



MyWorld

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***Teacher's
Resource Book***

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Lesson 1: The Arrival of Muslim in South Asia**Lesson Objectives:**

1. To familiarize students with the concept of Muslims' arrival in South Asia
2. To give inspiration of ruling dynasties of Muslims in the United India
3. To let students learn the history of Ghazni Dynasty, Slave Dynasty and Khilji Dynasty
4. To discover the students' knowledge of history related to Tughlaq Dynasty, Syed Dynasty and Lodhi Dynasty
5. To highlight the few essentials about the Muslim rulers of India.

Lesson Starter:

Begin by giving the idea of geographical location of India and Arab countries to students and relate this information to the trade route and means of communication of that time. Children should also know about the economic sensitivity related to the trade and how this trade is so essential for Arabs.

Before starting this chapter, teach students a short history of Umayyad dynasty of Arabs and connect Umayyad rulers to the four Caliphates of Islam and then to Hazrat Muhammad (P.B.U.H.). This should help students imagine and understand the whole story and connect various Muslim rules in a chronological order.

Teaching:

This chapter helps students to clear the concept of arrival of Islam in India by the invasion of Sindh by Muslim military forces. It is the responsibility of the teachers to highlight good character, behavior and sacrifices of Muslim Saints and their services promoting and preaching Islam and their struggle to endorse the Islam as a good and absolute religion in front of Hindus and indigenous.

You can give an idea of the way different rulers and dynasties were able to rule in different parts of India. Explain that now we have governments in almost all countries of the world with particular territory and sovereignty. This is called a STATE. Ask questions about difference between state and dynasty and then clear their concept regarding their confusions.

You may discuss places that exist in different countries, including Pakistan, India and Afghanistan. During lecture it is also needed to shed light on this difficulty and give them the idea of united India and Durand Line agreement to make the question understandable. Remind students about the movement and independence of Pakistan.

A chronological chart or timeline will help the students understand and learn the duration and significant events of the Muslim dynasties.

Answer to Comprehension Assessment:

1. Why Mohammad Bin Qasim invaded Sindh?

The ruler of Lanka once sent a shipload of presents to the caliph in Baghdad. The ship was also carrying the families of Muslim merchants who had died in Lanka. The pirates looted that ship at Deebal, kidnapped women and children, and made them slaves. Al-Hajjaj bin Yousuf sent his 17 years old nephew Mohammad bin Qasim with small military force. Mohammad Bin Qasim defeated Raja Dahir and freed Sindh.

2. How did Ghaznavi dynasty begin? Who were its main rulers?

In 962, a Turkish commander called Alp Tigin was able to capture the city of Ghazni and became its ruler. His slave, commander and son in law Sabuktigin succeeded the throne after his death. King Jaipal, ruler of Hindu Shahi, felt uneasy and attacked twice in 986 & 991 but was defeated by Sabuktigin. Sabuktigin's son Mahmud of Ghazni became ruler after the demise of Sabuktigin in 997 and defeated Jaipal when Jaipal was in Peshawar. Ghazni was ruled by its successors for 157 years. Sabuktigin and his son Mahmud were the main rulers of Ghazni Dynasty.

3. How did the Slave Dynasty begin? Who were its main rulers?

Qutb-ud-din Aibak was a slave of Shahab-ud-din Muhammad Ghori and ascended to throne after the death of Ghori. He was the founder of new dynasty, the slave dynasty. Qutb-ud-din Aibak, Iltumish, Razia Sultana, Nasir-ud-din Mahmud and Ulugh Khan Balban were the main rulers of Slave Dynasty.

4. How did the Khilji and Tughlaq Dynasties come to their end?



The third ruler of Khilji Dynasty, Qutb-ud-din Mubarak, was a failed ruler and could not defend himself with his dynasty and was killed by Khusru Khan, who captured the throne. Tughlaq Dynasty began when Khusru Khan was killed by Ghazi Tughlaq in 1320. Tughlaq Dynasty was weakened and destabilized by Mongol's attack and its last ruler Mahmud ruled till 1413.

5. What do you know about the Syed and the Lodhi Dynasties?

Khizr Khan founded the Syed Dynasty. He ruled from about 1414 to 1450. Muhammad Bin Faris was the last ruler of Syed Dynasty, died in 1451. Behlol Lodhi was the founder of Lodhi Dynasty in 1451. After his death his son Sikandar Lodhi proved himself a talented ruler, after him, Ibrahim Lodhi came to power in 1517. He is the last ruler of Lodhi Dynasty, killed in the battle of Panipat in 1526 by the army of Babur, an emperor of The Great Mughals.

Extended Teaching:

Net Extra:

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support material:

Get detailed descriptions and timelines of Muslim rulers in South Asia at

http://en.wikipedia.org/wiki/Islamic_rulers_in_South_Asia

Lesson 2: The Great Mughals

Lesson Objectives:

1. To make the students well-versed about the Mughal rule of over 165 years
2. To give concepts of fights of Babur and his son Humayun to establish the Mughal Empire
3. To give the idea of tactics and strategy of the Great Mughal Emperor, Akbar to harmonize the multi-cultural and multi-religious society

4. To draw attention to the services and efforts of Mughal Emperors like Jahangir, Shah Jehan and Aurangzeb in the account of architectures, education and devotion about their faith
5. To bring to light the history, ups and downs of Mughal Empire

Lesson Starters:

It is not known by many that Mughals are descendants of Mongols and had connections with Gengiz Khan and others. So it becomes very interesting for students to know about the Mughals' relations with Mongol tribes. It is also a prominent point that when Mongols accepted Islam as a religion after many years when Babur succeeded to make an empire they were known as Mughals, and their empire was identified as Mughal Empire.

Previous chapter helps the student to be aware of the continuity of dynasties and ruling power of Mughal Empire. This one reminds the idea from previous chapter "The arrival of Muslims in South Asia". This will help the learners imagine the ruling settlements in India.

Teaching:

Mughal Empire has a big place in the history of India. Around 166 years of ruling power of India offers many things for students to learn. So it is the task of teacher to highlight and point out the features of Mughal Empire. In this case project activities will increase the interest of students towards the remarkable history of India. So it is the suggestion given to teachers that a sort of history exhibition of 3D projects, drawing or any presentation related to the Mughal era can be arranged in your school just for the sake of interest of a student.

Military, architectural, cultural, social and economic reforms made by Mughals also can become the part of lecture of teachers. The differences between today's state policies and Mughal's policies have to be highlighted.

There were some negative impacts of Mughal emperors which should be shared with the students like Muhi-ud-din Muhammad Aurangzeb Alamgir killed his four brothers and imprison his father Shahab-ud-din Muhammad Shah Jehan in the fort and cut the water supply to get the throne. History recorded the Shah Jehan's letter to his son Aurangzeb about depriving him of water.

Timeline of Mughal Empire will be majorly helpful to teach about Mughal Dynasty and about the emperors' life and duration of rule.

Answer to Comprehension Assessment:

1. Why the Mughal Empire was lost for a few years in Humayun's time?
 - A. Humayun lost his throne to Sher Shah Suri and was forced to flee India after being defeated in the battle of Chausa and Kanauj in 1539 and 1540. Humayun escaped to Persia and remained there for 16 years. Then, with the help of Persian king, he gathered forces and retook his throne after defeating successor of Sher Shah.
2. Why Akbar is considered one of the most brilliant Mughal emperors?
 - A. He was a skilled and capable military leader. He turned out to be a great admirer of intellect and scholarship. He was known for his deep interest in religion, arts and architecture. Akbar planned financial policy for ten years. He showed great respect for nobles and educated scholars; famous example is his NauRatan (nine jewels). Urdu prospered as a language in his tenure
3. Why Shah Jehan's time is known as the Golden Age of Mughal Architecture?
 - A. Shah Jehan's time is known as the Golden Age of architecture because many beautiful buildings were built in his era. It is thought that he must have the world's best artisan, painters, writers and architects. Jama Masjid Delhi was the largest mosque in India at that time and Taj Mahal is considered as the world's greatest architectural heritage. Shah Jahan also ordered construction of forts in Agra and Delhi.
4. What was the effect on the lives of ordinary people in the time of these rulers?
 - A. Under the rule of these six Mughal Emperor, people of India had liberty and justice was assured to ordinary citizens. These contributions of Mughals had earned them a lasting place in history.

Extended Teaching:

Net Extra:

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support material:

- <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab99>
- <http://www.britannica.com/EBchecked/topic/396125/Mughal-dynasty>
- <http://asianhistory.about.com/od/india/p/mughalempireprof.htm>
- <http://www.aurangzeb.info/>
- <http://www.aurangzeb.org/>

Lesson 3: The advent of the British and the fall of the Mughals

Lesson Objectives:

1. To inform the student about the Fall of Mughals
2. To let the children be clear about the infighting between Persia, Marathas and Mughals
3. To bring the light on advent of British in India
4. To talk about the British story of brutality of traders to rule India
5. To highlight the event of Indian history known as War of Independence
6. To let the children well known about the British Raj

Lesson Starters:

After the rule of great six Mughal Emperors there were eight more Mughal Emperors who also ruled for nearly 150 years in some regions of India but failed to protect their land and throne. This chapter is so much connected to the previous chapter so before starting this chapter we recall glimpses of preceding chapter.

Before starting this chapter it turned out to be a great tool for understanding the chapter that the teacher should elaborate the route of advent of British to India on the Board or by multimedia projection so that student feel comfortable and confidently understand the ruling politics of India at that time.

The geographical location of discussed states and places has the worth to be taught and guided student so in this matter every student should have his own detailed map of early India.

Teaching:

Every student needs to have clear concept of the topic because it is not only the fall of Mughal Empire but it also represents the beginning of Colonial Power of England and connection to the international politics of that time and today also.

United Kingdom, England and Britain, these names also confuse the students and they need to be clear to students.

Chronological time line, maps and presentations by students themselves help the student to understand better. There are so many movies and documentaries on the Mughal Era and British Raj which will definitely prove helpful to imagine the circumstances of that time.

Answer to Comprehension Assessment

1. What is the role of Persia and Marathas in the fall of Mughals?
 - A. The major setback to the Mughal Empire was the attack from Persian ruler Nadir Shah who invaded India by defeating Mughals at the battle of Karnal in February 1739. While Shivaji Bhonsle, a Maratha Chieftain took advantage of Mughal-Bijapur Conflict and laid the foundation of Maratha kingdom after defeating Bijapur Sultanate in various battles. Shivaji engaged in warfare with the Mughal army and after some setbacks managed to get control over most of western Maharashtra.
2. When did the British conquer Bengal and Sindh?
 - A. Mir Jafar betrayed Nawab Siraj-ud-Daulah by making a secret pact with Robert Clive during the battle of Plassey in 1757. Thus British won the war and established their rule in India.

In 1839, the East India Company conquered Karachi, the first area in Sindh and four years later most of the area of Sindh was added to the company domain after military victories.
3. Why did the War of Independence take place? Who won this war?
 - A. British haughtiness, interference in religious practices, disregard of the popular sentiments, single-minded focus on profit taking, anti people rules and regulations all contributed to hatred for British rule but the spark which ignited the blaze was the use of cow and swine fat for gun cartridge, in the newly introduced rifle.



Extended Teaching:**Net Extra:**

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support material:

Get insights into historiography of Mughals at

http://en.wikipedia.org/wiki/Historiography_of_the_fall_of_the_Mughal_Empire

Lesson 4: Muslims' struggle for freedom**Lesson Objectives:**

1. To give the idea of intrusion of British in the Sub-continent to the students
2. To let the students be aware of political struggle of Indians to get freedom from Britain
3. To bring to light the reasons of split between Hindus and Muslims
4. To let the students learn about the formation of All India Muslim League
5. To make students aware about the efforts of Sir Syed, Quaid-e-Azam, Allama Iqbal and other Muslim Leaders
6. To let the children know the concept and meaning of Pakistan Resolution

Lesson Starters:

It is an important chapter in a sense that in this era, history becomes controversial and many questions arise on the relations of Hindus and Muslims who shared almost same culture, traditions, history and same socio-political problems. But what happened suddenly that both communities split away from each other and the theory of Two Nation appeared. Before starting this chapter the teachers should explain what happened before and after War of Independence of 1857.

Teaching:

There were many freedom fighters in India who fought against British Raj and well known revolutionist of that time like Bhagat Singh, Ashfaqullah Khan, Sukh Dev, Mangal Pandey, Ram Parsad Bismil, ShehKar Azad, Rajendranath and BatuKeshwar and many more but couldn't



success to get space in popular history. So during the lecture of discussing chapter a little reference of these freedom fighters help the student to learn that there were many others subjects who took part in the movement of independence.

Pakistan has many historical places related to discussing matter in Karachi and Lahore especially. Except this we also have many museums in where residual remain and secure which remembers us the time of independence. Students should visit that places so that they will have more attachment with their subject. Moreover is that history recorded some pictures and documents which create more interest of student on the topic.

Chronological time line, maps and presentations made by students themselves help the student to figure out more genuinely. There are so many movies and documentaries on the movement of independence, freedom fighters and British Raj which will definitely prove as the helpful tool to imagines and learn about the circumstances of that time.

Students also have the right to know about the East Pakistan now Bangladesh and its separation so a short history about cession will surprise the learner and they learn that nothing are permanent.

Answer to Comprehension Assessment:

1. When and why did the British enter India?
 - A. In the 17th century British came as traders into India by the name East India Company.
2. What developments were made in India during the British Raj?
 - A. The only major contribution of the British to India was the construction of railway and bridges network. The main reason behind this was smooth transportation of Indian goods to ports for export to England.
3. How ALL India Muslim League led the freedom movement?
 - A. The 1906 annual function of Muhammadan educational conference took place in Dhaka on December 30. Nawab Salim ullah Khan put forward a proposal to establish a political party to safeguard intersects of the Muslims. It was expected and creation of a Muslim political party called All India Muslim League was announced.
4. What caused the British to divide India into two independent states?

- A. A 70 years struggle, which started with Sir Syed Ahmed Khan's formulation of two nations idea and the founding of Mohammadan Anglo-Oriental College. The last 7 years of the struggle of freedom saw several tensions between Muslims and Hindus caused the division of Sub-continent into India and Pakistan.

Extended Teaching:**Net Extra:**

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Lesson 5: Major Cities of Pakistan**Lesson Objectives:**

1. To let the child well known about his own home land
2. To let the student be aware of urban life of Pakistan
3. To give the true facts about the cities of Pakistan
4. To let the learner clear about the problems of big cities
5. To bring the light on the historical, cultural and financial importance of cities of Pakistan

Lesson Starters:

Before starting this chapter teacher may ask the students about the major cities of Pakistan and some question related to area of expertise of those cities which named students. Of course there will be some students who belonged or have been other cities so ask them their experiences and observations this little exercise may increase their interest. There will also a writing contest about the names of cities or an essay on the favorite city of them which will definitely increase their confidence, interest and knowledge about the cities.

Teaching:

The including cities in the chapter also have many different renowned characters and features like Karachi considered as the financial capital of Pakistan, Lahore considered as the cultural

capital of Pakistan, Faisalabad and Karachi considered as the main industrial hub of the Pakistan, Multan considered as the land of Saints and Sufis, Islamabad and Rawalpindi considered as the sister cities of Pakistan and many more. These are few examples, so the activity may be given to students to collect this type of information related other cities of Pakistan.

Mohen jo Daro, Harrapa, Hanna lake, Khyber Pass, Bab-e-Pakistan, Lahore Fort, Jama Masjid Thatta, Badshahi Masjid Lahore, Minar-e-Pakistan, Zyarat Residency, karli Lake, Mazar-e-Quaid and Makli Graveyard also the remarkable places of Pakistan with Murree, Ayubia, Galiyat, Sawat and etc.

Chronological time line, maps and presentations made by students themselves help the student to figure out more genuinely. Pakistan has many historical places related to discussing matter in Karachi, Lahore and other cities. We also have many museums, libraries, parks and other educative sites which students should visit that places so that they will have more affection with their subject. Moreover is that history recorded some pictures and documents which create more interest of student on the topic.

Answer to Comprehension Assessment:

1. What could be done to solve the issues of large cities?
 - A. There should be local government policy to tackle down the problems. Proper means of communication and transportation & and the total implementation of rules and regulation with respect of law can solve the issues of large cities.
2. Which cities are the Provincial capitals?
 - A. Pakistan has 4 provinces and their capitals such as:
 - Karachi is the capital city of Sindh
 - Lahore is the capital city of Punjab
 - Peshawaris the capital city of KhabarPakhtunKhuwan
 - Quetta is the capital city of Balochistan

And 1 administrative province Gilgit Biltistan which has the capital city Gilgit.

3. What is the historic significance of Karachi?

- A. The vast, friendly and busy port city of Karachi has always been a great attraction for traders and invaders of the past, including Greeks and Arabs. By the late 1720s, the village was trading across the Arabian Sea with Muscat and the Persian Gulf region. When Pakistan came into being in August 1947, Karachi was chosen as the capital of Pakistan.

Extended Teaching:**Net Extra:**

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Lesson 6: Energy and Power Resources of Pakistan

Lesson Objectives:

1. To let the children be informed about fuels and their consumptions
2. To let the learner learn about the energy resources and their availability
3. To give the idea about natural resources of Pakistan
4. To highlight the problem of shortage of fuels and resources
5. To let the student be aware of harshness and hazards about some unsafe resources and usage of those minerals
6. To bring the light on the many other ways to get energy and power safely and cheaply

Lesson Starters:

It is very important to discuss with students about energy and its vital role in our daily life. Before starting this chapter make them clear about that why energy is needed? And are we taking energy? By the example of humans and animals this matter may solved easily. The example of plants, process of photosynthesis, mobile phone, vehicles, laptop and tab etc also be quoted in the front of children.

The importance of heat and sun light also be the part of discussion so that children can relate the things and make it possible to understand intensely and undoubtedly.

Teaching:

There is another concept emerged in recent days about Renewable energy. Renewable energy in Pakistan is a relatively underdeveloped sector; however, in recent years, there has been some interest by environmentalist groups and from the authorities to explore renewable energy resources for energy production, in light of the energy crises and power shortages affecting the country. Most of the renewable energy in Pakistan comes from hydroelectricity.

Moreover is that developed countries trying to use some that type of gadgets which do not take energy or electricity again and again but just one time and then it recycle its energy so after that technology consumption of energy may decrease very much.

Due to rising demand and a failing power infrastructure severe electricity shortages have occurred in Pakistan. This has led to widespread rolling Blackout that have paralyzed industry and led to protests and rioting. These crises also turned out to be a problematic to the children to do their homework and activities, discuss them that how they adjust and survive and what type of difficulties they faced by shortage of energy and fuels?

Answer to Comprehension Assessment:

1. Why natural gas is the main energy resource of Pakistan?
 - A. Natural Gas has recently become the main energy resource of Pakistan. Today there are more than 7 large and 30 small gas fields across the country. According to 2014 figures, Pakistan has 2.177 trillion cube feet (TCF) of natural gas that's why natural gas considered as a main resource of Pakistan.
2. What is the process of Producing electricity in hydroelectric power?
 - A. Hydro electric is an energy produced from the power of flowing water. This is achieved when the flow of water is controlled. Dam is a structure created to hold the flowing water of river. When the water is blocked, artificial lake is created due to pooling of water. This artificial lake is called reservoir. When the reservoir is full, the water is allowed to escape from dam's channeled tunnels. Large turbines are installed in these tunnels. The flowing water rotates these turbines, which in turn power the generators to produce electricity.
3. What is the best place to build a dam?

- A. Dam is a structure created to hold the flowing water of river. When the water is blocked, artificial lake is created due to pooling of water. So the best place for dam is on mountains and where rivers flow down.
4. Why coal is not a clean energy and what are the health hazards for coal miners?
- A. Coal has a down side. It is not a clean energy. It creates great amount of atmospheric pollution. High-Sulphur causes health hazards and respiratory disease in miners. Globally coal produces 39% of Carbon emission and it is considered to be the primary reason for climate change.
5. What are the pressures in acquiring nuclear technology?
- A. Nuclear power provides massive energy but due to the technology's similarity with the nuclear weapon technology, it is seen with widespread international concern. The downside of the nuclear energy is that it produces hazardous radioactive waves. Also they can have very dangerous radioactive fallout in case of disaster.

Extended Teaching:**Net Extra:**

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support material:

<http://www.angelfire.com/super2/geopak/powerresources.html>

Lesson 7: Agriculture and Farming in Pakistan**Lesson Objectives:**

1. To let the child be familiar to agriculture sector of Pakistan
2. To highlighted the issues in our rural life of Pakistan and improving food production
3. To give the knowledge about crops and their seasons in Pakistan to the students
4. To let the child clear about the effects of climate change on farming
5. To give the idea of harmfulness of chemical fertilizers

Lesson Starters:

There are three types of jobs or sectors in the world first one is related to farming which is as old as human society, second one is related to industries which is outcome of 17th century and third one is concerned with the services. In this chapter we will discuss about the agricultural economy as Pakistan considered as the agricultural country because its land is so suitable for cultivation. But unfortunately Pakistani economy is rapidly shifted to the service sector from agriculture sector. There are so many reasons of this shifting. Some reasons are controversial. The reasons and problems are included in book text but it is debatable topic which needs a modulator and explainer so this is advised to teacher that makes this debate fruitful and reachable to understand by discussion and various examples.

Teaching:

Most of the students of the class didn't experience the rural life. They are use to, to live in cities as it is very easy to predict that most of them belong to a big cities or specially Karachi so they did not see the growing crops and farms so it may be difficult to them to understand but the good lecture, pictures, movies, documentaries, presentations and activities make it easy and explicable.

Flood always has negative impact on humanity but according to the new research and discoveries after the flood cultivated land develop into mineral rich land. Soil turns into more nutritious.

Chemical fertilizers and very especially Genetically Modified Seeds are very harmful for the health of humans and animals and damaging for the land because Genetically Modified Seeds detrimental for the land. It also needs so much water to grow.

Answer to Comprehension Assessment:

1. Why different crops are grown in different seasons?
 - A. Our agricultural performance is dependent upon timely availability of irrigation water in large quantities, suitable weather conditions and absence of pests.
2. What are the main food crops of Pakistan?
 - A. Main food crops of Pakistan are wheat, rice, cotton, sugarcane, maize, moong, mash, bajra, jowar, masoor, gram, rapeseed, barley and mustard.
3. Why Pakistan faces food shortage despite being a strong agricultural country?



- A. Bad agricultural practices, use of chemicals, deforestation, industrial pollution, and climate change and global warming with the growing population of cities, new urban settlement and the fertile land outside the cities is being converted into housing settlement contributing in asked problem.
4. What are the main agricultural problems of Pakistan? And how can we solve them?
- A. Let us take a look into some of the main agricultural problems of Pakistan.
1. Water logging and salinity
 2. Poor seed quality
 3. Declining soil productivity
 4. Small holding and
 5. Lack of modern techniques

The above five problems considered as the main agricultural problems of Pakistan and it can solve by addressing these issues seriously on a emergency note and the ministry of agriculture should take some genuinely steps such as there should be some training and education of farmers and peasants and arrangement of some advanced machinery etc.

Extended Teaching:

Net Extra:

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support material:

<http://www.agrihunt.com/basics-of-agriculture/3655-asif-ameen,-qamar-uz-zaman.html>

Lesson 8: important Industries of Pakistan

Lesson Objectives:

1. To let the child informed about the industries and industrial production
2. To make the child able to classify the industries
3. To let the child be aware about cotton and textile industry
4. To let the child well-versed to FMCG and other manufacturing processes



5. To give the idea of mass production

Lesson Starters:

Before the industrial productions of goods there were only agricultural ways to get food which can be pronounced as the natural way of food gathering. This was the age of feudalism but after the industrialization mass production started. One thing is very important to keep remember in the mind that it took almost 200 years to reach at this level. This journey starts from domestic level and then after a very hard work reach here which we can say the industrial production or mass production and where we see the multinational corporations.

There are some stages of human society first one is pre communist or hunting gathering age earlier from 10,000 years. Second one is about to slave society. Third one is feudal or agricultural society and then industrial age in 18th, 19th & 20th century now we are entering in the information age. The above developments are not so simple. It took thousands of years and it is also related to development of tools.

Teaching:

A number of factors contributed to Britain's role as the birthplace of the Industrial Revolution. The Industrial Revolution, which took place from the 18th to 19th centuries, was a period during which predominantly agrarian, rural societies in Europe and America became industrial and urban. Prior to the Industrial Revolution, which began in Britain in the late 1700s, manufacturing was often done in people's homes, using hand tools or basic machines. Industrialization marked a shift to powered, special-purpose machinery, factories and mass production. The iron and textile industries, along with the development of the steam engine, played central roles in the Industrial Revolution, which also saw improved systems of transportation, communication and banking. The historical fact is that merchants of that time become industrialist then after. It is also a notable point that industrial revolution has brutality and exploitation of laborers.

The economy of Pakistan is relying on various major industries which are being established in Pakistan, amongst which few of them are very much significant which are contributing a lot in the annual GDP of the state and are playing the vital role in stabilizing the economy of the country.

The textile industry is the largest industry of Pakistan. At the time of partition, Pakistan received only 17 textile units in its share. The production of textile was very low and a large quantity of textile had to be imported to meet the domestic requirements. Now, Pakistan is a prominent country for the production of textile. The textile industry accounts for 17.3% of value added, 32.2% of industrial employment and 60% of total exports.

Answer to Comprehension Assessment:

1. What is an FMCG company? Name some popular FMCG companies of Pakistan.
 - A. FMCG (Fast-moving consumer goods) are the items and goods that consumers frequently purchases from the market, such as food, beverages, toiletries, cosmetics, tobacco, household products, etc. name of some FMCG companies of Pakistan are:
 - Unilever Pakistan
 - Reckitt and Benckisier
 - Lakson Tobacco
 - Dalda
 - Nestle
 - Shan Food Industries
 - Proctor and Gamble
 - Pepsi Cola
 - Shezan International
2. How is the cotton and textile industry of Pakistan organized? What are some of its manufacturing activities?
 - A. Pakistan is one of the largest cotton producers of the world. Cotton processing and apparel industry of Pakistan accounts for 61% of export earning of Pakistan. This is more than \$10 billion per year. Some manufacturing activities of cotton include
 - Ginning Units,
 - Carding Units,
 - Drawing Units,
 - Spinning Units,
 - Weaving Units and at last
 - Finishing and Garment Units



3. What is importance of petroleum industry?
 - A. Petroleum industry has great importance. There is a large industry that processes petroleum and its related products. Petroleum has several uses such as construction of roads, fuels for automobile and jets, heating rubber, fertilizers and petrochemicals such as plastics, fiber, gel etc.
4. What are the uses of products made by chemical and material industry?
 - A. Products of chemical and material industry used in our daily life and have thousands of uses in the shape of plastic, paper, paint, soap, pharmaceutical, dyes, agriculture, textile, electronics, houses, buildings, roads and airports etc means from our food to dress and from communication to transportation these products make our life easier.

Extended Teaching:**Net Extra:**

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Lesson 9: Neighboring Countries**Lesson Objectives:**

1. To give the concept of neighboring countries of Pakistan
2. To give the information about the neighbors and their history and culture
3. To let the child well know educated about India
4. To let the child be aware about China
5. To let the students be learned about Iran
6. To bring the light on Afghanistan

Lesson Starters:

As every student of the class has neighbor and has to keep good relation with them (they should be) such as almost every country and state also has neighbor countries and also they have to keep good and healthy relation with them for their survival but unfortunately this does not happen



always. Actually many countries fought to their neighbor for many stakes in past, Pakistan also had many wars with India but it is the story of past now Pakistan and India both want friendly relations with each other. Except India, Pakistan has three more countries as neighbor like China, Afghanistan and Iran.

Pakistan is located at a region which has great political, economic and strategic location. It has been hub of activities of great powers for last 20 years. It is advised to teacher that maps assistance is so essential here so teacher should ask the students about maps and ought to bring the maps or keep an eye on atlas.

Teaching:

Geographical location of Pakistan is very important and almost all of its Neighbor Countries are very important which also affects Pakistan greatly. Here are the Neighbor Countries of Pakistan with whom it shares border.

Afghanistan is located in west of Pakistan and shares a very large border with it. Situation of Afghanistan has always impacted Pakistan as well as policies of Pakistan have impacted in Afghanistan's politics.

Another important Country Iran is also neighbor of Pakistan and located in west of Pakistan. Iran was the first country who accepts Pakistan as an independent state. One thing is also similar in both countries and which is that just these two countries claimed themselves as an Islamic Republic and no one other than them.

China to whom people calls next emerging super power is located in north of Pakistan. Both countries have very strong friendship because most of their interests are common. China and Pakistan has very close and strong relations even China helps Pakistan in many aspects so in return Pakistan allows China for their easy exportation by road and port to the rest of the world. India is located in East of Pakistan sharing a very big border. China pronounced in Chinese language (mandarin) as Zong Quo.

India and Pakistan were one country before partition but at the present India and Pakistan have very crucial and complicated relations to each other every now friendship and then all of a sudden warfare situation created.



In South of Pakistan there is very important sea named Arabian Sea. Oman also shared the sea borders with Pakistan but commonly not included in the neighboring countries of Pakistan. Pakistan and Oman also has the good and historic relation with each other. Tajikistan is also very near to Pakistan but a small channel type territory of Afghanistan separated Pakistan and Tajikistan.

Answer to Comprehension Assessment:

1. What are the main neighboring countries of Pakistan?
 - A. India, China, Afghanistan and Iran are the main neighboring countries of Pakistan.
2. Why do you think India has been invaded by several rulers from the outside?
 - A. Due to its rich history, multiple ethnicities, wealthy, skilled and large civilized society attracts invaders. India known as the bird of gold which everyone wants to catch it and kept its rule.
3. Which dynasties have ruled China? When Chinese dynastic rule did come to an end?
 - A. The first of the dynasty after the Neolithic era was Xia dynasty. The subsequent dynasties were Shnag dynasty, Zhou Dynasty, Qin dynasty and Han Dynasty. Many subsequent dynasties emerged after Han; one of such dynasty was Yuan dynasty. The last imperial dynasty was Qing dynasty. In 1911 a revolution by nationalist overthrew the monarchy and China became a republic and in last in 1949 Communist party of China under the leadership of Mao Zedong took over power and established one party state. It rules China to this date.
4. How dynastic rule of Iran did come to an end?
 - A. With the advent of Islam dynastical rule came to an end in Iran.
5. Why Afghanistan is not able to develop as a strong country?
 - A. Due to unceasing war for almost 40 years the infrastructure is massively damaged. This has been major obstacle in development of Afghanistan.

Extended Teaching:**Net Extra:**

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.



Lesson 10: Understanding Maps

Lesson Objectives:

1. To develop the knowledge of students about maps
2. To tell the importance of maps.
3. To let the children learn and able to read maps
4. Help students understand, the labels and keys of map.
5. To highlight the classifications of maps
6. To draw attention to the daily use of manual maps and computerized maps

Lesson Starters:

Maps are the essential tools for the teacher. By these, the teacher can focus the attention of the whole class and can illustrate better than by oral description. Although maps are limited in scope, yet they are of immense use in the teaching and learning. It was strongly recommended by a noted educationalist, no lesson in geography can be called complete without the use of a map. A geography teacher should realize that the lessons without a map are meaningless. Rather, more can be expressed in a single map: than by volumes of speech or writing.

Teaching:

Maps are perhaps the most important tools of a geographer. The value of maps in geography teaching cannot be overestimated. They record definite facts of positions, relief, climate, vegetation, materials and their distribution broadly over the earth, in continents, countries, states.

A map is a visual representation of an entire area or a part of an area, typically represented on a flat surface. The work of a map is to illustrate specific and detailed features of a particular area, most frequently used to illustrate geography. There are many kinds of maps; static, two-dimensional, three-dimensional, dynamic and even interactive. Maps attempt to represent various things, like political boundaries, physical features, roads, topography, population, climates, natural resources and economic activities. During the 17th to the 19th century, Maps became more and more accurate and factual with the use of scientific techniques.

The word Globe is taken up from the Latin word "Globus" which means a round mass or sphere. A globe is a three dimensional representation of the earth that does not distort the shape or size of earth's geographical features. As a map has to represent a portion of earth's surface accurately, each map has to have a "scale" which indicates the relation between the distance on the map and the actual distance on the land.

The use of compass and the four main directions such as North, South East and West needs attention to make understandable to the student. NEWS is also a abbreviated form of these four directions.

Answer to Comprehension Assessment:

1. Why Cartographers make map in scale?
 - A. Cartographers map places and positions in scale. That is, in a map one kilometer may be represented by one cm or any other scale.
2. Why do we use labels, keys and symbols in maps?
 - A. By using labels, keys and symbols, we can grasp information and facts very quickly instead of going long details.
3. How do imaginary lines help users of map?
 - A. Imaginary lines mark special positions on the world map. These show the Arctic Circle, Equator, Antarctica, Prime Meridian, Tropic of cancer and Tropic of Capricorn.
4. What are special purpose maps? What are their uses?
 - A. Special purpose maps are made for showing railways and roads, or for showing neighborhood of a city, help people to get directions.

Extended Teaching:

Net Extra:

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Lesson 11: Forest and Wildlife

Lesson Objectives:

1. To let students know about forests and wildlife
2. To inform the students about types of forests
3. To highlight the use of forests in students mind
4. To give the concept of deforestation and conservation
5. To bring a light on endangered wildlife

Lesson Starters:

Before starting this chapter familiarize the students with forests and wildlife. Give them examples and highlight its importance. Teacher may ask the students about their pets. By preying on each other, animals also help to keep their own numbers in check. This prevents abrupt population peaks and crashes and helps to give living systems a built-in stability. On a global scale, animals also influence some of the nutrient cycles on which almost all life depends. They distribute essential mineral elements in their waste, and they help to replenish the atmosphere's carbon dioxide when they breathe. This carbon dioxide is then used by plants as they grow.

Teaching:

It is not possible to sum up the importance of forests in just a few words. Forests impact on our daily lives in so many ways, even in the midst of a busy, noisy, concrete city centre. Despite our dependence on forests, we are still allowing them to disappear.

The chief economic product of forests is timber, but the economic benefits, in terms of climate control, pollution abatement, and wildlife maintenance, have rarely been calculated. The economic importance of non timber forest products is also increasing. The forest is also vital as a watershed. Because of the thick humus layer, loose soil, and soil-retaining powers of the trees' long roots, forests are vitally important for preserving adequate water supplies. Almost all water ultimately feeds from Forest Rivers and lakes and from forest-derived water tables. In addition, the forest provides shelter for wildlife, recreation and aesthetic renewal for people, and irreplaceable supplies of oxygen and soil nutrients. Deforestation, particularly in the tropical rain forests, has become a major environmental concern, as it can destabilize the earth's temperature, humidity, and carbon dioxide levels.

Forest products are used in our daily lives. All the activities listed above directly or indirectly involve forests. Some are easy to figure out - fruits, paper and wood from trees, and so on. Others are less obvious - by-products that go into the manufacture of other everyday items like medicines, cosmetics and detergents. The coconut palm is one of the most productive tree species on Earth. At least 200 products can be sourced from it, including food, cooking oil, ropes, cosmetics and house building materials.

Answer to Comprehension Assessment:

1. How are forest classified? Describe characteristics of the different types of forests in Pakistan?
 - A. Forests are classified according to the height and type of trees they have. In Pakistan, there are five types of forests.
 - Coniferous Forests: Coniferous Forests are found at an altitude of 4000 meters above sea level. They have the tallest trees, called conifers.
 - Tropical Forests: they occur in warm and wet areas.
 - Riparian Forests: these forests grow near water reservoirs and riverbanks.
 - Mangrove Forests: these are low land forests that grow in wetlands or river deltas.
 - Irrigated Forests: they depend on irrigated water from dams and canals
2. What are the uses of forests? List some products obtained from forests.
 - A. Humans have a variety of uses for forests, including wood from trees, nutrition from animals, grazing, recreation, medicinal plants and so on. The main products obtained from forests are fuel wood and timber wood.
3. Why some of the wildlife is endangered? What could be the effects of reduced number of wildlife?
 - A. Humans have felled over half of the Earth's forest, and the remaining forests are also threatened. Wildlife needs forest to survive. Deforestation, Global Warming and Pollution are also the great threat to wildlife. When an animal or other life form becomes extinct, it breaks its link with other life forms, and affects our life as well.
4. What can we do to conserve forests and wildlife?

- A. We must move into an era where people and animal coexist. Put that way, it may seem we should stop all activity that harms animals. The goal should be to manage our needs so they are least harmful to our environment including wildlife.

Extended Teaching:**Net Extra:**

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Lesson 12: Minerals

Lesson Objectives:

1. To let the child know about the minerals
2. To let the kid know about the importance of minerals
3. To give the idea about the use of minerals
4. To tell students understand the classification of minerals and its worth

Lesson Starters:

Minerals are essential for the maintenance of good health and the prevention of a number of diseases. A mineral is a naturally-occurring, inorganic solid which possesses a characteristic internal atomic structure and a definite chemical composition.

Teaching:

Minerals, like vitamins, support your normal growth and development. Your body needs them to perform vital functions. Two kinds of minerals exist: macro minerals and trace minerals. Macro minerals, which are needed in fairly large amounts in your body, include calcium, phosphorus, magnesium, sodium, potassium, sulfur and chloride. Your body also requires trace minerals but in small quantities. Trace minerals include iron, zinc, manganese, copper, iodine, fluoride, cobalt and selenium.

Minerals must occur naturally. This means man-made substances such as steel aren't minerals. Inorganic substances are those substances that are not living and are not formed by living



processes. Crystalline solids are those solids in which the atoms composing the solid have an orderly, repeated pattern. Minerals will have definite chemical compositions, but these compositions may vary within given limits.

Answer to Comprehension Assessment:

1. What are minerals? Where do they form?
 - A. Minerals are solid substances buried under the surface of our Earth. Minerals are made of chemical elements. Many minerals are made up of large number of elements, so their formulae are so complex.
2. Why gold, diamond and silver regarded as precious minerals?
 - A. These minerals are valuable because they hold special characteristics and properties which no other substance can provide. One of the reasons is that they found very hardly and take many labor hours.
3. What is the use of minerals in building and construction?
 - A. Minerals are used to build buildings and construction. Metals used in nails and screws. Bricks are made from clay; cement and plasterboard are also minerals. These minerals used to erect and make stronger the building.
4. Which mineral are used in the following products: automobiles, tooth paste, soap.
 - A. Iron ore use in automobiles. Calcium and zinc mostly use in toothpaste. And talc use in soap commonly.

Extended Teaching:**Net Extra:**

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Lesson 13: Natural Disasters**Lesson Objectives:**

1. To let the children be aware about natural disasters
2. To give the idea of affects of earthquake
3. To be aware to floods, volcanoes and cyclonic storms



4. To let the child be well prepare about landslides and mudslides
5. To help the child learn about disaster management

Lesson Starters:

Natural disasters are extreme, sudden events caused by environmental factors that injure people and damage property. Earthquakes, windstorms, floods, and disease all strike anywhere on earth, often without warning. At this stage just for the maximization of students interest teacher should ask the experiences of students to share if they have and then try to discover that what they did to safe themselves.

Teaching:

Natural disasters such as flood, fire, earthquake, tornado and windstorm affect thousands of people every year. You should know what your risks are and prepare to protect yourself, your family and community.

Recognizing an impending hazard and knowing what to do to protect yourself and your family will help you take effective steps to prepare beforehand and aid recovery after the event.

Some of the things you can do to prepare for the unexpected, such as assembling a supply kit and developing a family emergency plan, are the same for all types of hazards. However each emergency is unique and knowing the actions to take for each threat will impact the specific decisions and preparations you make. By learning about these specific threats, you are preparing yourself to react in an emergency. Few more points given below:

- DO NOT use matches or lighters, in case of leaking natural gas pipes or nearby fuel tanks.
- Crouch down and cover your head. Interior stairwells are good places to take shelter.
- DO help direct people with special needs to a safe place.
- Stay indoors, do not exit building or use elevators.
- Stay away from all windows and avoid being underneath heavy objects that may fall.
- Remain calm and alert; listen for information and instructions from emergency crews and/or local officials

Answer to Comprehension Assessment:

1. Why earthquakes are the deadliest disasters? How can we reduce the loss of human lives in case of earthquakes?

- A. Earthquakes are the deadliest of all natural disasters. Most deaths are caused by collapsing buildings or fires. Earthquake may affect almost all part of the world. Loss of life can be avoided through emergency planning, education and the construction of buildings that sway rather than break under the stress of an earth quake.
2. How do floods and volcanoes occur?
- A. Floods are caused due to heavy rains which cause water levels in rivers to rise. Flooding can alter the course of rivers permanently. This may later change Earth's Landforms. While intense pressure within earth's plates can cause magma to rise above the surface of the earth. High pressure magma regions are known as volcanoes.
3. What are the different types of cyclonic storms? How can we reduce the losses from a cyclonic storm?
- A. Cyclone, tornado, and hurricane are the types of cyclonic storms. By having a early warning and construction in areas with high cyclone risk can be reduce the losses.
4. How can we reduce the damage caused by natural disasters?

Disaster planning and management can greatly reduce the amount of loss caused by a natural disaster. Early warning, rapid evacuation, identification of danger zone and most importantly creation of public awareness about disasters and safety techniques may reduce the damage.

Extended Teaching:

Net Extra:

Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Lesson 14: Rights and Responsibilities

Lesson Objectives:

1. To build the understanding of child about rights and responsibilities
2. To create the sense of doing experiments and learning
3. To educate the student about rights and responsibilities of state
4. To emphasize the on laws and duties

Lesson Starters:

A right is something that you are entitled to and can't be taken away. A responsibility is something that you must do. Ask the student that what they demand to their parents so this act is their right or responsibility? After that clarify the difference as this difference has mentioned in text book and in above line too. Except this there are so many things in which you can understand the child about their activities that which activity belongs to which category. For example ask the question to the teachers, parents and other elders, taking pocket money, lunch, other demands etc. And after all these what responsibility imposed on them.

Teaching:

Many children do not have the courage to talk about what's worrying them, or express their feelings. By letting them know about their rights and responsibilities, you are giving them permission to ask questions, express their feelings about the world, school and many others and speak up if they are feeling caught in the middle.

Rights of a Child:

- You have the right to feel safe:
 - No one has the right to make fun of you or hurt you in any way, even if you do something wrong.
 - You have the right to have someone look after you.
- You have the right to stay connected to your family and community:
 - You have the right to visit your family or anyone else important to you, unless a judge or your social worker decides it's not a good idea.
 - You have the right to be involved with your Native community, whether that is here in Toronto or in another location.
- You have the right to be respected for who you are:
 - This includes the things that may be important to you, such as your cultural and spiritual beliefs, your language, and your family background.
- You have the right to be heard when people are making decisions about your life:
 - You have the right to express your feelings and wishes with everyone involved in your situation.

- You have the right to speak up if you think something is wrong.
- You have the right to speak with your social worker or your lawyer without anyone else around.
- You have the right to privacy:
 - You have the right to have time by yourself.
 - You have the right to keep your own things.
 - You have the right to send and get letters that only you can read. (Sometimes your social worker may check your mail, if she or he thinks there is something in it that might hurt you.)
- You have the right to the things that are important to your health, safety and well being, including:
 - Food that is good for you.
 - Attending school.
 - Visiting the doctor and dentist to keep you healthy.
 - Clothing that fits well and keeps you warm.
 - Playing games and sports.
 - Practicing your religion and participating in cultural activities.

Responsibilities of a Child:

- You have the responsibility to follow the rules in the place where you live:
 - You have the right to know and understand the rules and the right to know what will happen if you break them.
 - You must make sure your foster parents know where you are when you're not at home.
- You have the responsibility to talk:
 - To your social worker.
 - To your foster parents about what's going on in your life.
- You have the responsibility to go to school when you should and to do your homework.
- You have the responsibility to be respectful of others and of property:
 - Respect other children, neighbors, and property.
 - Respect the privacy of other people.



- Don't take other people's things without their permission.
- Respect that every person is different.
- Be helpful in the home and do your share of chores.

Answer to Comprehension Assessment:

1. What is the difference between rights and responsibilities?
A. Right and responsibilities are reciprocal to each other i.e. the right of one person or group becomes the responsibilities of other person or group.
2. Why is there a minimum age of certain rights and responsibilities?
A. Because after a certain age a child can be capable to do or perform any job with efficiently and perfectly before this age limit it may be risky for the health and life of a child. It may also cause a sort of injury or loss.
3. What are the major responsibilities of a state?
A. Major responsibilities of state are to ensure the freedom and protection of its citizen, to promote and protect the traditions, language, culture and integrity of Pakistan, to secure the museums & monuments, historical heritages, places of worship, parks and even every legal property and to provide food, medical, education and shelter.
4. Write about important duties of a good citizen.
A. For a good citizen, it is required to follow federal, provincial and local laws, to own the society and the city. He or she lives a clean and honest life. He always keeps his rights and responsibilities central to his life.

Extended Teaching:**Net Extra:**

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