



# MyWorld

8

***Teacher's  
Resource Book***

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## Chapter 1: Becoming a Modern Geographer

### Lesson Objectives:

Students will be able to:

1. Understand the role and scope of the study of geography.
2. Understand how geography has evolved as a science.
3. Identify the two major branches of geography: the physical geography and the human geography.
4. Appreciate and learn the use of various modern techniques that are used by geographers in the present times.

### Lesson Starters:

Begin your lesson by refreshing the students about the idea of maps, the core tool used by geographers. What exactly is a 'map,' and what does it do? Ask students to define the term. Students can brainstorm and design their own maps of a place they know well, a location described in a film or novel, or an imaginary place.

It should be clear that geography isn't just about places on a map; it's about the people, culture, history and landscape of those places. And every vacation or travel story provides an opportunity to gather information and describe those places.

Ask students to write their own travel stories about a place they've visited, either locally or farther from home, using vivid examples and description to help readers fully imagine that place.

### Teaching Strategies:

Geography frequently takes a back seat to history in the social studies classroom, but teaching geographic literacy is essential if students are going to understanding the challenges and opportunities of our complex world.

As a stimulating activity for learning, introduce to your students the concept of *mental maps*. People use mental maps to understand the world. Every time you memorize a route to the grocery store or plot a route through the subway, you're using a mental map. It's one of the key tools a geographically skilled person uses to navigate their world.



Physical systems affect or threaten people. From storms and earthquakes to global warming, it's clear that the physical environment exerts a powerful effect on people. Sometimes, as with earthquakes and floods, the impact is destructive. But environmental challenges also offer opportunities for people to create new industries and systems to provide a safer future.

Brainstorm with students on whether their region ought to take steps to prevent future natural catastrophes, or simply move the city/village to a safer ground. As a culminating activity, students can write letters to local officials suggesting the wisest policy.

### **Answer to Comprehension Assessment:**

1. What is geography? What do geographers study?
  - A. Geography is the study of the earth's surface. Geographers study various natural and manmade phenomenon of the earth, its climate, and its landscapes which are continuously changing due to natural interventions, such as weathering and erosion, and cultural interventions, such as human settlement and migration.
2. State a brief history of geography.
  - A. The study of geography is almost as old as human civilization. Ancient people were perhaps the first who study stars and other celestial bodies. Several artifacts discovered from the remains of Indus Valley Civilization, for example, show signs, symbols and images that particularly refer to one of the aspects of geography. However, the first systematic and understandable development of geography did not occur until the time of Eratosthenes, a Greek scholar who happened to live between 276 and 194 BCE. Other notable early geographers besides Eratosthenes include the following:
    - Al Idrisi was a 12th century geographer and cartographer. In addition to creating the map of Eurasia and north Africa, he wrote an extremely detailed account of all of the geographical features, ethnic groups, socioeconomic factors, and other features of every area he drew.
    - Alexander von Humboldt was an explorer and naturalist who lived during the 18th-19th centuries. His work laid the foundation for the science of biogeography. He was the first



person to develop the idea that weather patterns, geology, and biology all played a part in determining which plants were capable of thriving in which areas.

- Immanuel Kant is known more for being an 18th century philosopher than a geographer. However, his work greatly helped in earning geography the status of a legitimate science. He believed that geography classified things according to place, while history classified things according to time. As a result,
- One of the most important figures in modern geography is Carl Ritter. Working during the 19th century, Ritter treated the various geographical features of the world like organs in the human body- he believed that each one interacted with the others to create a cohesive whole, and that, just like a person's organs determined their health, the geographic features of a place affected the history of its inhabitants. He wrote the 19-volume *Geography in Relation to Nature and the History of Mankind*
- ArnaldoFaustini is the man for whom the Faustini moon crater is named. He was a geographer, writer, and cartographer born in 1872 that lived until 1944 He specialized in the poles, and wrote nineteen different books on subjects having to do with the poles alone, as well as countless other articles on them.

Apart from these, hundreds of individuals have contributed to the development of geography, and the fruits of their work have accumulated over several thousand years. Many travelers, surveyors, explorers, and scientific observers have added to this growing store of information. Only since the late 1700s, however, has it been possible to collect and record truly accurate geographic information. Modern concepts of geography were not widely supported until the mid-1800s.

3. What are the major branches of geography?

- A. The discipline of geography can be broken down into two main branches: physical geography and human geography. Physical geography is the spatial study of natural phenomena that make up the environment, such as rivers, mountains, landforms, weather, climate, soils, plants, and any other physical aspects of the earth's surface. On the other hand, human geography is the study of human activities and their relationship with earth's environment and landscapes. Some major human factors playing role in



geography include human population, languages, ethnicities, political systems, economics and rural and urban dynamics.

4. How can modern geographers use technology in their work?
  - A. Geographers can take valuable assistance from developments in technology. Two of the latest technology aids used by modern geographers include GPS and GIS.

### **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.

## **Chapter 2: Maps and Diagrams**

### **Lesson Objectives:**

Students will be able to:

1. Discuss distribution and explain techniques to draw different diagrams.
2. Discuss the use of Statistical Data for diagrams.
3. Construct Line Graph, Bar Graph and Pie Graph using Statistical Data.
4. Evaluate merits and demerits of the diagrams.

### **Lesson Starters:**

Maps are the most important tools of for studying geographic phenomenon. Maps help us record definite facts of positions, relief, climate, vegetation, materials and their distribution broadly over the earth, in continents, countries, and states.

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.

A simple brainstorming activity to get started over here is to assign a simple map-drawing activity to students. Ask them to draw a map of different places in their neighborhood. Do not



focus much on scaling. The point here is to stimulate thinking regarding basic functions of a map: showing directions and positions of different landforms.

### **Teaching Strategies:**

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. Once students are done with map-making activity, ask them to redraw the map using scales. They should be able to understand and use different scales (distance conversion multiples) for the maps they have drawn.

The use of compass and the four main directions such as North, South East and West needs attention while learning about maps. Ask your students to use compass to show these directions. To help learn about legends and symbols, you can assign yet another activity. You may ask the class to make a map of their school library: showing symbols and keys for different components and areas of their library: shelves, librarian desk, seats, file and folders, dictionaries, newspapers and magazines etc.

### **Answer to Comprehension Assessment:**

1. What is a map? What geographic information can be presented through a map?
  - A. A map is a symbolic representation highlighting relationships between elements of some space, such as objects, regions, and themes. The information that can be shown through a map include climate and weather, tourist attractions and campgrounds, forests and wildlife, road and transportation networks and so on.
2. Why do maps make use of symbols and legends?
  - A. Maps use keys and legends to explain the meaning of each of the symbols used in the map. These keys usually show a small picture of each of the symbols used on the map, along with a written description of the meaning of each of these symbols.
3. Differentiate between a dot map and a choropleth map. Which of these two will be used to show languages spoken in different regions of Pakistan?



- A. A dot distribution map or dot density map is a map type that uses a dot symbol to show the presence of a feature or phenomenon.

A choropleth map is a thematic map in which areas are shaded or patterned in proportion to the measurement of the statistical variable being displayed on the map, such as population density or per-capita income.

4. What are diagrams? Describe uses and applications of any two types of diagrams discussed in the chapter.
- A. A diagram, or graph, is a symbolic representation of information. Two types of diagrams discussed in the chapter are line graphs and bar charts.
1. A line graph is used to show a trend over a particular time period. It is plotted as a series of points, which are then joined with straight lines. The ends of the line graph do not have to join to the axes.
  2. A bar graph is a chart or graph that presents grouped data with rectangular bars with lengths proportional to the values that they represent. The bars can be plotted vertically or horizontally.

**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:** Learn more about maps in this video

<https://www.youtube.com/watch?v=IPNrtjboISg>

### Chapter 3: Natural Regions of the World

**Lesson Objectives:**

Students will be able to:

1. Identify the Major Regions of the World in terms of Climate.
2. Describe selected Natural Regions in terms of Climatic Controls and their impact on human activities.



3. Describe the importance of selected Natural Regions in terms of Climate and Human Activities.
4. Name some countries from each Natural Region.

**Lesson Starters:**

Demonstration of a Natural Regions Model drawn on a thermopole can do a great job. You can use various materials to make the model: crayons for coloring different regions, sand for showing deserts, cotton for snow-capped areas, sticks and dried leaves for forests, ribbons as separators, glitter paper for rainfall etc.

The students should be able to describe geographic characteristics for different natural regions presented in the model. You can even ask students if they can construct a model of their own.

**Teaching Strategies:**

While teaching this lesson, make sure that your students are able to identify transitions of the geographic regions. For this purpose, you can challenge students to dream up their own countries and to create maps of those countries. The maps should show natural (rivers, mountains) and human-made (highways, major cities) features. Students should name their countries, decide which products will provide the economic basis of their countries, etc.

As an additional activity, assign each student the name of a city. This might be different capital cities of the world. The students are tasked to collect information about the weather in that city. They can compare high and low temperatures over the different cities. Which city is the warmest? the coolest? Which city has weather most like the weather in your city?

**Answer to Comprehension Assessment:**

1. Why do geographers divide different parts of the world into different natural regions?  
A. Geographers use the information relating to a region to map features of particular interest. They use regional data to see how one region compares over a period of time and how it compares with similar or different regions of the world.
2. Name the different natural regions of the world with their locations on a map.





A. Major natural regions of the world include equatorial region, tropical grasslands, tropical deciduous forests, tropical deserts, Mediterranean region, East Margin Region, Mid-Latitude deserts, Mid-latitude Region, Coniferous Region, Polar Lowlands and Highlands.

3. What are the differences of climate in tropical grasslands, tropical deciduous forests, and tropical deserts?

### **A. Tropical Grasslands**

This region gets a moderate rainfall and a higher temperature. Large parts of Africa and South America have tropical grasslands. Tropical grasslands come under the influence of equatorial belt of calms during summer and trade winds during winter.

### **Tropical Deciduous Forests**

The summers are hot and rainy while winters are warm and dry. Parts of this region, such as Pakistan, India, south East Asia, West Africa and Northern Australia get a monsoon climate wherein they experience seasonal reversal of winds. Trade winds prevail in winter and monsoon winds prevail during summer.

### **Tropical Deserts**

Rainfall in this region is generally less than 25 cm a year, which means that the region usually sees clear skies during day time and emits extensive radiation from the earth during night. On account of dryness, or aridity, tropical deserts generally do not have much vegetation.

4. Which animals and/or plants can survive in Polar Regions?
  - Polar Regions have long severe cold winter and a short cool summer. As such, there is not much vegetation in these regions. In some places, glass houses have been set up for cultivation of vegetables to meet the needs of local population. Animals like bear and reindeer can survive the rough weather of Polar Regions. Besides, fishing is a common occupation for inhabitants of Polar Regions.

### **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.



## Chapter 4: Agents of Landform Change

### Lesson Objectives:

Students will be able to:

1. Describe functions performed by different agencies responsible for Micro-relief features.
2. Describe the work of Rivers and Landforms made by Rivers.
3. Describe Glacier and its types.
4. Differentiate between the Landforms made by Continental and Alpine Glaciers.
5. Recognize Wind as an agent of Landform change in the Desert Climate.
6. Describe the features made by Wind.
7. Identify the Waves as an agent of Landform Change over the Coastal Area.
8. Recognize features formed by any of these agencies with special reference to Pakistan.

### Lesson Starters:

Use the following questions to have students begin thinking of what they already know about changing landforms.

1. What is our planet like under the surface?
2. What are some examples of different land forms?
3. Do these landforms change over time? How?
4. How do mountains form?
5. Do mounins ever change or disappear over time?
6. What causes a volcano to form? What happens when a volcano erupt&
7. Why do earthquakes happen?
8. How are islands made?
9. How have glaciers affected Earth's surface?
10. What might occur if two landmasses collided?
11. Has the map of Earth always been the same?
12. Do any of the continents on a world map look as though they once fit together?
13. How are different types of rocks created?
14. Do rocks change over time? How?
15. Why are there different layers in some areas of Earth's surface?



Tell students they will learn more about these topics soon.

**Teaching Strategies:**

Introduce the lesson by telling and discussing with students interesting facts about the Earth. For example: One-fourth of the Earth's surface is covered by land. The land on the Earth is not the same everywhere. These different physical features found on the surface of the Earth are called landforms. Landforms can affect the weather, climate, and lifestyle of a community. Next, give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes

Develop a definition of landforms that includes some examples through discussion. The discussion should include the impact of landforms on a community. For example, landforms affect where people live and build their communities. Travel routes are often designed according to landforms such as mountains. Next, write down the definition your class develops where all students can see it.

Explain that landforms change as huge pieces of Earth's crust move on top of the semi-solid mantle. Some of Earth's crust is softer and some is harder. As different types of crust collide, landforms are created, altered, or destroyed. These collisions can also result in dramatic events such as earthquakes and volcanic eruptions. Changes in landforms usually happen very slowly—over many thousands or millions of years. Throughout the unit, students will learn more about changing landforms.

**Answer to Comprehension Assessment:**

1. Which factors play the most important role in causing changes in landforms?

A. Most landforms are produced by weathering or erosion, processes by which materials are carved away from higher elevations and then deposited into the lower regions.

2. Describe in detail the complete cycle of a river course, including its different phases starting from mountains and ending up in the sea.



A. A river begins as very small stream. The stream gradually gets bigger as more and more water is added due to rains and water melted from glaciers on a mountain. Nearly all rivers have an upper, middle, and lower course.

- The upper course, also called mountain stage of a river, is the beginning of a river. At this stage, river is young and flows very quickly with lots of energy. The river here is small and usually has a rapid, tumbling flow that cuts a narrow channel through rocky hills or mountains. The following features found in the youthful stage of a river are all formed by the processes of Erosion.
- After passing the mountain stage, a river becomes mature and reaches its middle course. The river at this stage turns wider and its speed starts to fall. In the middle course, rivers generally follow a winding path, called meander, along their middle course. The current of the river no longer has the force to carry stones or gravel. This material drops to the riverbed, where it forms bars of sand or gravel or builds islands. At the lower stage, the river is usually at its widest. The land is also at its flattest. This means that the river has to work very hard to make its way to the sea. The main agent at work now is deposition.
- Deposition of a river is the process in which sediments, soil and rocks from the river are added to a landform or land mass. Wind, ice, and water, as well as sediment flowing via gravity and previously eroded sediment from the river ends up in solidified layers of sediment.

3. What is a glacier? What are the main types of glaciers?

A. Glacier is a slow moving mass of ice, most typically in a mountainous region. Glaciers act as an agent of landform change as the accumulated weight of snow and ice on them crushes the surface beneath, resulting in a slip of sediments. Two main types of glaciers are valley glaciers and continental glaciers.

4. Name some landforms which are created through winds or waves.

- A. Some landforms are created by wind. The wind acts as an agent of landform change as it carries away, dry, lighter soil, blowing different particles in different ways. Sand dunes and Loess are examples of landforms made by winds. Waves in oceans and other large



bodies of water can cause coastal erosion, which is another agent of landform change. Beaches and longshore drift are examples of landform change caused by waves.

**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:** This NASA site provides teachers with an animation library to supplement classroom instruction on changing landforms. It also provides further information about space-satellite tracking of Earth and questions for students who are interested in conducting in-depth research. <http://nasascience.nasa.gov/earth-science>

## Chapter 5: Climate of Pakistan

**Lesson Objectives:**

Students will be able to:

1. Describe the nature and extent of Seasonal and Regional Diversity.
2. Describe the Seasons and their salient features.
3. Identify the Climatic Regions of Pakistan and their major characteristics.
4. Relate Climatic Conditions with Vegetation and Human Activities,

**Lesson Starters:**

This lesson helps students learn about the various climates of Pakistan through reading comprehension skills, inference, literal meaning, and critical analysis. As a brainstorming session, you can task students to collect their local weather data for a defined period of time, and then compare these data with longer-term climate data for their community.

Use the following worksheet template:



Temperature unit: \_\_\_\_\_°F or \_\_\_\_\_°C

Date	Weather data (recorded by class)		Climate data (daily averages from Weather.com)		
	Time	Temperature	Average high temperature	Average low temperature	Mean temperature
<b>Week 1</b>					
<b>Week 2</b>					
<b>Week 3</b>					
<b>Week 4</b>					

**Teaching Strategies:**

It is important that students familiarize themselves with the differences between weather and climate. You can discuss the following questions to stimulate understanding:

- Discuss the differences between weather and climate: Which vary more widely: the daily temperature values or the long-term average temperature values? Why?

[Answer: Daily temperature values are more variable as they represent the weather observed on each day of the month. Average temperature values are calculated by averaging daily temperature values over many years, and thus these values are less variable.]

- Are the temperatures that the class measured warmer, cooler, or about the same as the long-term average? [Answer: This answer depends on the data recorded in the class.]
- If a scientist reported that your state was warmer last month than the same month a year ago, would you consider this to be evidence for climate change? Why or why not?

[Answer: No. The weather in a particular place naturally varies from year to year, and



some years are hotter than others. Evidence of climate change is based on data collected and observed over at least a few decades.]

Explain to students that they will collect temperature data to see how the temperature varies from day to day. You can ask students to brainstorm what other aspects or characteristics of the weather might influence temperature). [Answer: wind, precipitation, cloudiness.]

Tell students that they will collect data about these factors too.

Tell students that because different people will be collecting data, it is important to collect the data the same way each time to be consistent. Explain that every observation should be made at a consistent time of the day and the same location.

It is also important to place emphasis on the changing climatic conditions of the world in general and Pakistan in particular. Rising global temperatures are leading to other changes around the world, such as stronger hurricanes, melting glaciers, and the loss of wildlife habitats. That's because the Earth's air, water, and land are all related to one another and to the climate. By examining trends in weather and temperature data, along with the changes occurring in all of these systems, scientists can get a good understanding of today's climate change.

### **Answer to Comprehension Assessment:**

1. Where does Pakistan lie? Write some features of Pakistani Climate.
  - A. Pakistan lies in the temperate zone. The climate of Pakistan is generally dry. Except for Northern regions and the coastal belt, most of Pakistan faces extreme variations of temperature.
2. Why there is no extreme weather variations in the coastal regions of Pakistan?
  - A. There are no extreme weather variations in the coastal regions of Pakistan because sea and sea breeze even out the highs and lows of temperature.
3. How many seasons are there in Pakistan?
  - A. Pakistan gets four seasons in a year: (i) a cool, dry winter (ii) a hot, dry spring (iii) the summer rainy season, (iv) the retreating monsoon period



4. When and in which regions most of the rainfall occurs in Pakistan?
- A. Half of the annual rainfall occurs in July and August. The rest of the year has significantly fewer rains.
- In the Sub-Tropical Continental Highland Type regions, the North Western mountain areas have less amount of rainfall as compared to North Eastern Mountains, e.g. from South of Kohat and Waziristan rainfall decreases, so Quetta division in Baluchistan has a dry climate and there the mean annual rainfall is not more than 50 to 100 millimeters.
  - In the Sub-Tropical Continental Plateau Type region, there is scarcity of rain water and it is less than 10 inches or 25 cm annually, but some of the places of these areas have the lowest rainfall e.g. Nokundi has only 1.95 inches or 5 cm of rainfall annually and rain often comes during the months of January and February.
  - In the Sub-Tropical Continental Low Lands Type region, the rainy season begins in the middle of the summer months. The places which are situated near piedmont areas have enough rainfall e.g. Sialkot has about 30 inches or 88.3 cm. of annual rainfall. But the western part of this plain is drier than the eastern due to very poor rainfall e.g. Thal and Cholistan desert in Punjab and Nara and Tharparker desert in Sindh.
  - In the Sub-Tropical Coastal Areas Type region, the rainfall is about 7 inches or 1800 mm annually.
5. Describe the weather patterns of Karachi.
- A. Karachi lies in the Sub-Tropical Coastal Areas Type region. Here due to the influence of the sea, the temperature remains moderate; the rainfall is about 7 inches or 1800 mm annually, but due to proximity of the sea, a large amount of humidity remains in the atmosphere. The influence of sea breeze during day time is felt throughout the summer.
6. Describe the weather patterns of Punjab.
- A. The interior areas of Punjab have generally arid and extreme climate. The rainy season begins in the middle of the summer months. The places which are situated near piedmont areas have enough rainfall e.g. Sialkot has about 30 inches or 88.3 cm. of annual rainfall.





But the western part of this plain is drier than the eastern due to very poor rainfall e.g. Thal and Cholistan desert in Punjab.

7. Write a short note on impact of climate change on Pakistan.
- A. Pakistan lies in the regions which are most susceptible and vulnerable to adversities of global climate change. To add to the problem, we do not have adequate technical and financial capacity to tackle the issue. Due to climate change the amount and intensity of flooding in Pakistan is continuously rising. Massive flooding in recent years have displaced millions of people. Similarly, prolonged heat waves with temperatures averaging above 38 degrees centigrade have adversely affected agriculture in Pakistan. The temperatures in northern Pakistan have already been estimated to have increased by 1.9 degrees centigrades in the past century. As a result, glacial cover in Pakistan is on the decline.
8. Write the main points of the climate change policy.

The government of Pakistan has set out a Climate Change policy, its main objectives are.

1. To pursue sustained economic growth by appropriately addressing the challenges of climate change
2. To integrate climate change policy with other inter-related national policies;
3. To ensure water security, food security and energy security of the country in the face of the challenges posed by climate change;
4. To minimize the risks arising from the expected increase in frequency and intensity of extreme weather events such as floods, droughts and tropical storms;
5. To facilitate effective use of the opportunities, particularly financial, available both nationally and internationally;
6. To enhance the awareness, skill and institutional capacity of relevant stakeholders;
7. To promote conservation of natural resources and long term sustainability.

### **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.



## Chapter 6: Development Problems of Pakistan

### Lesson Objectives:

Students will be able to:

1. Differentiate between Development and Underdevelopment.
2. Explain and compare Developed and Underdeveloped Areas of the World.
3. Identify the Geographic features that promote development.
4. Discuss economic, social and political problems of Underdeveloped Areas.
5. Discuss the reasons of Underdevelopment of Pakistan.
6. Locate Developed and Underdeveloped Areas on the World Map.

### Lesson Starters:

A plausible way to start this chapter is to carry out a brainstorming session wherein students discuss the problems of their city. Ask them what problems affect them and their families the most. Many areas in Pakistan are affected by problems of electricity and gas load-shedding, poverty, unemployment, pollution, illiteracy etc.

Ask your students to generate ideas regarding the causes and effects of these problems. Next, ask them to suggest solutions to these problems.

The point here is to stimulate the civic sense and civic responsibility amongst the youth. By understanding the problems of development faced in their own area, they can broaden their image of the wider problems faced by the entire country in general.

### Teaching Strategies:

As a teaching activity, you can divide the class into groups. Task each group to research and analyse the developmental problems discussed in the chapter. They might be allowed check out the internet to find wider insights into the problems.

Some geographic analyses of the development problems must also be made. For this purpose, check out the map of development given in the chapter. Suggest students to find out the specific geographic factors that may be responsible for such problems.



**Answer to Comprehension Assessment:**

1. How can we classify a country as developed or underdeveloped? Is Pakistan a developed country? Why or why not?

Ans. The countries which are developed in terms of infrastructure, economy and industrialization are known as developed countries.

The countries which are not well-developed and are going through the initial levels of industrial development along with little infrastructure, urbanization and economic wellbeing are known as developing countries.

Low earnings, poor health, low literacy levels, racial and ethnic intolerance are some of the problems which lend Pakistan a status of underdeveloped or developing country.

2. What are the main economic problems of Pakistan?

Ans. Overpopulation, terrorism, bad governance, energy crisis and underutilization of natural and human resources are the main economic problems of Pakistan.

3. What are the main social problems of Pakistan?

Ans. Illiteracy, gender discrimination, feudalism, child labor, sexual harassment, injustice, drug abuse, extravagance, corruption, religious extremism, division in various religious sects and alienation from science and technology are the main social problems of Pakistan.

4. What are the main political problems of Pakistan?

Ans. Improper electoral system, unhealthy political clashes, interference from other countries and long periods of military rule are the main political problems of Pakistan.

5. How can we solve energy problems of Pakistan?

Ans. Pakistan has abundance of natural resources in the form of land, rivers, manpower, water, gas, oil and minerals. However, a vast amount of these resources are not fully utilized.

We are yet to build dams to produce cheap electricity



**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:** Learn more about 'Agriculture in Pakistan' by visiting the following links on the web:

<https://www.ilmkidunya.com/articles/major-problems-facing-pakistan-today-1600.aspx>

<http://ahsankhaneco.blogspot.com/2013/04/major-issues-in-economy-of-pakistan.html>

### Chapter 7: Consolidation of British Rule

**Lesson Objectives:**

Students will be able to:

1. Describe the Transfer of British Power in India from East India Company to the Crown.
2. Delineate the structure of British administration in India and early effort to co-opt Indians in the British setup.
3. Outline the objectives and results of the British education policy with special reference to Lord Macaulay's Minute (1836-37) and Wood's Despatch 1854.
4. Identify the salient features of colonial economic policy in India.
5. Highlight the measures for the social transformation since the British accession to power.
6. Specify advantages and implications of communication networks introduced by the British.
7. Discuss the quantum of devolution of power to Indians introduced in the Acts of 1861, 1892, 1909, 1919.

**Lesson Starters:**

Before starting the lesson, review with students the status of the British Empire and the Indian Subcontinent during the 18<sup>th</sup> and 19<sup>th</sup> centuries. How was India being weakened by European influence? What massive loss had Britain just experienced?

Explain to your students that during the nineteenth century, the British Empire grew at a rapid rate, and Britain was seen as the world's unrivalled superpower. By 1900, British rule stretched over one-quarter of the world's landmass, and governed one fifth of the world's population. The British Empire was known as 'the Empire on which the sun never set'.



**Teaching Strategies:**

After the Battle of Plassey in 1757, British power spread through India. The Mughal Empire, which had previously ruled the Indian subcontinent, was fading, and in its place the British Empire rose. Officially, this power was exercised by the British East India Company, and they became far more than just a company. They amassed political and legal power in India, and started to impose western ideas and customs upon the Indian people.

Using the table and map given below, ask students to determine the countries where the British Raj made its way gradually.



Nation	From	Until
American Colonies	1607	1776
Australia	1788	1942
Burma	1824	1948
Canada	1763	1931
Egypt	1882	1954
Hong Kong	1842	1997
India (inc. Pakistan and Bangladesh)	1609	1947
Ireland	1600s	1922
Jamaica	1655	1962

Kenya	1888	1963
Malaysia	1786	1957
New Zealand	1769	1947
Nigeria	1901	1960
Sri Lanka	1815	1948
Somaliland	1884	1960
South Africa	1815	1931
Sudan	1898	1956
Uganda	1888	1962
Zimbabwe	1890	1965

By 1857, the British had put down the Indian Mutiny. However, the experience made them realise that they had to change the way in which India was ruled.

Therefore, the East India Company was disbanded, and in its place India was ruled by a viceroy. In 1876, Queen Victoria was made Empress of India. This new system was known as the 'British Raj', and it tried to be more considerate to the Indian people. The British empire promoted, and celebrated Indian culture, and Indians were given the chance to gain promotion in the British army and Indian government. Money was also invested in India's infrastructure.

As a learning activity, ask your students about the type of infrastructure that the British may have developed in India, for e.g. railways, communication networks, roads, governmental office etc.

### Answer to Comprehension Assessment:

1. How important was the British structure of rail tracks to industrial development in United India?
  - A. Rail tracks made a major contribution to India's economic development throughout the era of crown rule. By the start of World War I (1914–18) the total of rail tracks constructed by the British reached 56,000 km.
 

Initially, the railroads proved a mixed blessing for most Indians, since by linking India's agricultural, village-based heartland to the British imperial port cities of Bombay, Madras, and Calcutta, they served both to accelerate the pace of raw-material extraction from India and to speed up the transition from subsistence food to commercial agricultural production. But the spread of railroads also accelerated the destruction of India's indigenous handicraft industries, for trains filled with cheap competitive manufactured goods shipped from England now rushed to inland towns for distribution to villages, underselling the rougher products of Indian craftsmen.
  
2. Is it necessary for a people to use English to become learned? Relate your arguments to Macaulay's Minutes.
  - A. The British rulers thought it necessary for people to use English to become learned. Lord Macaulay was of the view that the native languages of India like Sindhi, Marathi, Bengali etc. were poor tools for the intellectual progress of the their peoples. Thus, he did not



give any weight to the literature of the classical languages of India. In his advice, known as Macaulay's Minutes, attested his views. Native Indian languages should have supplanted English after becoming enriched. But the government misused the concession and English continued to be the only medium of quality instruction. Thus Macaulay's Minutes and their implementation deprived large factions of India from getting quality education.

3. What was proclaimed by Queen Victoria in 1858?

A. Following the 1857 Rebellion, the East India Company's rule in India came to an end.

Queen Victoria's Proclamation of 1 November 1858 declared that thereafter India would be governed by and in the name of the British Monarch through a Secretary of State. The important features of the Queen's Proclamation were the following:

- India would be governed by and in the name of the Queen.
- Board of Control and the Court of Directors would not exist anymore. The post of a Secretary of State was created. He was to be assisted by a Council of India which was to consist of fifteen members.
- The Doctrine of Lapse was cancelled and the British stopped the policy of annexation.
- A general amnesty (pardon) was granted to the rebels except those who were directly involved in killing the British subjects.
- The office of the Governor General was changed to that of Viceroy of India.

4. What did Wood's Despatch have to say about elementary education?

A. The Wood's Despatch said that the government should provide education for those who were incapable of getting quality education by their own unaided efforts. It directed the government to concentrate its energies on primary education. It asked the state to withdraw itself from the field of higher education and attend to the general education of the masses.

### **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:** Learn more about Consolidation of British Rule in India at <http://www.historydiscussion.net/history-of-india/the-expansion-and-the-consolidation-of-the-british-in-india/2077>

## Chapter 8: Sir Syed Ahmed Khan and Aligarh Movement

### Lesson Objectives:

Students will be able to:

1. Describe the dismal situation of Muslims in post -1857 era.
2. Highlight Sir Syed Ahmad Khan's effort in Anglo-Muslim rapprochement.
3. Illustrate Sir Syed's success inducing Muslims to acquire modern education.
4. Delineate Sir Syed's role as a social reformer
5. Discuss Sir Syed's political testament and manifesto: Continued loyalty to the British Crown and abstention from active politics.
6. Discuss the establishment of various modern educational institutions in areas constituting Pakistan with particular reference to Sindh Madrassatul Islam.
7. Trace out the origins, evolution and accomplishments of Muslim Educational Conference.

### Lesson Starters:

The supreme interest of Sir Syed's life was education in its widest sense. He wanted to create a scientific temperament among the Muslims of India and to make the modern knowledge of Science available to them. He championed the cause of modern education at a time when all the Indians in general and Indian Muslims in particular considered it a sin to get modern education and that too through English language.

Start this lesson with the following activity. Ask students to brainstorm ideas about the good and the bad governance of the British rule (a similar activity was present in the previous lesson). Use the information from the following boxes to help children determine good governance and bad





governance actions of the British Raj, in particular reference to how Sir Syed would have witnessed them in his own perspective.

Irrigation schemes were developed, to allow more crops to be farmed. Between 1880 and 1900, the amount of irrigated land in India doubled.

Although India's economy grew under British rule, it did not grow as quickly as Britain's. Much of its wealth was extracted by the British.

The British built 24,000 miles of railway track in India up to 1904, much of which is still used today.

India was hit by numerous famines during British rule. During the Great Famine of 1876, around 10 million Indian people died.

The 300 million population of India was ruled by only 20,000 British troops and officials, suggesting there was little opposition to their presence.

During the Great Famine, the British continued to export Indian crops, instead of leaving them for the Indian people to eat.

The 300 million population of India was ruled by only 20,000 British troops and officials, suggesting there was little opposition to their presence.

The British ensured that they could rule India by setting off different parts of Indian society against each other, a policy known as 'divide and rule'.

The British Empire opened India up to trade networks with the rest of the world, increasing the money that could be made for the country.

Wealthy Indians approved of British rule, because the British gave them more power. However, the poor of India were kept poor and oppressed.

### Teaching Strategies:

In the previous chapter, it was clarified that the British rule in India strengthened after the Battle of Plassey, but the final nail in the coffin was placed in 1857 when the India soldiers employed by the British army started rebelling against the regime. One of the major causes of the rebellion was the fact that British rule in India did not respect local customs and traditions.

The Indian mutiny lasted for a year, and was inspired by the refusal of Indian troops to use ammunition packs sealed with animal fat.

- As an activity for learning, you may ask students to compile a list of all of the reasons the Indians had to be angry with British rule. Then, ask them to write a secret pamphlet as an India sepoy (soldier) encouraging other Indians to revolt against British rule. Explain why you dislike British rule, and what you plan to do to gain independence.
- Do a brainstorming session with the pupils covering everything that has been learnt about the British Empire, both positive and negative. Then complete a chart writing down the five most positive things about the British Empire on one side, and the five most negative things on the other.
- As a learning activity, you can ask students about their ideas on how the following literary works of Sir Syed had helped in education of the Muslims.
  - 1) 'ASARUS SANADEED': It is an archaeological masterpiece providing a wealth of information on countless historical monuments in Delhi from the eight hundred long Muslim rule. This book was published in 1847.
  - 2) 'ASBAB-E-BAGHAWAT-E-HIND' - (The causes of Indian Revolt) This book was published in 1859 after the 1857 revolt after witnessing the atrocities committed by the British on the inhabitants of Delhi. He saw an uncle, a cousin and an aunt dying before his eyes. He saved his mother but she died due to privations she had experienced. Muslims were the main targets of the government's wrath.
  - 3) THE ALIGARH INSTITUTE GAZETTE - It was an organ of the Scientific Society started in 1866. It made the people think and use their wisdom.
  - 4) 'TEHZIB-UL-AKHLAQ' – It succeeded in making people realise the value of modern knowledge. It also gave new directions to Muslim social and political thoughts.

### Answer to Comprehension Assessment:

1. Describe in your own words why Sir Syed thought it was wrong of the Muslims to flinch from British education.
  - A. Sir Syed was strongly against Muslims not opening up towards British education. For him, the only way to change the Muslims' status of second-class citizens was to understand the high ideals behind British education culture. He said the Muslims could only improve themselves with a positive approach to their rulers. They needed to accept



British ideas and their education to build a reliable future. Only such an approach could end the Muslims' status of second-class citizens.

He wanted to see Muslims prosper in their social, economic and religious spheres. He made this to be his life's ambition and started the Aligarh movement.

2. What did Sir Syed do to bring Muslims and the British closer?
  - A. Sir Syed made great efforts to reduce the differences and tensions between the Muslims and the British.

### Convincing the British

In 1860 Sir Syed wrote "The Loyal Mohammedans of India". In this work he defended Muslims and listed names of those Muslims who remained Loyal to the British during the uprising. To convince the British they were wrong in fully blaming the Muslims for the uprising, he wrote a pamphlet "Essay on the Causes of the Indian Revolt". In this he pointed the reasons for the uprising.

He said that British were unable to understand the Indians. This pamphlet was circulated freely among British officials in India and copies were also sent to England where it was studied carefully.

Some of the British thought that he was blaming them for the uprising but others were sympathetic and accepted the truth in his words.

### Convincing the Muslims

Sir Syed was aware that the British knew very little about Islam. Indeed, on a visit to England he was so offended by an English book on the life of the Prophet (PBUH) that he immediately wrote his own work correcting its many errors. He was aware that Muslims in India knew very little about Christianity. He tried to overcome this by writing Tabyin-ul-Kalam in which he pointed out the similarities between Islam and Christianity.

3. Why were Muslims shrinking away from the culture of the British? Did they imagine themselves to be superior to the British?
  - A. The social and economic status of Muslims took a sharp blow after the days of the Moghuls. The role of Muslim people fighting in the 1857 war had made the British very



suspicious of Muslims generally. On top of this, the British tightened their control over affairs of the government and made sure their status was not challenged. This also pushed the Muslims into the backwater. Many Indians were treated by the British with disregard and scorn. Muslims also suffered for this attitude. Most Muslims thought that the British were just invaders and they should have nothing to do with them. Sir Syed Ahmed Khan said no to all this. He believed they had to take some responsibilities themselves. He said that Muslims had to accept that the British were their rulers.

**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:** Learn more about Sir Syed struggle for Muslim unity and education at <http://storyofpakistan.com/sir-syed-ahmad-khan>

**Chapter 9: Political Awakening in British India****Lesson Objectives:**

Students will be able to:

1. Trace out the background and the formation of Indian National Congress and its consolidation as a political spokesman for India.
2. Narrate the background of the Partition of Bengal, the Congress agitation, the introduction of Swadeshi Movement and the Muslim response.
3. Discuss the British reversal of the 'pledged word' and the 'settled fact', and the annulment of the Bengal partition in 1911.
4. Delineate the origins of the separate electorate demand., the background to the Simla Deputation, and the formation of All India Muslim League.
5. Discuss M.A. Jinnah's role as ambassador of Hindu-Muslim unity.
6. Discuss the major developments leading to the Congress-League Lucknow Pact.



7. Elucidate the origins and the rationale of the Pan-Islamic Movement in India and the birth of the Khilafat Movement.

**Lesson Starters:**

This chapter gives an account of the beginnings of nationalist feeling among Indians under British rule: the Indians wanted self-rule. However, both Hindus and Muslims managed to start movements based on religious lines. At the same time, a political divide also became evident with the creation of the Indian National Congress by the Hindus, and later, the All India Muslim League by the Muslims, each demanding their own share of rights from the British rulers.

As lesson starter, you can divide the class into two groups: one representing Congressman and the other Muslim Leaguers, carry out the debate as to why each group deserves a bigger pie of representation in the government.

**Teaching Strategies:**

It is important to note that this lesson does not, in its truest sense, promote or demote nationalism. The point here is to just narrate the history as 'it is'. No more; no less. One effective way of deconstructing nationalism as an idea and historicizing it is to show how, though the nature of its appeal is universal, it ultimately serves certain social groups and not others.

Hence it is seriously desirable that the teachers keep in view the historical landmarks of not just Congress and the Muslim League, but other social-ethnic groups on how they reacted to growing wind of nationalism in the United India, what were the motives and incentives of each group and to what extent each group secured its interests.

An important activity to carry out in this lesson is asking students to trace the development of Hindu and Muslim nationalism from 1885 to 1911. You can ask students to write achievements of each party in different columns and discuss on the said achievements.

**Answer to Comprehension Assessment:**

1. Describe how the Congress Party came into being?
  - A. The establishment of Congress Party was made after several smaller attempts of Indian political activism. Let us see them in detail:



- i. In order to draw British public opinion towards the welfare of the Indians Dadabhai Naroji established East Indian Association in London in 1866.
- ii. The Poona Sarvajanik Sabha came into being in 1867 to push for social reforms and national awakening. MahadevGovindRanade formed the MadrasMahajana Sabha in 1881. In 1885, the Bombay Presidency Association was formed under the leadership of people likeFeroz Shall Mehta, BadaruddinTayabji and others.All these organisations wanted toactivate national consciousness among people.
- iii. Indian Association was established under the leadership of SurendraNatli Banerjee and Anand Mohan Bose. It was active in forming a strong public opinion against the unjust policies of the British government.

Finally, the Indian National Congress first convened in December 1885, though the idea of an Indian nationalist movement opposed to British rule dated from the 1850s as can be seen by development of smaller organizations discussed above.

2. What is meant by a separate electorate?

A. Separate electorates are people who put forward the special national interests of a community before the government or the rulers. In 1906, British ruler Lord Minto promised that any reforms enacted by his government would safeguard the separate interests of the Muslim community.

3. Describe the aspects of the Khilafat Movement.

A. The first popular pan-Islamist political movement in India, the Khilafat movement emerged after World War I from 1919 to 1924. Desiring release from British occupation and still clutching thememory of Moghul glory, many Indian Muslims showed support for the Ottoman caliphate. The caliphate appealed to their spiritual and political longings as the last remaining seat of independent Muslim rule.

The Ottoman Empire was in ruins after World War I and the caliphate was under threat of extinction. Indian Muslims organised for the sake of preserving what they viewed as the last symbol of Islamic unity. In 1919 various activist groups convened a Khilafat



Conference, during which the movement took official form as the All-India Central Khilafat Committee.

The politics of the Khilafat movement were clearly anti-imperialist i.e. against foreign rule and pro-independence. It received popular support across Muslim sectarian lines in India. Activists within the movement spread their message through publications at home and abroad.

Delegations were sent to England, France, and Switzerland to shape public attitudes and government policy regarding the caliphate and the future of Muslim societies.

In the end, however, it was not European leaders but the new leaders of Turkey who decided the fate of the movement by adopting a secular path for the Turkish nation. They based their policy on an ethnical identity, much like European strains of nationalism.

4. What were the great evils which Gandhi believed were all out harming India?
  - A. Gandhi was devoted to the struggle against what he considered three great evils afflicting India. One was British rule, which Gandhi believed impoverished the Indian people. The second evil was Hindu-Muslim disunity caused by years of religious hatred. The last evil was the Hindu tradition of classifying millions of Indians as the caste of untouchables.

#### **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:** Learn more about Political Awakening in British India at

[https://pscpeh.org/PDFs/PJ/Volume\\_49/04-Political%20Awakened%20by%20Nadia.pdf](https://pscpeh.org/PDFs/PJ/Volume_49/04-Political%20Awakened%20by%20Nadia.pdf)

## **Chapter 10: Quest for Political Settlement I**

### **Lesson Objectives:**

Students will be able to:

1. Discuss the Delhi Muslim Proposals in terms of a viable formula for Hindu-Muslim settlement.



2. Describe the formation of Simon Commission 1927, and the Indian response.
3. Delineate the major provisions of the Nehru Report with special reference for Muslim aspirations and demands.
4. Identify the Muslim response to the Nehru Report: All Parties Muslim Conference 1929 and Jinnah's 14 points 1929.
5. Discuss Iqbal's proposal for a consolidated North-Western Muslim State and redistribution of provinces as a solution to the Hindu-Muslim problem in India.
6. Narrate the events leading to convening of the Round Table Conference to arrive at a constitutional settlement between Great Britain and India, between the Indian political parties and the Indian princely states.
7. Discuss the course of the RTC and the proposals put forward by various Indian parties, with special reference to the rights of the minorities.
8. Trace out the demand for the introduction of reforms in NWFP and Baluchistan.

### Lesson Starters:

Assign a research task in the beginning. Ask each students to create a timeline of events that narrate the quest for Muslim political settlement in wake of growing political participation of Indians.

Additionally, brainstorm the following ideas for discussion:

- How did Muslims look upon each event during 1906-1930s?
- What was the role of Quaid-e-Azam and Allama Iqbal in consolidating Muslim demands?
- What opposition did the Muslims face in their early stages of Independence Struggle?

### Teaching Strategies:

In the following pointers, brief descriptions of Simon Commission, Nehru Report and Round Table Conferences have been given. Carry out the teaching activities assigned at the end of each description:

1. The Commission constituted under Lord Simon was to take a decision on self government for India. But, a body meant to decide India's political future did not include a single Indian. Hence Indians boycotted the Commission. Task your students to think





about other reasons why the recommendations put forth by the Simon Commission were rejected. Ask students to prepare a critique report against Simon Commission.

2. In response to the Simon Commission, the Indian leaders decided to draw up a constitution for India that was acceptable to all. The All Parties Conference met in 1928 and appointed a committee headed by Motilal Nehru to draft a constitution. The report, known as the Nehru Report, recommended that India be granted dominion status immediately and demanded fundamental rights for Indian citizens. This demand was not met. Ask students to elaborate on the recommendations of Nehru Report and generate a critical response to it based on Quaid-e-Azam's Fourteen Points.
3. The three Round Table Conferences (1930–32) took place in London but failed to come to an agreement to share power between the different communities of India. However, the Communal Award of 1932 made clear the British intention that separate electorates for the Muslims and other communities would continue. The British government then produced the Government of India Act (1935) but Congress and the Muslim League were unhappy that diarchy had been introduced at the centre.

As an activity for this lesson, you can task students with a role play for Round Table Conference, one of the most important events for the Muslim League to establish its political foothold in the sub continent. Ask students to organize a Round Table Conference in the classroom with representatives of the Muslim League, Congress, Sikhs, and the British explaining their viewpoints and demands.

### **Answer to Comprehension Assessment:**

1. What was the political effect of the Simon Commission?
  - A. The Simon Commission was a group of Englishmen appointed by the Conservative Party of the UK to devise a Constitution for India.  
Muslims opposed the Simon Commission and formed one faction known as the Jinnah Group. On the other side, Hindus, under the leadership of Lala Lajput Rai



passed a resolution in the Legislative Assembly on the 16th of February, 1928, which was strongly supported by Jinnah. This resolution declared that the Indians had no confidence in the Simon Commission.

The Simon Commission arrived in Bombay on the 3rd of February and was greeted by black flags and loud slogans saying 'Simon go back'. Wherever the Commission went it faced hostility. The Simon Commission left India on the 31st of March.

In short, the Indians were largely not happy with the Simon Commission because it had no Indian participation.

2. Do you think Jinnah's Fourteen Points and the Nehru Report were at odds with each other? If so, how.
  1. Yes, Jinnah's Fourteen Points and the Nehru Report were certainly at odds with each other. According to the Muslims League, Nehru Report had not addressed certain provisions relating to the constitution of a united India. According to Jinnah's Fourteen Points, the only government suited to India according to her vast ethnological groups is a federal system with the constituent States having complete autonomy. This was clearly in opposition to Nehru Report which proposed a single Dominion status for the entire India.
3. Did the Allahabad Address given by Allama Iqbal speak of a separate country? What did it have to say about the Muslim electorate problem?
  - A. Although Allahabad address spoke on various topics connected with Islam, Indian nationalism, Muslim identity, autonomy of states in India, the unity of an Indian Nation, concept of federation according to the Simon Commission, the presence of various communities in India, the Round Table Conference and a Muslim India within India, Allama Iqbal did clearly suggest that an autonomous Muslim state or province be created within India by combining the four Indian states which make up present day Pakistan.
4. What was the significance of the Nehru Report?
  - A. The significance of the Nehru Report is that it was the first constitution of United India prepared by Indians alone. It was a decisive response to the Simon Commission which



Jinnah said insulted the ability of Indians to devise their own laws. However, Jinnah did not entirely agree with the provisions of The Nehru Report. In his view, the Nehru Report was a reversal of what the two major Indian political parties had agreed to in the Lucknow Pact.

### 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:** Learn more about Muslims Quest for Political Settlement at

<https://books.google.com.pk/books?id=uzNnwUasQ3wC&pg=PA202&lpg=PA202&dq=Muslim+s+Quest+for+Political+Settlement+at+india&source=bl&ots=O6S76YCfBP&sig=cWOV4CMOzpcE61un0L1avUjdtDY&hl=en&sa=X&ved=0ahUKEwip3LWngZHVAhXivhQKHajDD6IQ6AEINTA>

## Chapter 11: Quest for Political Settlement II

### Lesson Objectives:

Students will be able to:

1. Highlight the salient features of the Communal Awards with reference to Muslim demands.
2. Point out the salient features of the 1935 Act and the grant of autonomy to the provinces.
3. Delineate the status of AML in Muslim politics during the previous decade 1926-36
4. Discuss the 1937 elections, the emergence of separate provincial Muslim parties and the election returns in terms of party politics.
5. Describe the efforts towards the reorganization of the Muslim League as the representative organization of Muslim India.
6. Discuss the formation of the Congress ministries in the Hindu majority provinces.
7. Elaborate on the specific Muslim grievances against the Congress Rule and various inquiry reports based on such rule and the Muslim response to them.
8. Analyse the impact of World War II on Indian politics.



**Lesson Starters:**

Begin by explaining the basis for the Government of India Act 1935. You can help the class recap what went before and explain that this act was announced by the British Government because the Indians had failed to compromise on a constitutional settlement amongst themselves, as could be seen through the failures of Round Table Conferences and the rejection of Communal Awards by the political parties operating at that time.

Next, identify the importance of the act. The Act was taken as a preamble to the constitution that Pakistan followed after independence in which there is a centre (federal government) and governor's rule in the provinces.

You can brainstorm ideas on country legislation which turn out to be its constitution, just like the Act of 1935. Ask students what they think should be the defining rules of governance when an Act like this is drafted.

**Teaching Strategies:**

This chapter sets the stage of separate electorate legislation in India. With this advantage, the struggle for Pakistan gained a lot of strength. Elections were held in 1937 for the provincial part of the 1935 Act with long-term consequences for India: the Muslims felt neglected and deprived, and declared a Day of Deliverance after the Congress ministry resigned in 1939. The idea of Pakistan grew among the Muslim masses.

Teaching strategy should comprise of drawing the timeline of all the important political events that took place after Round Table Conferences, including Communal Awards, Act of 1935, Provincial Elections of 1937 etc.

Carry out the following learning activity. Ask the students to design an election poster for the Muslim League campaign for the 1937 elections. This activity can be done as group work and should follow the given steps:

1. Make up a name for a Muslim League candidate and his constituency.
2. State the time and date of voting according to the historical timeline.
3. Next, list as bullet points the reasons for voting for the Muslim League.
4. Include a slogan for the Muslim League campaign.



As another learning activity, task your students to draw a map of the Indian subcontinent and draw the borders of the new states of India and Pakistan according to the Radcliffe Award.

**Answer to Comprehension Assessment:**

1. When and where were Round Table Conferences held? What purpose did the conferences serve?
  - A. The continuous political and social unrest following Muslims' demand for separate electorates prompted the British to arrange further dialogue between Indian Political Parties in the form of Round Table Conferences. The First Round Table Conference began was held in November 1930. The Second Round Table Conference started in September 1931. The third session of Round Table Conference was held in November 1932.
2. Who proposed Communal Award? What was it made for?
  - A. Communal Award [1932] was a system by which all minorities of British India were to be granted separate electorates. It was proposed by British Prime Minister Ramsay MacDonald who suggested that separate electorates for Forward Caste, Lower Caste, Muslims, Buddhists, Sikhs, Indian Christians, Anglo-Indians, Europeans and Untouchables.
3. The Act of 1935 is known as the last constitution of India before the British left. What were the main provisions of this Act?
  - A. Following were the main provisions of the Act of 1935:
    - Indian provinces be given more independence
    - It allowed the establishment of an All India Federation. Princely states were also invited.
    - For the first time direct elections were introduced. Women were also allowed to vote.
    - Sindh was separated from Bombay, Orissa was separated from Bihar, and Burma was separated from India. The number of provinces were increased to eleven by giving NWFP the status of fully-fledged province and creating two new provinces, Orissa and Sindh.



- The System of Diarchy was dropped at the provincial level but introduced in the central government level
  - Two Houses of Parliament at central government level were introduced with Council of State being the Upper House and Assembly being the Lower House.
  - Special Responsibilities and Safeguards vested in British Executive power in London.
4. What were the results of provincial elections of 1937? Did Muslim League gain from the results of the elections?
  5. As suggested by the results, the Muslim League definitely gained wide popularity through the elections.
    - A. There were total 1585 seats in total. Out of these, the Congress won 706 seats and in eleven provinces. On the whole, the Congress captured less than fifty per cent seats which refuted its claim to speak for all Indians, it also won 26 Muslim seats out of 491 and Muslim League won only 106 seats.
  6. Muslim League served as the forerunner of Pakistan Movement. Discuss its expansion between 1936 and 1939.
    - A. The Communal Award of 1932 together with the provisions of the Act of 1935 had given Muslims of India the chance to solidify their movement. All India Muslim League, which was by 1935 the most prominent Muslim representative party, started to emerge itself more profoundly.

Quaid-e-Azam Muhammad Ali Jinnah initiated the expansion giving it a new organizational set-up. Accordingly, the primary Leagues were reestablished at the grass roots level, each representing a ward or a Mohalla within a city. Representatives of the primary Leagues were constituted into the District/Tahsil Muslim League and were entrusted with the responsibility of looking after the affairs of the League within their own areas. Various District League representatives were grouped into a Provincial Muslim League, representing a particular province. Provincial Muslim Leagues were given representation at the centre in the League



Working Committee. The President of the League was to be elected every year by the Council from amongst the nominees of these different branches of the Muslim League. This expansion of the League structure opened new avenues of association and participation within the League, attracting a host of Muslim interests and groups. The most enthusiastic response, of course, came from the urban middle classes, merchants, industrialists, traders, bankers, professional and other newly mobilized groups who rushed to join the League in order to avail themselves of the opportunity they had been looking for and which they now found impossible to resist in view of the promise held out by the Pakistan idea. The result was that not only heterogeneous groups like the educated, urban middle classes and the landowning classes could now exist side by side but even some of the groups which did not have much liking for the other groups saw it fit to support the League. In this connection another step was taken in the 25th session of the League, held in 1937 where it was suggested that immediate steps should be taken to put into effect an economic, social and educational programmes to improve the lot of labourers and farmers and to encourage cottage industries and state enterprise. Emphasis was also laid on universal primary education, reorganization of higher education, scientific and technical education and introduction of military education. This resolution showed the influence of nationalist Muslims and a new accommodating spirit. The strengthening of All India Muslim League during 1936-1939 proved its mettle in the party's 27th session held at Lahore, in which thousands of workers and Muslim electorates openly raised the call for separate homeland.

**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:** Learn more about Quest for Muslim political settlement at

<https://www.britannica.com/topic/Muslim-League>



## Chapter 12: Struggle for Pakistan I

### Lesson Objectives:

Students will be able to:

1. Trace the genesis and rationale of the Lahore Resolution with particular reference to Jinnah's presidential address.
2. Discuss the salient features of the Cripps Mission with special reference to the Muslim demand for Pakistan.
3. Bring out the impact of Quit India Movement on Indian politics, with special reference to the consolidation of the Muslim League.
4. Underscore the salient features of Gandhi-Jinnah talks on the future course of Indian politics.
5. Point out the main provisions of the Simla Conference 1945 and explain the causes of its failure.
6. Describe the main issues of the 1945-46 General elections, and their results for Central and Provincial assemblies.
7. Understand and evaluate the proposals brought forward the Cabinet Mission and Muslim League's response to them.

### Lesson Starters:

The major divergences between the Congress and the Muslim League started with the Congress sweeping the polls in the 1937 assembly elections even in the Muslim dominated provinces of Punjab, Bengal, and the North-West Frontier Provinces.

The Muslim League was now bitterly opposed to the Congress. It began to claim that the interests of the Muslim minority could not be protected by the Hindu majority or by the Congress, which did not represent the Muslims of India.

As a lesson starter here, ask students to brainstorm ideas on all the differences that had solidified between the Muslim League and the Congress.





**Teaching Strategies:**

Get the lesson read in the class and allow time for discussing major areas where political show was eminent. The events need to be discussed chronologically as set in the chapter but they should also be connected with one another.

Students need to be clarified that the passing of Lahore Resolution was a deliberate, well-thought and accurately timed decision of the Muslim League. It was indeed the foundation stone of the new homeland that was to be created in the years that followed.

As a learning activity, ask students to write a hypothetical account of a separatist justification role-playing as a Muslim Leaguer. Ask them to question as to why or why not they foresee a new state in making, and whether or not that new state be the permanent solution to socio-political rife within the British-led India.

**Answer to Comprehension Assessment:**

1. Why is the period from 1940 to 1947 regarded as the most important period in the struggle for Pakistan?  
A. The period of 1940 to 1947 is regarded as our most active struggle period for independence because it was during this era that Muslim struggle towards the creation of Pakistan reached its zenith and Muslims started showing active political activism against the British-led rule.
2. What was Lahore resolution? What was the main announcement of this resolution?  
A. Lahore Resolution was the first formal announcement for establishment of Pakistan made by the All India Muslim League on 23<sup>rd</sup> March 1940.
3. When and for what purpose did Sir Stafford Cripps come with his constitutional proposals?  
A. The British government wanted to get the cooperation of the Indian people in order to deal with the war situation. The divergence between the two major representative parties of the country harassed the British government. It found it difficult to make the war a success without the cooperation of both the Hindus and the Muslims.  
In 1942, Britain sent Sir Stafford Cripps with constitutional proposals which, if



implemented, would create an Indian Dominion with each province having its own government. The proposals and their related discussions are known as Cripps Mission.

4. Who was responsible for Quit-India movement? Did the movement had any impact?

The Quit-India movement was launched by Mohandas Karamchand Gandhi on 8 August 1942 at the All-India Congress Committee session in Bombay. The next day, Gandhi, Nehru and many other leaders of the Indian National Congress were arrested by the British Government. Disorderly and non-violent demonstrations took place throughout the country in the following days.

5. Why did Gandhi-Jinnah talks fail?

A. The Gandhi-Jinnah Talks have eminent significance with regard to the political problems of India and the Pakistan Movement. The talks between the two great leaders of the Sub-continent began in response to the general public's desire for a settlement of Hindu-Muslim differences.

The Gandhi-Jinnah talks began in Bombay on September 19, 1944, and lasted till the 24th of the month. The talks were held directly and via correspondence. Gandhi told Quaid-i-Azam that he had come in his personal capacity and was representing neither the Hindus nor the Congress.

Gandhi's real purpose behind these talks was to extract from Jinnah an admission that the whole proposition of Pakistan was absurd.

Quaid-i-Azam painstakingly explained the basis of the demand of Pakistan. "We maintain", he wrote to Gandhi, "that Muslims and Hindus are two major nations by any definition or test of a nation. We are a nation of a 100 million. We have our distinctive outlook on life and of life. By all the cannons of international law, we are a nation". He added that he was "convinced that the true welfare not only of the Muslims but of the rest of India lies in the division of India as proposed in the Lahore Resolution".

Gandhi on the other hand maintained that India was one nation and saw in the Pakistan



Resolution “Nothing but ruin for the whole of India”. “If, however, Pakistan had to be conceded, the areas in which the Muslims are in an absolute majority should be demarcated by a commission approved by both the Congress and the Muslim League. The wishes of the people of these areas will be obtained through referendum. These areas shall form a separate state as soon as possible after India is free from foreign domination. There shall be a treaty of separation which should also provide for the efficient and satisfactory administration of foreign affairs, defense, internal communication, custom and the like which must necessarily continue to be the matters of common interest between the contracting countries”.

This meant, in effect, that power over the whole of India should first be transferred to Congress, which thereafter would allow Muslim majority areas that voted for separation to be constituted, not as independent sovereign state but as part of an Indian federation.

Due to these disagreements, the Gandhi-Jinnah talks did indeed fail.

6. What was the purpose of Simla conference?
- A. In 1945, Lord Wavell invited major political parties to the Simla Conference to decide the political infrastructure, the formation of assemblies and governments at central as well as provincial level. The conference failed because it did not honour the rights of Muslims for having their own dominion in Muslim-majority areas.

**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:** Learn more about Pakistan freedom movement at [www.storyofpakistan.com](http://www.storyofpakistan.com)



## Chapter 13: Struggle for Pakistan II

### Lesson Objectives:

Students will be able to:

1. Specify the proposals for the interim government, the British betrayal, the setting up of interim government, and the League's entry to it.
2. Assess the role of Liaquat Ali Khan as the Finance Minister in Congress leadership and the impossibility of a Congress-League coalition in the Center.
3. Discuss the London Conference and its implication for the acceptance of the Pakistan demand.
4. Describe the appointment of Lord Mountbatten as Viceroy and Governor-General and making the partition plan.
5. Discuss the salient features of the 3 June Plan and the Indian Independence Act 1947.
6. Elaborate the role of Quaid-e-Azam as the founder of Pakistan.
7. Discuss the role played by the minorities in the creation of Pakistan.

### Lesson Starters:

As the last chapter on Pakistan Movement, you are supposed to briefly narrate all major events of the Muslim League right from the inception to the post-Pakistan resolution. You can draw up a concept map where you depict Muslim League starts gaining size, popularity and political acceptance year through year and event through event.

Let the student be very clear about this political evolution so that they get the gist of the lesson: that Pakistan is the result of years of active political and social struggle and that without such struggle we would never be the nation we are.

### Teaching Strategies:

In March 1947, Lord Mountbatten came to India and presented a plan for the partition of India into two independent states--India and Pakistan. As a learning activity, ask students to draft a write-up for



the plan on their own. In this, they are to represent interest of both of the major political groups of British India: the Muslims and the Hindus.

Assign students a task where they imagine to be in place of civil service. They are to present proposals to Liaquat Ali Khan, the first prime minister of Pakistan, regarding developmental work in areas such as roads and railways, finance and banking, health and education.

### **Answer to Comprehension Assessment:**

1. How do The General Elections of 1945-46 prove to be a great milestone in the freedom movement of Pakistan?
  - A. The results of General Elections of 1945-46 proved that the Muslim League was the sole political party representing Muslims of India, and furthered the stand of the Quaid e Azam. Now, no one could fix responsibility on him for the failure of Simla conference. These elections indeed paved an easy way for the creation of Pakistan

2. What was the June 3<sup>rd</sup> Plan. What were its important provisions?

The June 3<sup>rd</sup> Plan was the roadmap stating the partition of sub-continent. It laid down the track through which British would divide the sub-continent in such a way that it would create two independent states, Pakistan and India. Some important points of June 3<sup>rd</sup> plan are as follows:

1. C.P., U.P., Orissa, Bombay, Madras and Bihar were non-Muslim majority provinces. All these provinces were to be included in Bharat.
2. The decision was taken to divide Punjab and Bengal province into two parts. The Muslim majority areas of each province would go to Pakistan and non-Muslim majority area to Bharat, respectively. A Commission was created to draw the line of demarcation between Pakistani Punjab and Bharatishares for Punjab and Bengal.
3. The members of the Sindh Provincial Assembly got the right to join Pakistan or Bharat by a majority vote.



4. Balochistan had not yet been given the Status of a full-fledged province. It was decided that Shahi Jirga and Municipal Committee Quetta would decide the future of Balochistan by the majority votes of their members.
5. The people of NWFP and Sylhet had to decide their fate by a referendum. They could either join Pakistan or Bharat.
6. There were 635 princely states in the sub-continent where Nawabs and Rajas were ruling over their areas and people with internal sovereignty. The external sovereignty was lying with the British government. Each state was given the right to join Pakistan or Bharat, keeping its geographical position and special circumstances in view.

3. Elaborate the role of Quaid-e-Azam in the freedom movement of Pakistan.

A. Muhammad Ali Jinnah is regarded as the maker of Pakistan or the Founder of the Nation. Though there were several hurdles in the formation of Pakistan, Jinnah had strong hope in his goal and with the persistent efforts saw the creation of a separate country for Indian Muslims. He was a lawyer, politician, statesman and a great visionary, whose ideals throughout the freedom struggle led Muslims to attain an idealistic country among Islamic republics.

Before the idea of Pakistan, Jinnah strongly believed in Hindu – Muslim unity for achieving freedom and with this intention he reorganized the Muslim League in 1918. He his efforts of positive cooperation with Indian National Congress through continued dialogue with Gandhi but could not make serious progress resulting in intensifying his stand on Muslims and the creation of Pakistan. In the 1940 Lahore session of the Muslim League, he proposed formation Pakistan and was vehemently opposed by the Congress and some of its Muslim leaders. In 1941, Jinnah founded a newspaper named “Dawn” and propagated Muslim League’s views on need for the creation of Pakistan nation, Quit India movement, and support to the British in World War II. The Muslim League became more powerful in Punjab region in 1942. With his undaunted efforts, Jinnah could finally see his dream of Pakistan come into reality on 14th August 1947 and he became the first Governor General of Pakistan. In his idealistic opinion, he wanted Pakistan to



be more than just an Islamic theocratic state.

Jinnah became a victim of tuberculosis in 1940s. After the creation of Pakistan the workload took toll on his health conditions and he breathed his last on September 11th 1948. A memorial is built on his tomb and several tourists visit this memorial to offer their prayers.

4. Elaborate the role of minorities in the freedom movement of Pakistan.

A. The minorities played role in the establishment of Pakistan along with Quaid-e-Azam. They played full role in Lahore Resolution, Boundary Commission and division of Punjab. They also played role in Pakistan Movement, when it was at its peak.

Many minority leaders attended the Annual meeting of Muslim League which was held on 23rd March 1940, at Minto Park Lahore. Among them were Diwan Bahadar Sittia Parkash Singha, a renowned lawyer Ch Chandu Lal, CE Gibbon, F.E. Chaudary, Raj Kumari Amrit, Fazal Illahi, Alfred Purshad and S.S. Albert. In the Lahore Resolution, rights of minorities were protected by saying that cultural, political and administrative rights of minorities would be protected in those area, which would become the parts of Pakistan.

In 1942, a meeting of All India Muslim League was held on ground of Dhobi Ghat, Lyallpur (Now Faisalabad) in which inaugural address was presented to Quaid-e-Azam and Fatima Jinnah by the Indian Christian Association. In response to the address, Quaid-e-Azam assured them that equal and fair rights would be granted to minorities in Pakistan.

In November 1942 a welcome address was made by Sikh leader Sardar Dilbagh Singh in Kings Garden Lyallpur in the honour of Quaid-e-Azam. In the reception, many minorities' leaders participated. In reply Quaid-e-Azam said that Pakistan would be the solution of all problems of minorities. Next day another reception was given to Quaid-e-Azam in which many leaders of Christian, scheduled caste, Hindus, Sikhs, Anglo- Indian and Europeans, were present. In the reception, the president of S.P. Singha assured Quaid-e-Azam for the full cooperation of



minorities in the struggle for independence of Pakistan. Moreover, the Indian Christian Association declared its affiliations with all India Muslim League.

Parsi community also played an important role. Their leaders Jamshed Nusser Wangee Mehta became the mayor of Karachi after establishment of Pakistan. He rendered unique services in the rehabilitation of migrated population.

**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:** Learn more about Pakistan freedom movement at [www.storyofpakistan.com](http://www.storyofpakistan.com)

### Chapter 14: Ethical Role Models

**Lesson Objectives:**

Students will be able to:

1. Define ethics and their importance in human life
2. Appreciate the role of ethical role models, or people who motivate us to live a constructive life
3. Discuss the contribution and wisdom of Socrates, one of the most influential philosophers of human history
4. Discuss the contribution of Abdul Sattar Edhi, one of the greatest humanitarians of all time.
5. Discuss the contribution and teachings of Bulleh Shah, the great Sufi poet, thinker and mystic.
6. Discuss the contribution and teaching of Kahlil Jibran.
7. Discuss the contributions and teachings of Nelson Mandela

**Lesson Starters:**

As in chapters in Book 6 and Book 7, this chapter establishes the foundation for the students' understanding of ethics. It heavily stresses on the role of living an ethical life regardless of one's





religious affiliations. As such, teachers must be able to clearly describe ethical values, ethical virtues and ethical practices which we must follow no matter which area, nation or religion we belong to.

Ask students questions relating to real-life role models of ethics. What do they know about Nelson Mandela and Abdul Sattar Edhi. Explain to your students some of the virtues possessed by these great personalities.

Brainstorming questions may comprise, among others, the following:

- Do you think that some people are born with values and others not?
- If we learn ethical values, how do we learn them? Who helps you figure out what you value?
- Does religion ask us to be ethical in all situations?

### Teaching Strategies:

Ethics are now evolving in the spheres of technology, medicine and even education. Hence teachers are expected to carry out various debate and discussions on ethical dilemmas faced in these sectors. A few activities are presented below:

1. Whether we're on the road, in a restaurant, or roaming the halls of a high school, it is inevitable that we will find a handful of people talking away on their cell phones, tapping out text messages, or even using their phone to take photos or video. Some cell phone users are very discreet, while others feel comfortable sharing the details of their conversation with everyone around them. While cell phones are very convenient, they can also be rather obnoxious. In fact, many people argue that cell phone usage can be a blatant violation of privacy.

In this activity, students will consider the ways they use cell phones at school, in public, and in their private life, and they will complete activities that allow them to discover how cell phone usage affects those around them. Students will identify the general feelings of their peers regarding cell phones at school and in public. They will consider whether digital photo and video features of cell phones compromise the privacy of others, and they will discuss the possibility of banning or restricting cell phones from at school.



2. Across many religious faiths, nature's beauty and value are embraced. Sacred texts speak to the miracle of earth's creation and bounty and to the ways humanity both benefits from and needs to protect its riches. The natural world is at the heart of a variety of spiritual practices and beliefs, underscoring a great reverence for all that the environment holds. For some, nature itself has become a primary source of spirituality.

Carry out a research task where students research and pick out religious verses from sacred books like the Quran and the Bible which speak of nature and the environment. Ask students to develop posters for such verses and get them placed on the soft board.

### **Answer to Comprehension Assessment:**

1. What do we understand by the term 'ethical role model'?

A. Ethical role models are personalities which have greatly contributed in developing our understanding of good and the bad. These great men and women are the architects and example of good conduct, manners and behaviors.

2. Why did Socrates not choose escaping from Athens to save himself?

A. Socrates chose to sacrifice his life instead of saving himself to save his ethical principles. Had he chose to escape to Athens, Socrates would long be forgotten. It was due to his sacrifice that people treasure him as one of the greatest contributors to our understanding and our belief in ethics.

3. Would you say being ethical is an important part of our lives? Why?

A. Certainly. The world peace is only due to people being ethical. When people are ethical, they put down their desires for getting pleasure or comfort at the expense of others. Socrates, Mandela and Edhi are some great examples of how being ethical has helped saved millions of people from torture, slavery, ignorance, disease and death. The world needs more and more of ethical examples like these.

4. Why is discrimination between races bad for society?



A. Discrimination badly affects the moral compass of a society. People who are discriminated feel alienated and deprived. When their rights are not honored, they will ultimately resort to protest and sometimes even violence. We must avoid discrimination at every point.

**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:** Learn more about ethics for youngsters at

<http://kids.britannica.com/students/article/ethics-and-morality/274216>

**Chapter 15: Religion as our Source of Ethics****Lesson Objectives:**

Students will be able to:

1. Appreciate the role of religion as the main driver of our ethics.
2. Understand that ethics have largely evolved from the teachings and life practices of ethical role models, prophets, social reformers and great thinkers.
3. Understand what monotheist religions have in common about ethics.
4. Understand the ethical virtues most praised and stressed in the religion of Hinduism.
5. Understand the ethical virtues most praised and stressed in the religion of Buddhism.
6. Explain the ethical values and teachings of Zoroastrianism and Confucianism.

**Lesson Starters:**

Begin your class with a discussion on the misinterpretations and misuses of religious concepts. Students will explore the teachings and values of Islam and of the Muslim community in their own area. Through research and exposure to members of the Muslim community, students will understand how the teachings and values of Islam have been used by terrorists for their own political purposes.



In discussion, brainstorming ideas should include whether any religion should advocate violence, whether Islam justifies acts of violence. The students should also be reminded of the great examples of patience and peace-making which the Muslims have shown throughout different ages and places.

**Teaching Strategies:**

Carry out a discussion activity on Muslim and Hindu ethics, especially in the light of conflict that dates back to the times of Mughals and continues up to the present day (as can be seen in the form of Hindu-Muslim conflict in the present-day India. Students investigate the causes and consequences of the deep-rooted conflict between Muslims and Hindus in India -- particularly in the province of Gujarat.

Students will consider the larger questions of whether religious beliefs can ever legitimize violence or whether religious conflict is an inevitable human experience.

As a learning activity for this lesson, task your students to research and discuss what Buddhism, Christianity, Islam, Judaism and Hinduism teach in terms of what happens when people die. Have students work in pairs to research the information needed to complete the rest of their handouts. Students should use a variety of primary and secondary sources (books, library databases, Internet, textbooks and so on) in their investigations. As religious beliefs can vary widely, please explain to students that their research may turn up conflicting information. Students should reference multiple sources to inform their investigations.

**Answer to Comprehension Assessment:**

1. From where do we get our understanding of ethics?  
A. We mainly get our understanding of ethics from religion. Religion and religious teachings are our greatest source of knowledge about ethics and morals. By learning about ethics as set in the religion, we can naturally abide by rules of goodness and remain close to the guidance of God.
  
2. What are monotheist religions? What do they have in common?



A. Islam, Christianity and Judaism are monotheist religions. They have in common principles set forth by a single, supreme God through prophets.

3. What are the main ethical teachings of Islam?

A. Piety and humility are the most important ethical virtues in Islam. A Muslim must be humble with God and with other people: Instead of being attached to the material wealth a Muslim is advised to use this for the betterment of humanity and to make us better human beings.

4. Describe the Hindu concepts of Dharma and Karma?

A. Dharma and Karma are important concepts in Hinduism. Dharma is the duty to do the good in all social matters and apply the principles of justice, morality and righteousness in every possible manner. Karma means that what one does will determine one's fate in this life and the next incarnation.

5. What are the major evils which Buddhists must avoid?

A. The basic ethical rules of Buddhist teachings include avoidance of evils like killing, stealing, lying, sexual misconduct and drug abuse. In becoming a Buddhist, a layman is encouraged to vow to abstain from these negative actions.

6. What are the ethical teachings of Parsis?

A. The following beliefs are at the heart of Zoroastrianism teachings regarding ethics.

1. All humans are naturally inclined towards good
2. Truth is ultimate and permanent.
3. There may be a temporary victory to evil, but ultimately the good prevails.
4. Evil and bad deeds are just human traits, hate those traits not the human being.

7. Which ethical rules are common to all religions?

A. Most religions have a lot in common with each other, especially ethical and moral principles. The following picture lists some ethical principles which every religion recommends in one way or the other.

<b>Don't Kill (Unless Justified)</b>	<b>The Law Of Reciprocity (Karma)</b>	<b>You Reap What You Sow</b>
<b>Do not Steal</b>	<b>Speak The Truth</b>	<b>Do No Harm Anybody</b>
<b>Respect Others</b>	<b>Honor Your Elders</b>	<b>Forgiveness</b>
<b>Keep Your Word</b>	<b>Be Generous , Do Charity</b>	<b>Do Not Judge</b>
<b>Respect Yourself</b>	<b>Love Your Neighbour</b>	<b>Follow The in Scriptures in Letter and Spirit</b>

Among these virtues, ethical values of charity, compassion and justice are of great importance.

**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:** Learn more about ethics and ethical relationships with religion at

<http://www.pbs.org/wnet/religionandethics/>

