page according to their purpose: information, instruction, or warning. Ask:
 - Was it easy to match these to their meanings?
 - What made it easy? (Point out that when road signs are designed there is a lot of discussion, and the designers make them as simple and clear as possible.)
3. Divide the class into groups of about four and ask the groups to decide on signs that would be useful at school; to give information, instructions, or warnings. They should consider the best colours for the signs. Point out that the colours used for road signs have been studied and tested carefully to make sure people see them easily. They should also consider the size of the sign and any text—also how much text is to be used. If a sign is to be read from a distance the letters should be large. If there is too much text people will not be able to read the main message as vehicles pass by quite quickly.

Answers to Pupil's Book page 97

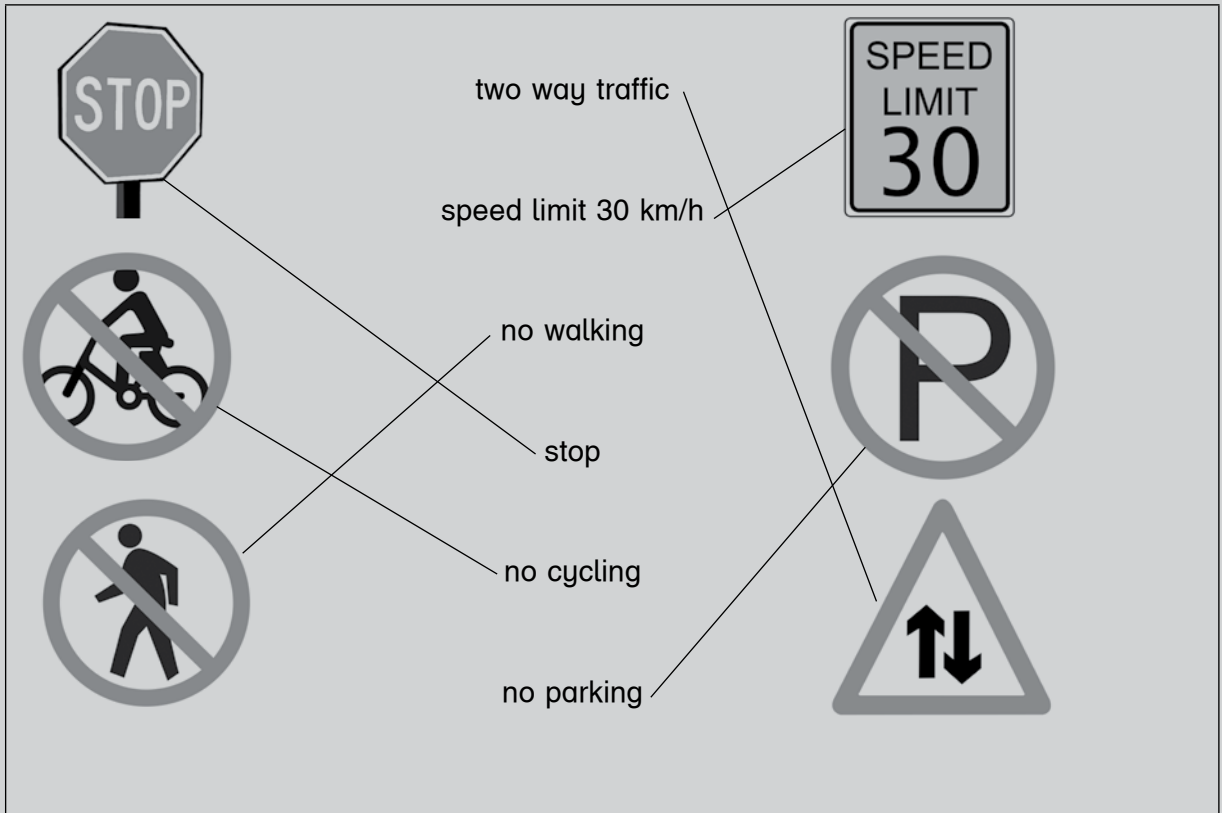
Differences between people, for example in terms of: race, religion, gender. Examples will vary.

Answers to Pupil's Book page 98

Answers will vary. 2. Treating people differently because of their differences. 3. Answers will vary.

Answers to Skills Book page 28

1.



Further activities

Ask the students to write a report about an event where people showed respect for diversity. This could be a sporting event, something that happened at school, in their neighbourhood or was in the news.

Lesson 2: Tolerance

Learning outcomes

Students should be able to:

- explain the term 'tolerance', and give examples
- describe how conflicts begin, and how they can be avoided or resolved

Resources

- News cuttings about offensive behaviour in public places, for example, racism at sports events or other public occasions, lack of respect for people with different opinions (for example, in politics, or on TV)

- Pupil's Book pages 99-102
- Skills book page 46 Crossword

Pupil's Book steps

1. Write the word 'heading 'International Day for Tolerance – 16 November' on the board and ask students if they have heard of it. Ask individuals to explain what they think 'tolerance' means. They could give examples.
2. Discuss what good can come from an international focus on tolerance every year on 16th November. This can lead to the idea of peace, and avoiding conflict. The students could give examples of conflict around the world.
3. Tell the students that they will now focus on peace and conflicts in everyday life. Ask for some examples from home or school, or in the neighbourhood. Ask how each conflict could have been avoided.
4. The students can now read pages 99-102 of the Pupil's Book and complete the exercises in their notebooks.
5. Allow some time to discuss the Conflict-Resolution story (pages 101-102) and for the students to comment on how Amir's change of behaviour improved the situation and resolved the conflict.

Steps for Skills Book page 46

1. Remind the class how to complete a crossword puzzle: point out the clues for the words that go across the puzzle and down the puzzle. Remind the students that they should write one letter in each box.
2. Explain that the clues don't always follow 1, 2, 3, and so on.
3. Ask the students to read the clues and write the answers in the crossword puzzle. 4. They can then read question 2 and fit the words into the grid for a friend to find.

Answers to Pupil's Book page 101

Intolerance; anger; unwillingness to see others' points of view; unwillingness to work together and compromise; thinking the other person's wishes are wrong. 2. Answers will vary but should include the idea that they can lead to more serious conflict, such as aggressive arguments or fights.

Answers to Skills book page 46

Across

4. civic
5. etiquette
7. tolerance
8. global
9. credit
10. elections
11. diversity

Down

1. citizenship
2. bias
3. digital
6. intolerance

Further activities

- 1 After the students have read the conflict resolution story in this unit they could make up their own conflict-resolution story in any setting they choose, eg: home, school, neighbourhood, sports field.
2. Students could work in groups to plan an event to film on their cellphones for International Tolerance Day.

Answer to Pupils Book page 103

1. Answers may vary. Responsible citizens (global, national, digital) obey the laws of their country, pay taxes, cast a vote, and are considerate of their actions. They are respectful of diverse opinions, histories, and are caring towards others. They do not share personal information, give credit for the information shared, and do not bully. They treat people how they wish to be treated themselves.
2. Steps for conflict resolution:
 - Try to keep calm
 - Think if the problem is big or small
 - Clarify your position and let others do so as well
 - Find common ground
 - Compromise
 - Apologise
 - Ask for help if you can still not resolve the conflict

3.	How are we similar	How are we different
	love for cricket	Language
	want to have clean drinking water and food	food
	enjoy freedom of speech	traditions
	wanting peace	clothes

Unit 13 Understanding money

Background knowledge for the unit

The unit introduces the concept of economics, types of economic resources, and different ways of economic management.

Economics is the study about creating and managing types of resources to make things valuable. People manage their finances every day on a small scale, while organisations, companies and even countries do the same on large scales. The unit recalls the concept of economic goods and services and describes the interdependence of people and economies through explaining how producers and consumers of goods and services collectively help shape and run the economy.

The unit helps break the concept of money from exchange of valuable goods and services to barter, then to paper money and now digital transaction. It also presents concepts like opportunity cost for students to identify the factors that determine a good economic choice like listing cost and benefits and budgeting. Demand and production of goods sometimes lead to scarcity and inflation in markets.

Banks play an important role in helping people and organisations manage their valuable commodities by providing various facilities. The unit also presents how entrepreneurs are people who organise other productive resources to make goods and services by taking risks.

Expected learning outcomes for the unit

They will learn:

- difference between goods and services, economy and economics, producers and consumers
- importance of budgeting their expenses to meet their needs
- role of banks in daily life
- what inflation is
- role of entrepreneurs

They will begin to understand:

- economics is the management of all types of valuable resources
- role of money in daily life
- interdependence between producers and consumers

Lesson 1: Economy and money

Learning outcomes:

Students should be able to:

- trace how the medium of exchange has changed from ancient to modern times
- describe and differentiate between economics and economy of a country
- differentiate between producers and consumers and explain their interdependence

Resources

- Pupil's book pages 104-105

Pupil's book steps

1. Tell students that they will learn about money today. Discuss instances of using money. Establish that money is valuable we exchange it to get the goods and services we need and want.
2. Ask students to consider they are living in times where there were no coins or paper money. Let them brainstorm how will they buy or sell things that they need.
3. Ask the class to read page 104 and discuss:
 - What was barter system? Do we still practice it?

- What is economics?
 - why is it important for us to manage our resources?
4. Discuss with class what are the present modes of exchange (paper money, digital transaction through credit cards) and share its history that the first form of money as medium of exchange was introduced by Chinese in the form of cowrie shells in 1200 BC. Eventually in 500 BC, civilisations in Europe started making coins out of metal with faces of their emperor impression on it.
 5. Explain to students that an economy is the system we have that distributes resources to meet people's needs and wants. Economics is its study that explains about producing, distributing and consuming variety of goods and services and how they are exchanged. The study of the economy is called economics and a person who studies economics is called an economist. Ask:
 - what is the difference between an economy and economics?
 6. Ask students to read 'It's a fact!' on page 104. Discuss with students that a good economy of a country is generally one where there are lots of good-paying jobs, businesses are making money, and there are more people wanting to invest money in your businesses. A country with bad economy is one where people are losing their jobs, businesses are shutting down, and there are fewer investors.

Answers to Pupils book page 104

- A.
 - i. exchange
 - ii. money
 - iii. manage
 - iv. Economics
- B. The answers will vary

7. Ask students to read page 105. Describe what makes a person a producer and consumer in an economy. Explain that people can be both producers and consumers and how this interdependence is important for a healthy economy. Form groups of students and assign them a sector of economy. For example, group A can be a bakery, group B can be the grocer, group C is the hospital, etc. in which all people are dependent on each other to buy their goods and services so that they can continue making running their business. You can ask students:
 - what makes the doctor/baker/grocer a producer and a consumer?
8. Read 'It's a fact!' on page 105. This explains the difference between trade and business. Give examples such as, a fish market is a trade whereas a clothing boutique is a business as they buy their raw material, manufacture their dresses and then sell it. Ask students to share more examples to explain the difference between trade and business.

Answers to Pupil's book page 105

1. Producers are people and organisations that manufacture or provide goods and services. Consumers are people who buy the goods and services.
2. Producers are dependent on consumers to buy their goods and services to continue running their business. Consumers are dependent on producers to provide things and services that they need and want. Consumers are relying on jobs from producers to make money so that they can buy the goods and services available.

Further activities:

1. Organise a sale in class where the gathered goods will be purchased through barter system. Find out what items were most in demand and which items were not taken up.
2. Perform a skit on interdependence of producers and consumers.

Lesson 2: Factors affecting economy

Learning outcomes:

Students should be able to:

- importance of budgeting for managing resources
- describe the facilities provided by banks
- list major imports and exports of Pakistan
- describe what is inflation
- explain opportunity cost through cost and benefit analysis

Resources

- Pupil's book pages 105-107
- Skills Book page 51 Values; page 52 Economic choices

Pupil's book steps

1. Ask students to read page 105-106. Explain that banks are places where money can be saved and borrowed. Discuss how in earlier times, people used to give their money to a money-lender for safe keeping or to take a loan. They had to pay an extra fee when they would return the money, which is called interest. Nowadays, this role is played by the banks. It does not produce goods but provides a service. People can save their money here, they can get loans to buy a house, car, pay their bills, start or run a business etc.
2. Discuss how services from banks like digital banking and ATM access has allowed for easier exchange of money. Tell students that the digital age has allowed easier access to goods and service for example retail grocery, doctor, luxury shopping can be paid for online. Discuss how economy has become better through online transaction because now there are more jobs and more demand for goods and services.
3. Ask students if they have accompanied their parents on a grocery trip. Discuss the importance of budgeting as making of lists before spending money. Explain that it helps in managing the limited money they earn. If they spend more than they have they may not have enough to buy goods and services which are important.
4. Ask students to read page 107 and discuss opportunity cost. Discuss with class that we all make decisions based on comparisons. For example, when we decide to sleep more in the morning instead of getting up at time and being punctual, we make a choice. The loss of punctuality is the opportunity cost of extra sleep time. Opportunity cost is basically comparing the cost of our needs and wants before making choices. Ask students to give examples about opportunity costs from their daily life.
5. Ask students to make a shopping list for Rs 500 where they must buy things for themselves and a gift for a parent. Give them a pool of things to select from with price tags and tell them to fill the cost benefit sheet for every item they want to purchase. Discuss with students how quality like standardisation and packing of a product can increase its cost.

Cost	Benefit

Answers to Pupil's book page 108

The answer may vary.

6. Read 'It's a fact!' on page 107. Explain to them that governments are held accountable if they make wrong choices and waste money. Hence it is very im

Answers to Pupil's book page 109

1. Banks provide many services like safe keeping of money, receiving salaries, loans, discounts, paying utility bills, withdrawing money from any place through ATM cards and cheque books.
 2. Answers may vary. Students must point out that governments use the tax money to provide services and invest in projects that help the public. This requires careful planning and comparison of cost and benefit.
7. Discuss with students the need for import and export for a country's economy. We import goods and services that are not available or are lesser in number like raw material for manufacturing, luxury goods like cars, cosmetics, medicines, and even experts. Exports help boost earnings when we have more people buying our goods and services. This can help bring investment, create jobs, and improve our relations with other countries. Share major imports and exports of Pakistan:
 - Imports: fuel, wheat, mobile phones, cosmetics, cars, raw material, plastic, etc.
 - Exports: raw cotton and yarn, clothes, rice, fish, cement, etc.
 8. Discuss that Pakistan makes less earnings from exports and spends more on imports. This means that our balance of payments is not good, and we have less money to spend on development of businesses, other public welfare projects. Explain that most of our imports are raw materials and machineries that are needed to meet our requirements and to make exports. Ask students to research what can be done to improve our exports and reduce imports.
 9. Ask students to read page 106 – 107, heading 'Inflation.' Explain to them that inflation affects the purchasing power of people because now they must spend more money on buying things and services for which they once paid less. Now they will not buy as many things as they previously used to. For example, when fuel prices rise, everything sees a rise in price. Vendors will be spending more money on getting the fruits, vegetables, etc. to markets and the overall cost of production will increase.

Skills Book steps page 51 Values

1. Ask the students to visualize themselves in their favorite supermarket. Ask
 - What are the sections they enjoy visiting most?
 - What things do they buy most often?
 - Do they spend more on their needs or their wants?
2. Read the instructions at the top of the page with the class and then ask them to read the passage.
3. To help the students choose the best qualities for a class president they could cross out the least useful quality and then go over the list again crossing out the next least useful quality until they are left with the five qualities, they think are the most important for a class president.
4. The next step is to explain why each quality would be important. They should then write a sentence to say why and how it would help him or her to do the job.

Skills Book steps page 52 Economic choices

1. Tell students they will learn about how their economic choices affect the goods and services available for others.

2. Through case study, for example Maria has Rs. 75. Can she meet all her needs and wants? No. Discuss why is there scarcity. (Maria cannot have everything she wants. She still must choose how to spend the money she has.)
3. Read question 2 and make students realise that if they decide to buy something, there will be scarcity of it in the market. The availability of goods and services and its price is dependent on the economic choices of people. If something is bought a lot, its price will increase, and it will have scarcity.
4. Discuss that in economics there is a special name for the alternative which would be someone's next-best choice. This alternative is called the person's opportunity cost (define the term as follows: opportunity cost is the highest-valued alternative a person has to give up when making a choice).
5. Read question 4 on page 52 of Skills book. Discuss why is making towels rather than socks is better for a manufacturer. And that socks were the manufacturer's opportunity cost because they chose making towels.
6. Students can now do the exercise on page 52.

Answers to Pupil's book page 109

3. Inflation is the rise of prices in goods and services when the cost of producing goods or services increases or there is a shortage of goods and services.

Answers to Skills Book page 52

The answers will vary as this requires discussion and research, however, here are some hints:

1. We have limited resources to buy what we need or want. Whenever we decide to buy something, the thing we decide not to buy is its opportunity cost.
2. Answers may vary (availability of goods and services and its price is dependent on the economic choices of people. If something is bought a lot, its price will increase, and it will have scarcity)
3. Answers may vary (students can tell whatever they wanted to buy but chose not to)
4. Socks is their opportunity cost

Further activities:

1. Compare the cost of a certain good of different brands and find out why the price varies. For example, compare the price of milk, washing detergent, etc.
2. Give three examples of economic choices your parents make every month in their grocery shopping.

Lesson 3: Entrepreneurship

Learning outcomes:

Students should be able to:

- define an entrepreneur
- describe different kinds of entrepreneurship with examples

Resources

- Pupil's book pages 108-109
- Skills Book pages 50 and 53

Pupil's book steps

1. Tell students that an entrepreneur is one who draws upon his or her skills and initiative to launch a new way of doing something. It can be a business venture with the aim of making a profit, or it

can be anything that allows for greater benefits. Such people are often risk-takers, inclined to see opportunity when others do.

2. Ask students to read 'It's a fact!' on page 108 and explain to them how these people are creative geniuses. Steve Jobs launched revolutionary personal computer gadgets like the Mac, iPod, iPad, iPhone, and other products from Apple Inc. Mark Zuckerberg is the founder of Facebook which is the world's largest social media website. Oprah Winfrey is billionaire philanthropist, talk-show host, media executive, and an actress. She is the richest and most influential women in the world.
3. Ask students to read page 108. Discuss the kinds of entrepreneurship and those entrepreneurs organise human, natural, and capital resources to find solutions to problems and make their ventures profitable and better than before.
4. Discuss the incentives for people to become an entrepreneur. They are their own bosses and want to earn a profit. Profit occurs after all expenses have been paid.
$$\text{Earnings} - \text{Expenses} = \text{Profit}$$
5. Write the following characteristics on a sheet of paper and ask risk takers, profit makers, organisers of productive resources, being one's own boss, introducing new products into the marketplace, ambitious, harder workers

Skills Book steps for Page 50 Crossword

1. Review the procedure of completing a crossword puzzle:
 - point out the clues for the words that go across and down the puzzle
 - one letter in one box
 - clues don't always follow the 1, 2, 3 sequence
 - numbers that don't have clues 'across' or 'down' are not mentioned
2. Ask the students to read the clues and write the answers in the crossword puzzle.
3. Encourage them to use the Pupil's Book (pages 104-109) to help them find the answers and spell the words correctly. The glossary of the Pupil's Book will also help.

Skills Book steps for Page 53 Entrepreneur

1. Tell students they will review the characteristics of an entrepreneur. Discuss:
 - An entrepreneur is motivated to take a risk and start a business using a new way to combine resources.
 - Entrepreneurs take incentives for risk taking may include the profit motive, product innovation, job creation, and improving society.
2. Ask students to read the passage on page 53.
3. Ask students which of the given statements apply for an entrepreneur and which ones don't.
 - Are you always the leader in any group or do you follow directions well from someone else?
 - Are you social and outgoing or shy and like to do things on your own?
 - Do you dislike competitive situations or thrive in such situations?
 - Do you ignore your mistakes or analyze what went wrong and takes steps to avoid similar situations in the future?
4. Students can now attempt the questions on page 53.

Answers to Pupil's book page 105

3. Producers are people and organisations that manufacture or provide goods and services. Consumers are people who buy the goods and services.
4. Producers are dependent on consumers to buy their goods and services to continue running their business. Consumers are dependent on producers to provide things and services that they need and want. Consumers are relying on jobs from producers to make money so that they can buy the goods and services available.

Answers to Skills Book page 50 Crossword

Across

1. economy
5. consumers
7. entrepreneur
9. export
11. inflation

Down

1. exchange
2. budget
3. barter
4. producers
6. trade
8. import
10. bank

Answer to Skills book page 53 Entrepreneur

1. An entrepreneur is a person that sets up a business by taking risks. They play a leadership role and boldly face challenges. They keep a close eye on things around them to come up with new ideas and make a profit.
2. Entrepreneurs are creative; Entrepreneurs are drawn to high standards.
3. Answers will vary.
4. Answers will vary.

Further Activities:

1. Ask students if they can find local entrepreneurs in the following fields:
education—health—media—business.
2. Using the definition of entrepreneurship and the forces motivating entrepreneurial risk-taking, explain why you think these two areas are important to being successful entrepreneur.

Answers to Pupil's book page 109

The answers will vary as they are research based.

Instructions

1. Photocopy the Check-up test for Units 1 and 2—one for each child.
2. Explain that this test will help you to find out how much the students have understood. It is **important** that you stress the fact that it does not matter if they get some answers wrong.
3. The students should put the Pupil's and Skills Books in their bags so that they do not refer to them while solving the test.
4. Distribute a copy of the test to each student. They will need a pencil and coloured pencils. Ensure that their names are written at the top of the sheet. Read the instructions aloud for each stage so that the students know what to do.
5. Ask them to attempt the test on their own and without helping each other. You may help them to read the words, but do not give the answers.
6. Do not pressurise them to finish within a set time limit. Let those who finish early draw a picture of their choice on the back (which you will not mark).
7. When the students have finished, take up their work and mark it out of ten.
8. Photocopy the record sheet. If there are more than thirty in the class, make 2 copies.
9. Record the students' marks so that you can see which ones are facing difficulties, and take steps to help them.
10. **PLEASE DO NOT TELL THE STUDENTS THEIR MARKS.** At this stage of their lives, they do not need to know as a low score will serve to demotivate them.
11. If you wish, you may share the marks with parents at the Parent(s)/Teacher meetings, but stress the fact that students who are slow in reading may not be able to document their understanding in the test; at this level, the situations changes rapidly.

Note:

It is important to review these instructions before every Check-up Test.

Check-up Test 1

Grade 4, Units 1 and 2

Name: _____

Tick the box

1. Lahore is the capital of which province?

- a) Sindh
- b) Punjab
- c) Balochistan
- d) Khyber Pakhtunkhwa

2. Tick the two boxes with the names of 2 of the 5 rivers of Punjab.

- a) Ravi
- b) Hingol
- c) Indus
- d) Dasht

3. Here is a temperature chart for Lahore. It shows the average temperatures (day) for each month in °C.

J	F	M	A	M	J	J	A	S	O	N	D
20	21	27	34	39	40	36	35	35	33	27	22

Which months have the highest temperatures?

- a) January and February
- b) June and July
- c) May and June
- d) November and December

4. Lahore has a lot of smog. What is smog?

- a) smoke
- b) smelly rubbish
- c) smoke and fumes
- d) smoke and fog

5. Punjab has two deserts. The Cholistan Desert is one of them. Name the other.

- a) Thal Desert
- b) Gobi Desert
- c) Thar Desert
- d) Kharan Desert

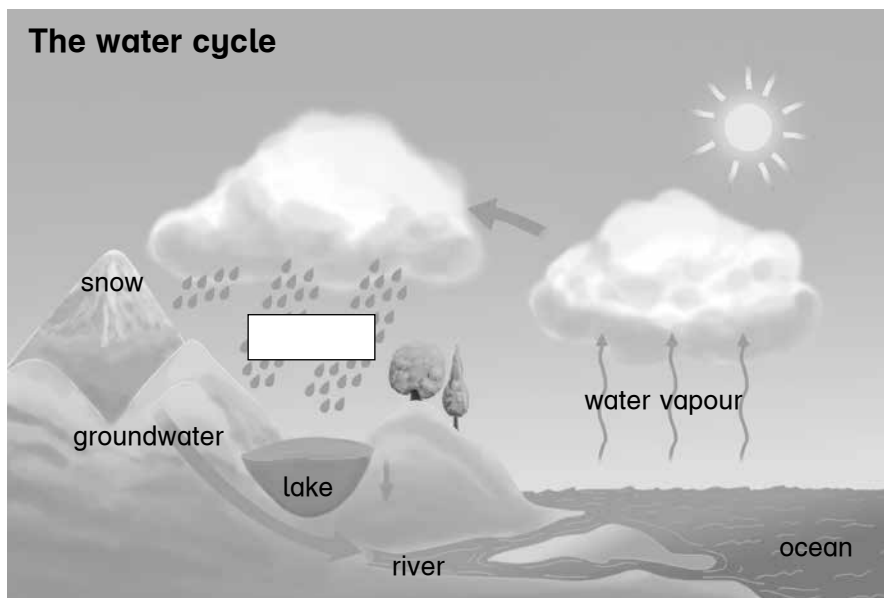
6. Complete the following:

There are five oceans in the world. They are the Arctic Ocean, Pacific Ocean, Southern Ocean, Atlantic Ocean, and the _____ Ocean.

7. The longest river in Pakistan is:

- a) Chenab
- b) Indus
- c) Jhelum
- d) Ravi

8. This is a diagram of the water cycle. Fill in the empty label with the missing word.



9. What is a dam?

- a) a lake
- b) a river that ends in the sea
- c) a large area of water
- d) a thick wall built across a river or lake to hold the water back

10. What is flooding?

- a) when water overflows from a river onto the land around it
- b) when it rains a lot
- c) summer time
- d) when the water level of a river falls

Marks out of 10: _____

Check-up Test 2

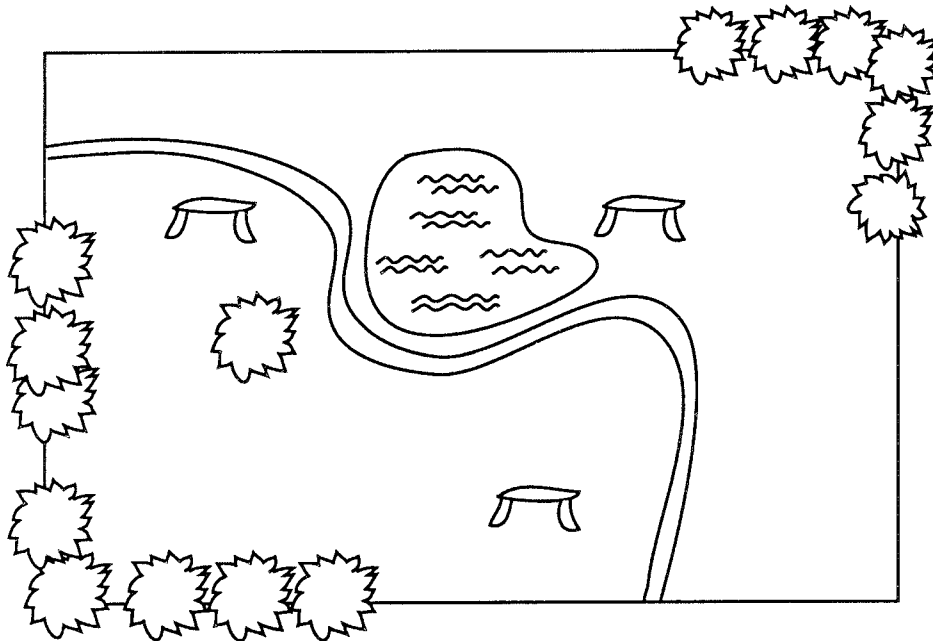
Grade 4, Units 3 and 4

Name: _____

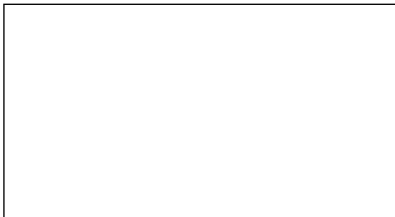
Tick the box for the correct answer.

1. Laws are rules that everyone has to follow.
 - a) True
 - b) False
2. In Pakistan, the person who is the head of the government is called:
 - a) the King
 - b) the President
 - c) the Prime Minister
 - d) the Head
3. Complete.
Pakistan is a democracy. This means that people can _____ to choose who they want to rule their country.
4. Some of the world's tallest snow-capped mountain peaks are in _____.
 - a) Sindh
 - b) Punjab
 - c) Balochistan
 - d) Gilgit-Baltistan
5. Pakistan is an Islamic _____ State.
 - a) Republic
 - b) Democratic
6. The official count of population is called _____.
 - a) census
 - b) BOLTS
7. Arabian sea is in the _____ of Pakistan.
 - a) south
 - b) north
 - c) west
 - d) east
8. What is a neighbourhood?
 - a) the sound a horse makes
 - b) another name for a city
 - c) the people who live next door
 - d) the area in which you live

9. Look at this plan of a park.



Draw the symbol used for a seat.



10. Name TWO things we can all do to keep our neighbourhoods clean. Tick TWO boxes.

- a) Do not drop litter anywhere.
- b) Walk or use bicycles more than cars.
- c) Throw our household waste into rivers.
- d) Throw drink cans into flower beds in our parks.

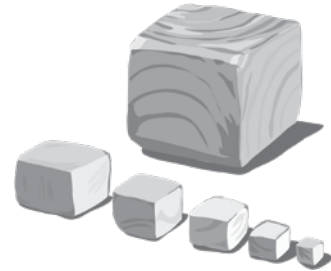
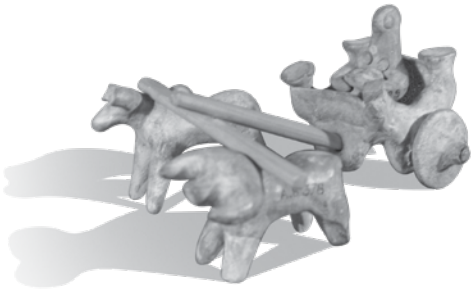
Marks out of 10: _____

Check-up Test 3

Grade 4, Units 5, 6, and 7

Name: _____

A. 1–4. Write the correct caption under each picture of something from the ancient Indus Valley civilisation.



B. Tick the box for the correct answer.

5. The River Nile was very important to the Ancient Egyptians because

- a) it was very deep.
- b) it flowed into the Mediterranean Sea.
- c) it flooded every year and left rich black mud that was good for farming.
- d) it helped people to get to the next life after they died.

6. A dead body treated with oils and salt and wrapped in strips of cloth was called

- a) a mummy.
- b) a pyramid.
- c) a pharaoh.
- d) a coffin.

7. Ancient Egyptian writing was called

- a) papyrus.
- b) hieroglyphs.
- c) pyramids.
- d) pictures.

8. A ruler of ancient Egypt was a

- a) prince.
- b) emperor.
- c) mummy.
- d) pharaoh.

9. A person who was owned by someone else as a worker was a

- a) slave.
- b) mummy.
- c) pharaoh.
- d) pyramid.

10. Other than sundials, Mesopotamians used the shadows of towers called _____ for telling the time.

- a) ziggurats.
- b) wheels.
- c) obelisks.
- c) ricks.

Marks out of 10: _____

Check-up Test 4

Grade 4, Units 8 and 9

Name: _____

Tick the box for the correct answer.

- Mohtarma Fatima Jinnah is called _____ for her leadership that guided Muslims in the subcontinent.
a) Shaer-e-Mashriq
b) Madar-e-Millat
- The War of Independence started in _____.
a) 1757
b) 1600
c) 1947
d) 1857
- _____ is the largest peninsula on Earth.
a) Sinai
b) Italian
c) Arabian
d) Scandinavian
- The British decided to give independence to the subcontinent after the _____ World War.
a) first
b) second
- Before Islam, _____ was going through the Age of Ignorance.
a) Europe
b) Africa
c) Arabia
d) India
- _____ first suggested the idea of a separate state for Muslims.
a) Abdullah Haroon
b) Allama Iqbal رحمۃ اللہ علیہ
c) Chaudhry Rehmat Ali
d) Khwaja Nazimuddin
- The treaty of Hudaibia allowed Muslims in Madinah and elsewhere to perform _____.
a) Wuzu
b) Hajj
c) Namaz
d) Zakat
- The King of _____ planned to attack the city of Makkah in 570 CE.
a) Yemen
b) Egypt
c) Syria
d) Persia

9. The British came to the subcontinent in 16th century for _____.

- a) religion
- b) tourism
- c) trade
- d) medicines

10. The War of 1857 started in _____ when sepoy rebelled against the new rifles.

- a) Bengal
- b) Delhi
- c) Bombay
- d) Meerut

Marks out of 10: _____

Check-up Test 5

Grade 4, Units 10 and 11

Name: _____

A. Tick the box for the correct answer.

1. The first people to make paper were

- a) the Ancient Egyptians
- b) the Indus Valley people
- c) the Greeks
- d) the Chinese

2. Name the material made from animal skin that was used for making the pages of books.

- a) parchment
- b) papyrus
- c) leather
- d) wood

3. What were quill pens made from?

- a) wood
- b) feathers
- c) bone
- d) plastic

4. Bi-Sheng is the first printer we know about who made separate, metal letters for printing. Where did he live?

- a) China
- b) Spain
- c) Egypt
- d) England

5. Where did the first European to set up a printing press, live?

- a) France
- b) Spain
- c) Germany
- d) England

B. Complete the sentences about rights and responsibilities.

6. I have a right to clean water, so I should _____.

7. I have a right to food so I should not _____.

8. I have a right to practise my religion, so I should _____.

9. I have a right to go to school, so I should _____.

10. I have a right to be safe from harm, so I should not _____.

Marks out of 10: _____

Check-up Test 6

Grade 4, Units 12 and 13

Name: _____

A. Tick the box for the correct answer.

1. We calculate _____ when we balance our earning with our spending.
 - a) import
 - b) export
 - c) opportunity cost
 - d) budget
2. _____ is important to reach peace and common goals.
 - a) Manners
 - b) Compromise
 - c) Determination
 - d) Citizenship
3. People who realise that humans share a responsibility towards the well-being of the world, are called _____ citizens.
 - a) national
 - b) global
4. _____ decides how the goods and services are made and
 - a) exchanged in a country.
 - b) Imports
 - c) Exports
 - d) Economy
 - e) Inflation
5. _____ means treating people differently because of their gender, religion or ideas.
 - a) Tolerance
 - b) Etiquettes
 - c) Citizenship
 - d) Bias
6. Entrepreneurs are creative people that take to establish a business.
 - a) risks
 - b) money
 - c) advice
 - d) decisions
7. International Day for Tolerance is observed on 16 _____.
 - a) January
 - b) July
 - c) November
 - d) April

8. _____ entrepreneurs set up business related to producing and selling crops and agriculture related products.

- a) Trading
- b) Agriculture
- c) Social
- d) Executive

9. Global citizens _____ to help people beyond their borders.

- a) engage
- b) respect
- c) organise
- d) collaborate

10. Letting go of some things to get what we really need is called an _____.

- a) economic choice
- b) inflation


Marks out of 10: _____

Answers for Check-up Tests

Units 1 and 2

1. b) Punjab
2. a) Ravi c) Indus
3. c) May and June
4. d) smoke and fog
5. a) Thal Desert
6. Indian
7. b) Indus
8. rain
9. d) a thick wall built across a river or lake to hold the water back
10. a) when water overflows from a river onto the land around it

Units 3 and 4

1. a) True
2. c) The
3. vote
4. d) Gilgit-Baltistan
5. a) Republic
6. a) census
7. a) south
8. d) the area in which you live
9. 
10. a) Do not drop litter anywhere.
b) Walk or use bicycles more than cars.

Units 5, 6 and 7

1. toy cart
2. weights
3. statue of king priest
4. seal
5. c) it flooded every year and left rich black mud that was good for farming.
6. a) a mummy
7. b) hieroglyphs
8. d) pharaoh
9. a) slave
10. c) obelisk

Answers for Check-up Tests

Units 8 and 9

1. a) Madar-e-Millat
2. d) 1857
3. c) Arabian
4. b) second
5. c) Arabian
6. b) Allama Iqbal رحمۃ اللہ علیہ
7. b) Hajj
8. a) Yemen
9. c) trade
10. d) Meerut

Units 10 and 11

- A.
1. the Chinese
 2. parchment
 3. feathers
 4. China
 5. Germany
- B.
6. I have a right to clean water, so I should **look after the water supply**.
 7. I have a right to food so I should not **waste food**.
 8. I have a right to practise my religion, so I should **respect the religions of others**.
 9. I have a right to go to school, so I should **work hard at school**.
 10. I have a right to be safe from harm, so I should not **harm others**.

Units 10 and 11

1. c) opportunity cost
2. b) Compromise
3. b) global
4. c) Economy
5. d) Bias
6. a) risks
7. c) November
8. b) Agriculture
9. d) collaborate
10. a) economic choice

Record of Assessments

Grade _____ Year _____ Teacher: _____

	Name of child	Test 1 Date:	Test 2 Date:	Test 3 Date:	Test 4 Date:	Test 5 Date:	Test 6 Date:
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Name of child	Test 1 Date:	Test 2 Date:	Test 3 Date:	Test 4 Date:	Test 5 Date:	Test 6 Date:
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						