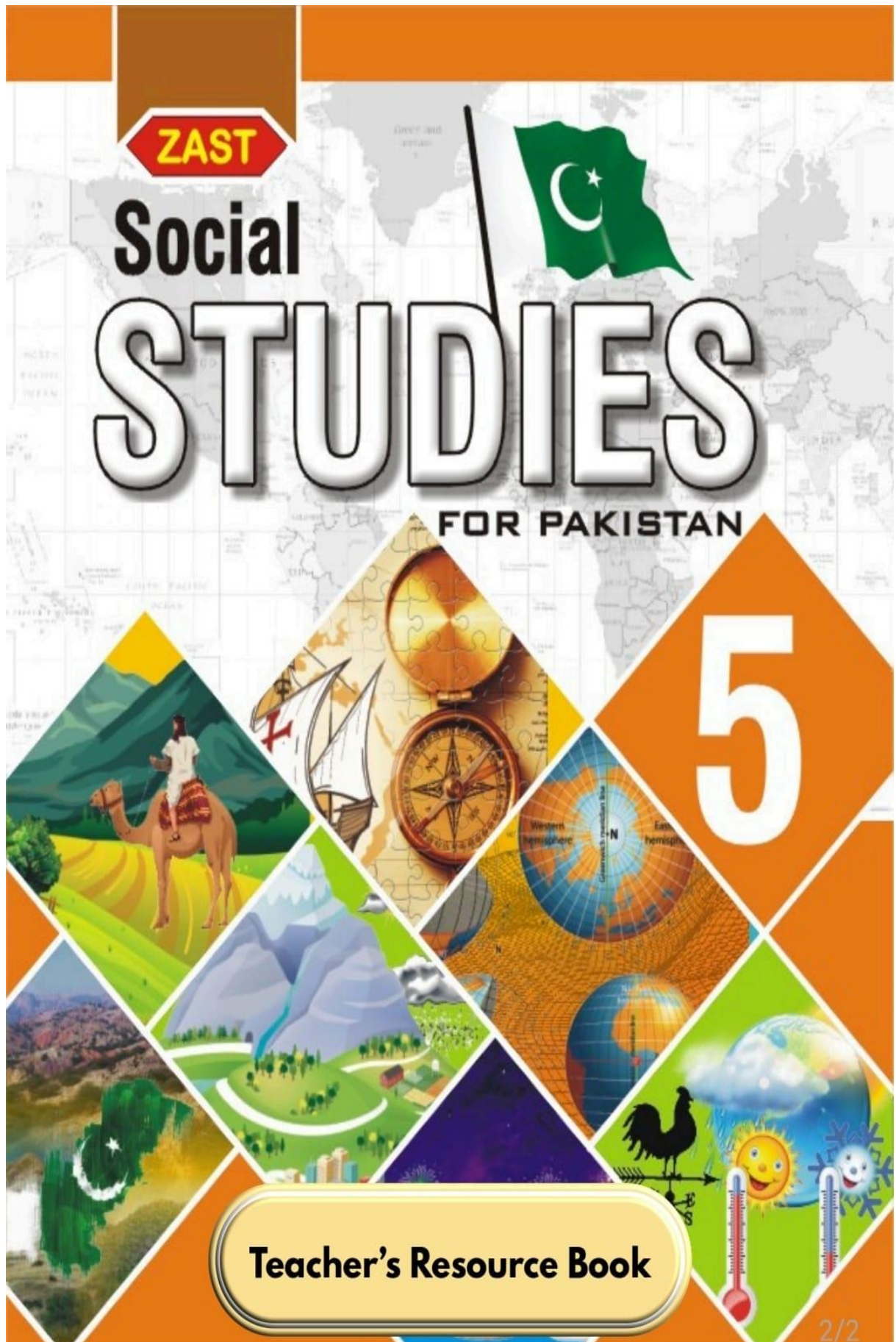




## Chapter 1

# Latitude and Longitude

## Lecture 1

### Instructions and Source of Lecture

Introduce the students to the topic and show them the pictures from the given resource section. Introduce them to a map and explain to them that a map represents an accurate drawing of the real world. Introduce them to the elements of a map (latitude and longitude lines).

Ask the students how they would tell someone the location of their home or school.

Introduce them to a map of the world. Tell them the location of Pakistan on the map.

### Introduction

When you are looking at a map and you want to know where a city or a place is, and you want to tell your friend. How do you do it?

Let's say you are living in Islamabad and you want to tell your friend where this city is located. Probably you will tell him, it's in Pakistan. That's a general answer. But what if your friend wants to know exactly where Islamabad is? Here, you need to use latitude and longitude.

Latitude and longitude are two of the most basics terms in geography to describe the exact location.

In order to understand latitude and longitude, you need to think of Earth as a globe. Further, geographer has divided globe into lots of little sections by lines. These lines are imaginary lines drawn on maps to locate places on the earth.

(We have studied in previous class about map and its elements. For students revision, describe the map and elements of the map to the students; and explain how a map represents the whole globe with the help of diagram or map).

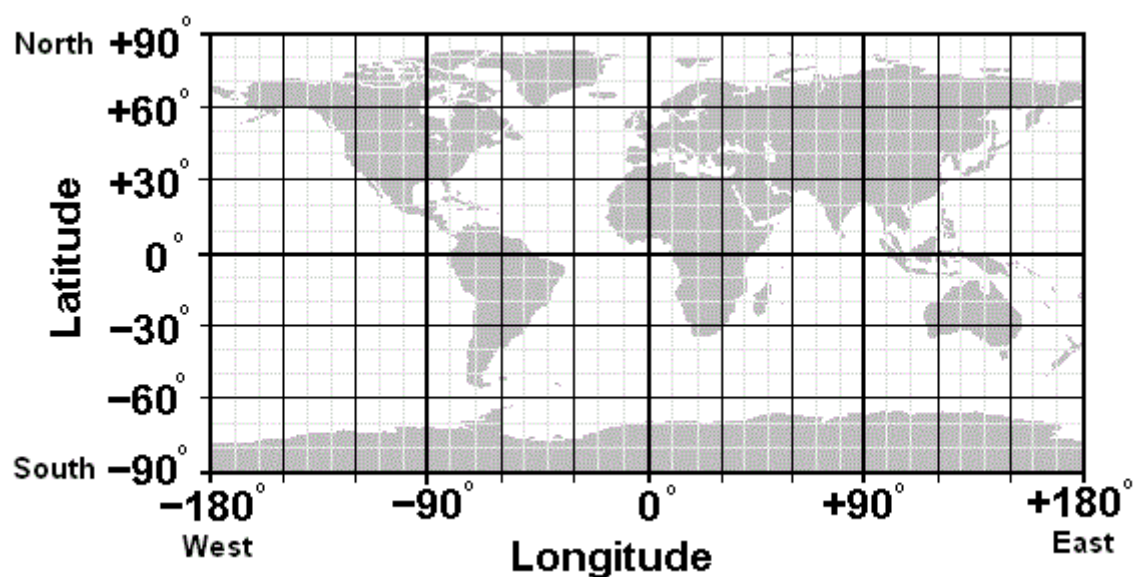
A map is a representation of an area which depicts the relationship between the elements of some space. The word map comes from the Latin word “Mappa mundi” which means “Napkin World” thus generally the term map refers to the two dimensional representation of the surface of the world. In old times people used maps to navigate and tell each other about the locations of different places i-e ‘villages, cities, hunting grounds, lakes, forging grounds etc.

Maps come in many different types for different things but generally maps are concerned with depicting geographic regions i-e the world or parts of it, such maps are called Geographic Maps.

## Lecture 2

### Instructions and Source of Lecture

Introduce the students to the latitude and longitudinal lines.



When it comes to depicting a location accurately on a map, we use the help of imaginary lines called the *latitude* and *longitude*. The lines represent an accurate measurement of a region and can be used to pinpoint the exact location of a place or object on the surface of the earth.

Let's dive further in understanding these elements.

### **Latitude**

Latitudes are horizontal lines (left-right) on the globe or map; these are also known as parallels as they are at an equal distance from each other and never meet.

Lines of Latitude cross the globe east-west. The line at 0° (Zero degrees) latitude is called the *equator*. Each degree of latitude is approximately 111 kilometers at a distance from each other, although there is little variation as the earth is not perfectly round as it is shaped slightly like an egg.

### **Describe to the students about the latitude lines and the Equator.**

Latitude lines are imaginary lines (unreal) which are known as geographic coordinate in geography, they are used to depict a region of space between North Pole and South Pole of the globe. They cross the globe in a circular path and do not intersect, for this reason they are also known as parallels.

They range from 0° (also known as the 'Equator') to 90° and roughly represent the distance of 111 km between each other of real space or region on the surface of the earth; the earth is not completely round as it resembles more of an egg like shape so there are some variations between them.

The Equator is the latitudinal line at 0 degrees and is also the longest latitudinal line. The North Pole and South Pole lay at 90 (-90) degrees respectively of the equator where the lines become a small point.

The equator separates the globe into Northern Hemisphere and Southern Hemisphere.

## **Longitude**

The vertical lines on the globe are known as longitude. They are widest at equator i.e. at the middle of the earth. They are also known as *meridians*. The word 'Meridian' has come from a Latin word that means midday. This is because the sun crosses each meridian in the middle point between sunrise and sunset. The line at 0° (Zero degrees) longitude is called the prime meridian.

### **Describe to the students about the longitudinal lines and the 'Prime Meridian'**

Longitudes are the vertical imaginary lines which are known as geographic coordinate in geography. They cross the globe starting from the North Pole and end at the South Pole. They are also called Meridians because the sun crosses every Meridian line (in the middle) between sunrise and sunset. The word 'Meridian' is a Latin word which means 'Midday'.

They cross the equator being the widest at the equator (the middle of the earth) and since the equator is a circle they can be divided into 360 degrees. Longitude determines the position of a point or place on the east-west side of a region depending on where it starts i.e. the line at 0 degrees.

The longitudinal line at 0 degrees is called the 'Prime Meridian' and the location of Greenwich (in London) has been selected to be the Prime Meridian for historical reasons.

Lecture 3 (Part-I)

## **Instructions and Source of Lecture**

### **Hemisphere**

Here are total four hemispheres; Eastern Hemisphere, Western Hemisphere, Northern Hemisphere, and Southern Hemisphere. The equator is the imaginary line that separates the Northern Hemisphere from the Southern Hemisphere while the imaginary line prime meridian is between, the Western Hemisphere on the left and the Eastern

Hemisphere on the right. The Eastern Hemisphere consists of Europe, Africa, Asia, and Australia while the Western Hemisphere includes North and South America.

**Describe to the students about hemispheres and how the world is divided into four hemispheres.**

The literal meaning of the word Hemisphere means 'Half of a circle' however in geographical terms it means the division of the world into two hemispheres. The world can be divided into total of four hemispheres; the Northern Hemisphere and Southern Hemisphere which are divided by 'the equator', the Eastern Hemisphere and the Western Hemisphere which are divided by the 'Prime Meridian'.

Lecture 3 (Part-II)

## Instructions and Source of Lecture

Introduce the students to the topics and show them the pictures from the text book, recall the Prime Meridian from previous session and the selection of Greenwich as the Prime Meridian, Introduce them to the concept of International date line and how different regions have different times and day from each (for instance If it's Monday at 12AM in Pakistan it would be Sunday at 3PM in US). Introduce them to tropic lines.

### The Greenwich Meridian

The Greenwich Meridian, also known as the prime meridian or International Meridian, is the "starting point" for dividing the Earth's surface into time zones. The Prime Meridian is at zero degrees longitude and passes through Greenwich city in England.

**Briefly describe the history and purpose of Greenwich Meridian to students.**

The international Meridian is the Meridian which was selected to divide the world into East and West much like how the Equator divides the world into north and south; however before an International Meridian people used different Meridian to navigate around the world, different countries had different prime Meridians.

When the need for an International Meridian arose, the meridian line based on Royal Observatory, Greenwich, in London which also passed through Greenwich was selected as the International Meridian in October of 1884 due its popularity.

#### Lecture 4 (Part-I)

### Instructions and Source of Lecture

The International Date Line was established in 1884. It is known as the “line of demarcation” separating the earth into two consecutive calendar dates. It is on the opposite side of the prime meridian at 180 ° longitude. This line separates days of the week in Western and Eastern Hemisphere. For example, if there is Sunday in Eastern Hemisphere, then there will be Monday in the western hemisphere.

**Briefly explain to the students about the history of how time was observed and describe them about the International Dateline.**

Before the invention of clocks people used to tell the time by using the sundial, a stationary device which with the help of a sun told what time of the day was it. The problem with this contraption was that people experienced different time across the globe due the sun and the shape of the earth. As civilization progressed, different time keeping devices were made but there was a need for proper and accurate readings of time, this was the point where there was need for an International Dateline.

The International Dateline is the line of demarcation which set limits to the change of one calendar day to the next; it's an imaginary line that roughly follows the 180 degree line of longitude through the Pacific Ocean on the opposite side of the Prime Meridian (Greenwich), If the line is crossed it changes the date depending on from where it is being crossed.

## Instructions and Source of Lecture

### **The Tropic of Cancer and the Tropic of Capricorn**

The Tropic of Cancer is an imaginary line located at  $23.5^{\circ}$  north of the equator and runs through Mexico, the Bahamas, Egypt, Saudi Arabia, India, and southern China. The Tropic of Capricorn is also an imaginary line, lies at  $23.5^{\circ}$  south of the equator and runs through Australia, Chile, southern Brazil and, northern South Africa.

The tropics are the two lines where the sun is directly overhead. The summer in Northern Hemisphere and winter in the Southern Hemisphere begins when the sun directly overhead at noon on the Tropic of Cancer on June 21. On the other hand, when the sun directly overhead at noon on the Tropic of Capricorn on December 21 it causes winter in the Northern Hemisphere and the summer in the Southern Hemisphere.

### **Introduce and brief the student on the tropics and the tropics of Cancer and Capricorn**

The Tropics are the regions of the Earth situated in the middle of the globe surrounding the equator. In these regions the sun is directly overhead the surface of the earth at least once during the solar year (the time taken by the sun to complete its circular path or reach the same position from where it started). Tropics are delimited (limited to) by the tropics known as the Tropic of Cancer and the Tropic of Capricorn in latitude; the latitude follows an axial tilt of the Earth.

The imaginary line which is located  $23.5^{\circ}$  north of the equator is known as the Tropic of Cancer; it passes through countries like India, Mexico, the Bahamas, Saudi Arabia, Egypt and southern China. On June 21st the Sun is directly overhead at noon marking the start of summer in the northern hemisphere.

The imaginary line which is located at  $23.5^{\circ}$  south of the equator is known as the Tropic of Capricorn; it passes through southern Brazil, northern South Africa, Australia and Chile. On December 21st the Sun is directly overhead at noon marking the start of winter in the northern hemisphere.

## **Exercise**

### **Fill in the blanks**

1. Horizontal
2. Longitude
3. Latin , Mid Day
4. Zero , England
5. Cancer , 23.5°

### **True and False**

1. True
2. False
3. True
4. True
5. False

### **Match the columns**

1. Horizontal Lines
2. Zero degrees longitude
3. Vertical Lines
4. Line of demarcation
5. An imaginary line

# TEST

## Answer the following questions

1. What is a longitude?
2. How many hemispheres are in the world? Name them. Explain Greenwich Meridian.
3. Tropic of Cancer and Tropic of Capricorn are two different lines. Prove this statement.
4. What is equator?
5. How would you explain International Date Line?

## Fill in the Blanks

1. Latitudes are \_\_\_\_\_ lines on the globe.
2. The word '*Meridian*' has come from a \_\_\_\_\_ word that means \_\_\_\_\_.
3. The vertical lines on the globe are known as \_\_\_\_\_.
4. The Tropic of \_\_\_\_\_ is an imaginary line located at \_\_\_\_\_ north of the equator.
5. The Prime Meridian is at \_\_\_\_\_ degrees longitude and passes through Greenwich city in \_\_\_\_\_.

## True and False

1. Pakistan is located in the geographical region of northwestern Asia.
2. Each degree of latitude is approximately 111 kilometers at a distance from each other.
3. The line at  $100^{\circ}$  longitude is called the prime meridian.
4. The International Date Line was established in 1889.
5. The equator is the imaginary line that separates the Northern Hemisphere from the Southern Hemisphere.

### Match the columns

| Column A                | Column B               | Column C |
|-------------------------|------------------------|----------|
| Latitude                | Vertical Lines         |          |
| Prime Meridian          | Horizontal Lines       |          |
| Longitude               | Zero degrees longitude |          |
| International Date Line | An imaginary line      |          |
| Tropic of Capricorn     | Line of demarcation    |          |

## Chapter 2

# Types of Maps

In previous class students have learnt about a map. But as we know there different kinds of maps that are used in different areas of study for different purposes. In text book types of maps are described in a precise way so that the students could remain confusion free. But in following, explanation of the maps are provided that you can deliver to you students once you have gone through it.

### Lecture 1

## Instructions and Source of Lecture

General Purposes maps are two i.e., Physical and Political map.

Ask your students to read out the topic “Physical Map”

### Physical Maps

Explain your students that these are more unclear and fastidiously outlined maps as they show various landscape features- *mountains, waterways, lakes, forested territories*, and other noticeable *physical components of a territory* (**Here you can point out them that all things that can be touched/tangible/concrete falls in the category of term “physical”**). It is a standard practice to utilize hues and angles to delineate distinctive sorts of landforms. Mountains and heights are typically appeared with changed colour. For instance, places with lower heights are for the most part set apart in different shades of green. Distinctive slopes of dark coloured are used to define higher heights. Water bodies are shown in blue.

**(Give them examples from common life like when we paint our house, we use different colours to paint walls and doors etc. Similarly different colours are used to differentiate features of a land).**

### **Political Map**

These maps communicate the political subdivisions of different areas of the world. Other than concentrating on the state and national borders of regions, it also demonstrates areas of urban areas - both vast and little. Political maps are extensively separated into general and concentrated maps. The general political maps demonstrate the area of nations and zone of national and worldwide significance. Critical water bodies are shown by large line in this map. Particular political maps, as the name propose, are intended to present particular political occasions. A political map does not demonstrate any topographic components.

**(Ask students to draw a political map of their area. Before asking students, you can draw a political map on board of your area using coloured board markers. Highlight the major political parties and their influence on a map).**

Lecture 2

### **Instructions and Source of Lecture**

Thematic maps focus on a particular theme. Following are the examples of such maps. **(Explain your students that what is meaning of “Theme”).**

#### **Topographic Maps**

Topographic maps have progressed significantly from being confined to an equipment that precisely decides the height of a geological region. Current maps are definite graphical portrayals of both normal and man-made elements, for example, structures, rail roads, air terminals, waterways, mountains, valleys, and so on. These maps use shape lines to show changes in the area. The signifier lines are separated at standard interims to show height changes. Narrow lines show landscape.

**(Every city has one or more than one of these; motorways, airports, rail roads, mountains and valleys. Tell the name of those cities e.g., Murree is a city with mountains, Lahore is a city with airport and rail tracks. If possible, show them some topographic maps of such cities).**

### Climatic Maps

The regional climatic conditions are reflected in climatic maps. These maps are prepared in view of long time prediction of climatic example in a large region. Climatic maps not just highlight individual climatic elements like temperature, precipitation, atmospheric pressure, and cloud cover over areas, in addition describes distinctive climatic zones of the earth outlined with hues to highlight their differences.

**(In Pakistan, regions are divided according to climate. Students will learn in next chapters. For their understanding, illustrate the climate map by describing the climate of two provinces of Pakistan).**

### Economic Maps

These are topical maps that portray diverse financial outcomes occurring in a specific area. These maps generally suggest transcription and standard advancement and administration of an area's economy. The monetary maps represent financial regions, levels of advancement and specialization of people. They likewise include natural resources and labour resources as parts of financial movement. Other than general financial maps, there are industry-particular maps, for example, farming maps, transportation and interchanges maps.

**(Our country is not populous equally and the same is with natural resources. Give them example of Baluchistan which is a largest province of Pakistan but due to less population, labour force is very less there. On the other hand, Punjab is populated province therefore its labour force is high. Find other similar examples for natural resources and explain to kids).**

Lecture 3

## Instructions and Source of Lecture

### Road Maps

A road map can be considered as a next step of political map with more noteworthy detail. Other than showing streets and transport, maps also include apparent historic

points, buildings, offices, hotels and restaurants, air terminals and railway stations. Travellers, particularly drivers, rely on a map to get around a place. For their benefit, some maps portray major and minor streets with various colours. Maps are known for their levels of complexities. While unambiguous conventional maps may give a diagram of a areas real tracks and sections, such maps give more prominent detail of a particular territory.

**(Explain this map in this way: when we go to a trip we use a road map so that we can reach on destination safely and timely. If we know the route of our destination then we will not require road map but if we are going far away from home at picnic point then we will unquestionably use road map).**

### **Digital Maps**

Computerized or digital maps are greatly advanced cousin of conventional paper maps. Balancing the obstacles of paper maps with regards to specifying and stimulating, the digitized maps came as an alluring option. These maps are used to give a virtual perspective of streets. The headway of GPS innovation has made computerized maps more 'client conscious.' Live activity updates and depiction of newly included places are a part of these maps that have enlarged the significance of digital maps. They are increasingly used for area empowered applications, *for example, Google Earth and Google Maps*. These maps have turned into an imperative part of car route frameworks.

Advanced maps are entrusted with the duty of giving the "most exact reflection" of an area. From geography to designing and mining to engineering, improvement of versatile devices has extended the scope of computerized maps. GPS innovation is also viewed as an impulsion for development of advanced mapping. It has prompted the brilliant ascent of advanced mapping route frameworks.

The new era of digital maps are presently extending their scope of functionalities. The students of history, archeologists and the astronauts are currently making use of a propelled innovation to re-make the places of yesteryears. Indeed, they are finding places that existed at some point before.

## Exercise

### Fill in the blanks.

- 1.Climate map
- 2.Global positioning system
- 3.Political map
4. Features
- 5.Natural

### True and false.

- 1.False
- 2.False
- 3.True
- 4.True
- 5.True

### Match columns.

- 1.Contour lines
- 2.Land's Features
- 3.Natural resources
- 4.Map streets and road
- 5.GPS

## TEST

### Answer the following questions

1. What are contour lines?
2. Why is road map part of the thematic map?
3. How is climate map helpful to researchers?
4. Do you think a digital map is more convenient in use than a paper map?
5. Explain economic map in your own words.

### Match columns

| Column A     | Column B             | Column C |
|--------------|----------------------|----------|
| Topographic  | Map Streets and road |          |
| Physical Map | Natural resources    |          |
| Economic Map | Contour lines        |          |
| Road Map     | GPS                  |          |
| Digital Map  | Land's Features      |          |

### Fill in the blanks

1. \_\_\_\_\_ tells us about climate.
2. Physical maps show \_\_\_\_\_ features.
3. GPS stands for \_\_\_\_\_.
4. \_\_\_\_\_ shows countries and national boundaries.
5. Physical map shows \_\_\_\_\_ of an area.

### True and false

1. Road map shows physical features of the land.
2. General Reference map has two kinds.
3. The economic map is also known as a resource map.
4. Digital map is not helpful.
5. A physical map shows rivers and mountains.

## Chapter 3

# The Great Explorers

The purpose of this chapter is to encourage students and to realize the importance of expeditions and journey. Elaborate the following explorers one by one in detail and tell students that how they changed the perspective of the world through their journey and brought up new facts about world via their knowledge gained during their tours.

### Lecture 1

## Instructions and Source of Lecture

Narrate the story of Marco Polo. First give the brief introduction of him (given under the heading of “Marco Polo”). Then explain his life’s events one by one.

Go to the internet and collect pictures of Marco Polo and the Mongol kings to whom he served during his life. Old name of the cities like “Persia” is used in the following topic. These names can be described to the students with present day name.

### Marco Polo

Marco Polo was born in 1254, in Venice, Italy. He voyaged widely with his family, travelling from Europe to Asia from 1271 to 1295. He stayed in China for 17 years. Around 1292, he departed from China, accompanied a Mongol princess who was being sent to Persia. His book *Il Milione* depicts his voyages and encounters and impacted later travellers.

### *Early Life*

Marco Polo was born in the year 1254 to a well Venetian vendor family. A lot of his youth time was spent parent-less, and he was raised by a more distant family. Polo's mother died when he was young, and his father and uncle, eminent jewel merchant Niccolo and Maffeo Polo, were in Asia during Polo's childhood. Their voyages brought

them into present-day China, where they joined a strategic mission to the court of Kublai Khan, the Mongol pioneer whose grandfather, Genghis Khan, had vanquished Northeast Asia. In 1269, both father and uncle came back to Venice, and began making arrangements for their arrival to Khan's court. Amid their stay in China, Khan had communicated his enthusiasm for Christianity and requested to Polo to visit again with 100 clerics and blessed water.

Khan's Empire, the biggest the world had ever observed, was to a great extent a wonder to those living inside the region of the Holy Roman Empire. Such huge empire was incredible for outsiders that is precisely what the Polo depicted to Venetians when he arrived home.

### ***Journey to China***

In 1271, Niccolo and Maffeo Polo set out for Asia once more, yet this time they carried Marco with them. Not able to select the 100 ministers that Khan had asked for, they departure with just two, who, in the wake of experiencing the hard trip in front of them, soon turned back for home. The Polos' adventure occurred ashore.

As they moved through the Middle East, Marco assimilated its sights and smells. His evidence of the Eastern, particularly, gave the western world its first clear photo of the East's geology and ethnic traditions.

At last, following four years of travel, the Polos reached China and Kublai Khan.

### ***Travel Home***

At long last, following 17 years in Khan's court, the Polos chose the time had come to come back to Venice. Their choice was not one that satisfied Khan but he allowed him on one condition: Khan asked to Marco to escort Mongol princess to Persia, where she was to wed a Persian ruler. Going via ocean, the Polos left with a few hundred travellers and mariners. When they reached Persia's Port of Hormuz, only 18 individuals, including the princess and the Polos, were alive. Following two years of travel, the Polos reached Venice. He has been away for over two decades, therefore his appearance looked new to his family and he faced difficulty to talk his local tongue.

## ***Legacy***

In the hundreds of years since his demise, Marco Polo has gotten the acknowledgement that was neglected during his life. Such an extensive amount what he secured has been confirmed by analysts, scholastics and different voyagers. Regardless of the possibility that his records originated from different explorers he met on route, Marco's story has spirited countless different adventurer to set off and see the world. Two centuries after Marco's passing, Christopher Columbus set off over the Atlantic with expectations of finding another course to the East.

## **Lecture 2**

### **Instructions and Source of Lecture**

Ibn Battuta was a Muslim traveller who visited around Muslim empire. Tell students that how Muslim travellers contributed in this field and dedicated their lives to serve the Muslim rulers.

You can surf internet and collect Battuta's picture and can show to your students for visual understanding.

### **Ibn Battuta**

Ibn Battuta is an explorer of significance whose writing went far to provide unmistakable record of the various nations that he went by during his momentous life. Till the present time his books are contemplated by students of history since not many explorers have possessed the capacity to portray their journey as distinctively as Battuta. Ibn Battuta went to the courts of probably the most renowned lords on the planet.

Battuta's journey for three long decades is still viewed as a stand out amongst the most well known traveller ever. Ibn Battuta voyaged a sum of 75000 miles through his life as an explorer.

### ***Youth and Early Life***

Ibn Battuta was born on February 25, 1304, in the city of Tangiers in Morocco, in a family from the African tribal faction known as 'Berbers'.

In the year 1326, when Ibn Battuta was 21 years of age, he attempted his first voyage and it was a long expedition to the blessed city of Mecca. Amid the stay in Mecca, he made a trip to Damascus keeping in mind to gain knowledge from researchers.

The trip to the heavenly urban areas of Mecca and Medina put him on his way of being the commendable voyager. When he ended his journey, he was regarded with the title of 'El-Hajji'.

### ***Career***

In the year 1331, Ibn Battuta made a trip to Mogadishu in Somalia which was a prosperous city at the time under Abu Bakr ibn Sayx 'Umar and taking after that visit he went to Mombasa and Kilwa, which was being ruled by the 'Kilwa Sultanate' at the time. Battuta noticed that the town arranging in Kilwa was very advanced

Sultan Oz Beg Khan sent group of people to Constantinople (a Roman city where his daughter was married) to witness the birth of his grandson. In that group, Ibn Battuta was also included. They reached in Constantinople in 1334 whose king was, Andronikos III at that time. Ibn Battuta wanted to work under the India's Mohammad bin Tughlaq of the 'Delhi Sultanate'. Taking after his voyage to Constantinople in 1334, Battuta began his anticipated adventure to India and reached there using the route of Hindu Kush Mountains. In September 1334. Battuta reached Delhi and introduced himself to the ruler of the Delhi Sultanate, Muhammad bin Tughlaq.

Mohammad bin Tughlaq appointed Battuta as a judge and master on Islamic Law in India but Battuta was frustrated with the circumstance in India since it was difficult to force the law in a nation in which dominant part of the subjects were non-Muslims. He stayed in India for six years.

His last voyages were to Spain and Sudan, the two Islamic nations at the time that he had not gone by. Battuta's books of his time in Sudan, which he wrote in 1352 are still

considered one of the best source of data on Africa. Battuta went back to Morocco in the year 1353 and took up work as a judge. He worked there as a judge till his last day.

### ***Significant Works***

Ibn Battuta's most critical work in his lifetime is "Rihla" in which he gave a striking record of his expedition all through the Islamic world at the time. He voyaged widely for a period spreading over thirty years and the travelogue contains clear portrayals of the way of life and way of life in those territories.

### **Lecture 3**

## **Instructions and Source of Lecture**

Da Gama is a renowned explorer who visited India on behalf of Portuguese government and met with Muslims and Hindus. Explore his two voyages to your students in detail and explain the importance of trade. Because the purpose of sailing of da Gama was to find new markets for trading.

### **Vasco da Gama**

Vasco da Gama was born in Sines, Portugal, around 1460. In 1497, he was appointed by the Portuguese lord to locate a sea course toward the East. His achievement in doing as such turned out to be one of the more helpful ever. He in this manner made two different voyages to India, and was delegated as Portuguese emissary in India in 1524.

### ***Early Years***

Explorer Vasco da Gama was born to a respectable family around 1460 in Sines, Portugal. Little is thought about his childhood aside from that he was the third child of Estêvão da Gama, who was administrator of the in Sines in the southwestern Portugal. When he was mature enough, young Vasco da Gama joined the naval force, where was instructed how to explore.

Known as an utmost and brave pilot, da Gama hardened his notoriety for being a respectable mariner when, in 1492, King John II of Portugal sent him toward the south of Lisbon and afterwards to the Algarve, to seize French ships as an objection of retaliation against the French government for upsetting Portuguese transportation.

In 1495, King Manuel took the royal position, and revived its mission to locate an immediate route to India. At this point, Portugal had built up itself as an outstanding amongst the most intense oceanic nations in Europe.

### ***First Voyage***

On July 8 1497, he captained a group of four ships, including his lead, the St. Gabriel, to discover a journey to India and the East. They came to Calicut, India, on May 20. Da Gama thought that occupants of the region were Christian, this caused some confusion. *(Tell your students this interesting fact that this is because it was believed at that time Christopher Columbus had discovered India in 1492 but later it was known that Columbus went on wrong sea route and discovered America instead of India).* The occupants of Calicut were really Hindu, a reality that was lost on da Gama and his group, as they had not known about the religion.

Still, the nearby Hindu ruler invited da Gama and his men and the team stayed in Calicut for three months. Not everybody considered them friends, particularly Muslim traders who apparently had no aim of giving up their business grounds to Christian guests. In August of 1498, da Gama and his men took to the oceans once more, starting their trip back to Portugal. Altogether, da Gama's first trip canvassed about 24,000 miles in near two years, and just 54 out of 170 individuals survived.

## ***Second Voyage***

At the time when da Gama came back to Lisbon, he was welcomed as a legend.

In 1502, Vasco da Gama helmed another voyage to India that included 20 ships. Ten of the boats were specifically under his charge, with his uncle and nephew leading the others. At long last, on February 20, 1503, da Gama and his team started to travel home. They achieved Portugal on October 11 of that year.

## **Lecture 4**

### **Instructions and Source of Lecture**

Christopher Columbus, founder of America, ironically never knew he had discovered America. Share this interesting fact with students in detail and tell them how he went to wrong way and found America instead of Asia. He was supposed to find new routes to India in Asia but never reached there.

Find the pictures of Bahamas Island via internet and share with students. You can also collect the pictures of the objects given in the following topic I.e., Turkey, pineapple etc, for better understanding of students.

### **Christopher Columbus**

Adventurer and leader Christopher Columbus was born in 1451 in the Republic of Genoa, Italy. His first voyage into the Atlantic Ocean in 1476 about cost him his life. Columbus took an interest in a few different endeavours to Africa. In 1492 Columbus left Spain in the Santa Maria, with the Pinta and the Niña ships. He has been attributed for opening up the Americas to European colonization.

### ***Early Voyages***

Columbus first went to ocean as a young person, taking an interest in a few dealing voyages in the Mediterranean and Aegean oceans. One such voyage, to the island of Khios, in Greece, provoked him to come to Asia.

His first voyage into the Atlantic Ocean in 1476 cost him his life as the business fleet he was sailing was assaulted by French warship off the shoreline of Portugal. His ship was scorched and Columbus needed to swim to the Portuguese shore and continued toward Lisbon, Portugal, where he in the long run settled and wedded Felipa Perestrelo.

### ***To start with Voyage to the New World***

Columbus presented his plan to discover new route to East to Portuguese but he remained failed. Dismisses by the Portuguese ruler, Columbus took his plan first to Genoa and after that to Venice but was rejected again as well. He then went to the Spanish government of Isabella of Castille and Ferdinand of Aragon, in 1486. Their marine specialists were suspicious at first and rejected his plan. But Columbus' plan had charmed the rulers, for this reason they kept Columbus on a consideration. However, at that their attention was on a war with the Muslims. Columbus would need to hold up.

On August 3, 1492, he started his voyage with three ships named Pinta, Nina and Santa Maria. His expeditions was difficult and long but he continued anyway. During his way, his crew threatened him to kill and asked Columbus to go back. Christopher Columbus made a promise of returning home in two days if he didn't find Island. Later in his book he wrote that he never wanted to return.

After sailing for two months, Columbus found Bahamas Island on October 12, 1492. He named San Salvador to that island. He considered that he had found islands off the coast of East Asia but he didn't know he was on land of America.

Columbus was anxious to return home to Spain and claim his riches after making his discovery, . Only the Nina and the Pinta were able to arrive to Spain because Santa Maria wrecked off the coast of Hispaniola. Columbus left 43 men behind on the island to start up a colony. Upon returning home, Columbus was treated like a hero. He presented some of the things he had found including turkeys, pineapples, and some natives he had captured. The King of Spain was pleased enough to fund future expeditions.

## Exercise

### Fill in the blank.

- 1.Morocco
- 2.17
- 3.Ibn Battuta
- 4.Isabella,spain
- 5.Vasco da Gama

### True and false.

- 1.False
- 2.False
- 3.False
- 4.True
- 5.False

### Match the columns.

- 1.Italy
- 2.Morocco
- 3.America
- 4.Portuguese

# TEST

## True and False

1. Ibn Battuta visited Bahamas and Cuba.
2. Columbus discovered America in 1492.
3. Vasco da Gama was born in Egypt.
4. Marco Polo never returned home from China.
5. Marco Polo was not a merchant and explorer.

## Answer the following questions

1. Christopher Columbus never knew he had discovered a new continent. Why?
2. Explain the brief travelling-life history of Marco Polo.
3. Vasco da Gama was a well-known expeditor of his time. Do you agree with this statement?
4. Ibn Battuta was the only medieval traveler who is known to have visited the lands of every Muslim ruler of his time. Explain this statement.

## Fill in the blanks

1. Columbus convinced Queen \_\_\_\_\_ and King Ferdinand of \_\_\_\_\_ to pay for the trip.
2. Ibn Battuta was born in \_\_\_\_\_.
3. \_\_\_\_\_ was the first European to sail directly from Europe to India.
4. Marco left for China when he was only \_\_\_\_\_ years old.
5. \_\_\_\_\_ began his voyage by exploring the lands of the Middle East.

## Match Columns

| Column A             | Column B   | Column C |
|----------------------|------------|----------|
| Marco Polo           | Morocco    |          |
| Ibn Battuta          | Portuguese |          |
| Christopher Columbus | Italy      |          |
| Vasco da Gama        | America    |          |

## **Historical World Events**

World War I and World War II are two such great events in the history of the world which changed the complete scenario of world politics. These two events experienced great casualties and deaths. In addition, many interesting facts came to know after these wars. Explain your students that how everything was changed after these two events. Also explain the effect of World War II on the creation of Pakistan movement.

### Lecture 1

### **Instructions and Source of Lecture**

Get pictures of every event and pictures of every country and leaders that are mentioned in the following lecture. Point out those pictures and then tell the story of this event.

### **WWI**

World War, I also called the First World War, was a worldwide war centred in Europe that started on 28th July 1914 and endured until 11<sup>th</sup> November 1918. The war kept going precisely four years, three months and fourteen days. Before World War II started in 1939, World War I was known as the Great War. 135 nations participated in World War I, and more than 15 million individuals participated.

World War 1 was a military clash lasted from 1914 to 1918 which included almost all the greatest forces of the world. It included two groups – the Allies and the Central Powers. The nations of the Allies included Russia, France, British Empire, Italy, United States, Japan, Rumania, Serbia, Belgium, Greece, Portugal and Montenegro. The nations of the Central Powers included Germany, Austria-Hungary, Turkey and Bulgaria.

## *WW1 Facts for Kids*

World War I started after the death of the Prince Archduke Franz Ferdinand of Austria and his pregnant wife Sophie. Archduke Franz Ferdinand of Austria was the nephew of Emperor Franz Josef and heir to the royal position of Austria and Hungary. The death was planned by a Serbian terrorist militant group, called The Black Hand and the man who shot Franz Ferdinand was a Bosnian named Gavrilo Princip.

Despite the death of prince, WW1 had many other causes:

1. The Bosnian Crisis where Austria-Hungary assumed control over the previous Turkish territory of Bosnia in 1909.
2. Sates were building their military strengths, arms and ships.
3. Sates needed to recapture lost lands from past clashes and rearrange realms.
4. The Moroccan Crisis where Germans were challenging the French ownership of Morocco.

The Americans joined World War 1 after 128 Americans were murdered by a German submarine. Americans were shocked and put pressure on the U.S. government to enter the war. President Woodrow Wilson wanted a calm end to the war, however in 1917, when the Germans reported that their submarines would sink any ship that moved toward Britain, Wilson proclaimed that America would enter the war and re-establish peace to Europe. The United States entered the war on April 6, 1917.

In 1919, The Treaty of Versailles officially ended the WW1. The Treaty asked Germany to acknowledge full responsibility starting the war, to repair cities of Allied nations that were destroyed during war, to give back the region to their respective state, surrender its African provinces. The Treaty also settled the League of Nations to avert future wars. The League of Nations helped Europe re-establish and fifty-three countries joined by 1923. However, the U.S. Senate declined to give the United States a chance to join the League of Nations.

Germany joined the League of Nations in 1926, however numerous Germans were exceptionally angry of the Treaty of Versailles. Germany and Japan pulled back from the League of Nations in 1933. Italy pulled back three years after the fact. The League of Nations was not able to stop German, Italian, and Japanese from extending their armies and assuming control small nations.

#### *Additional Interesting Facts about WW1*

5. A blast on the war zone in France was heard in England. The World War One was battled in mud and trenches.
6. 12 million letters were conveyed each week.
7. Plastic surgery was invented in view of WW1. One of the earliest cases of plastic surgery came amid World War I when a specialist by the name of Harold Gillies helped shrapnel casualties with awful facial wounds. Shrapnel causes numerous facial wounds in WW1 and the turned metal far more terrible wounds than the straight-line injuries of a shot.

*\*Shrapnel refers to the pieces of a bomb, shell, or bullet.*

The most young British warrior in WW1 was only 12 years of age named Sidney Lewis. More than 250,000 under-age troopers were permitted to fight in World War 1. Some joined for the love of their nation, while others did it to escape from the lives and the poor conditions they lived in.

Blood donation centres were produced during World War I. In 1917, a US Army specialist by the name of Captain Oswald Johnson built up the principal blood donation centre on the Western Front. He used sodium salt to keep the blood from coagulating and saved from being unusable.

Armed force commanders were restricted from going 'over the top'. Really, such a large number of British commanders needed to fight and that's why they were prohibited from going over the top since they were being murdered and the experience of a general was excessively necessary, making it impossible to lose.

Lecture 2

## Instructions and Source of Lecture

The second world war brought another great destruction and number of deaths. Many countries took part in it for their own interests. Explain two groups Allied powers and Axis power by making a table and mentioning their names in it. Further, elaborate the whole event with interesting facts that are given in the following lecture.

### WWII

World War II (WWII or WW2), also called the Second World War, was a worldwide war. It occurred between 1939 to 1945. A large share of the world's nations, including the greater forces, battled as two military collusions: the Allies and the Axis.

What number of People Died in World War 2?

It is assessed that more than 50-70 million individuals fought the WW2. The official numbers could never be confirmed. To put that number in context, the present populace of the whole United Kingdom is roughly 64.1 million individuals. It means the loss of life in World War 2 is equal to each and every individual in the United Kingdom losing their lives.

### *World War 2 Facts and Information*

World War II was a military clash that kept going from 1939 to 1945 and included about every country of the world.

World War II was the result of failure of the Treaty of Versailles. The Treaty of Versailles was made in 1919 to guarantee peace in Europe after World War I. The treaty said that land was to be detracted from Germany. It additionally expressed that Germany would pay for harms created by the war, and that Germany could just have a little armed force with no aviation based armed forces, submarines or tanks.

Adolph Hitler could persuaded the German people to give him power so that he could enhance conditions in Germany and re-establish the nation's respect. He pledged to tear up the Treaty of Versailles.

Hitler started attacking Austria and Czechoslovakia. He also developed the German armed force and their weapons. On September 1, 1939, Germany attacked Poland. At the time when it happened, Britain and France announced war on Germany.

Germany made negotiated with Italy and Japan. The three turned into the Axis powers. Leaders of the Axis forces were Adolf Hitler, Emperor Hirohito and Benito Mussolini. The nations that made up the Allied forces included Russia, France, British Empire, United States, Romania, Serbia, Belgium, Greece, Portugal and Montenegro. Historical Leaders of the Allies were Joseph Stalin, Franklin D. Roosevelt and Winston Churchill.

The war canvassed regions in Europe, the Pacific, the Atlantic, South-East Asia, China, Middle East, the Mediterranean and Africa.

On December 7, 1941, Japan shelled Pearl Harbor in the Hawaiian Island. After this attack, the United States entered the war.

The quantity of U.S. fighters who served in World War II was 16,112,566, and the number of injured was 671,846. About 62 million people participated in the war.

The Allies dropped 3.4 million tons of bombs, averaging of around 27,700 tons of bombs every month. On August 6, 1945, the United States dropped a nuclear bomb on Hiroshima, Japan. A B29 super defence plane, called the 'Enola Gay' dropped the bomb. On August 9, 1945, another nuclear bomb was dropped on Nagasaki, Japan.

Adolf Hitler conferred suicide on April 30, 1945. Germany surrendered on May 8, 1945. On August 14, 1945, Japan surrendered. World War II finished on August 15, 1945. The war not authoritatively over until President Harry Truman issued a "declaration of formal suspension of World War II dangers". This happened on December 31, 1946.

# Exercise

## **Fill in the blanks**

1. 1917
2. Treaty of Versailles
3. Axis Powers
4. Allied Powers
5. Eastern Front

## **True and False**

1. False
2. True
3. False
4. False
5. True

## **Match Columns**

1. 1914
2. 1939
3. D-Day
4. 8<sup>th</sup> May
5. Pearl Harbor

# TEST

## Fill in the blanks

1. The Russians defeated German army on the \_\_\_\_\_ Front.
2. World War I officially ended with the signing of the \_\_\_\_\_.
3. The countries supporting Germany during World War II were called the \_\_\_\_\_.
4. The United States was not involved in First World War until \_\_\_\_\_.
5. The countries supporting the Great Britain during Second World War were called the \_\_\_\_\_.

## Answer the following questions

1. World War II caused a large number of deaths and casualties worldwide. Prove this statement.
2. Give a brief introduction of World War I.
3. Who won the First World War?
4. What were the causes behind World War I?
5. How did World War II end?

## True and False

1. May 9th is called V-E day or "Victory in Europe" day.
2. In 1934, Hitler became dictator of Germany.
3. The World War I ended on November 11, 1918.
4. Japan became an independent nation again in 1952.
5. On December 7, 1945, Japan attacked the US at Pearl Harbor.

## Match Columns

| Column A     | Column B            | Column C |
|--------------|---------------------|----------|
| World War I  | Pearl Harbor        |          |
| World War II | 8 <sup>th</sup> May |          |
| 6 June       | 1914                |          |
| V-E Day      | 1939                |          |
| Japan        | D-Day               |          |

## Chapter 5

# Physical Features of Pakistan

### (Indus Plain and Plateaus)

#### Lecture 1

### Instructions and Source of Lecture

Indus Plain is comprised of two parts i.e., upper and lower plain. Use map to explain Punjab is upper plain while Sindh is lower plain. A map will be helpful to clear ambiguity of students. Additional explanatory lecture can be find below.

#### Indus Plain

This plain is a limitless region of green land, covering around 200,000 square miles, with a rugged slope from the Himalayan region in the north to the Arabian Sea in the south. It is distinguishable into two parts, the upper and lower Indus, because of their contrasting physiologic highlights. The upper Indus plain utilize the Indus together with its tributaries, the Jhelum, Chenab, Ravi, Beas, and Sutlej waterways, framing a structure referred locally as doabs, in Punjab territory. *(All rivers that are named here can be visited on internet)*. In the lower plain the Indus River has a Nilotic character; i.e., it makes alone vast stream with no critical tributaries. The plain limits to make a hallway close Mithankot, where the Sulaiman Range meets the plain. Flooding is an eternal issue, particularly along the Indus, as an outcome of substantial rain in July and August.

The upper Indus plain comprises of three subdivisions: the Himalayan range, the doabs, and the Sulaiman range (called locally as the Derajat).

The lower Indus plain falls in Sind territory. The small scale help is very like that of the upper Indus plain.

## Lecture 2

### Instructions and Source of Lecture

#### Salt Range

This is a range of mountains in Punjab and as the name tells is rich in rock salt. It reaches out from River Jhelum to River Indus over the northern side of Punjab. The range has incredible mines of Kewra, Kalabagh, Mayo and Warcha yielding large supplies of salt and mid-range quality coal also.

There are two popular destinations Kutte Mar and Tulaja Fort. The territory of Kutte Mar has a past being a central point of Buddhism and has broad groundwork identified by archaeologists. There are no water channels in the region and the flow of the range have made a few lakes with salty water. There are two imperative lakes in the region which are Uchhali and khabikki lake. The most elevated pinnacles of this range are Sakaser and Tilla Jogian. Sakaser is situated in Pothohar from where the Soan Sakaser valley begins. It is in the Khushab area. The valley is around 47 miles long and 12 miles in width. The Tulaja fortification is on a gigantic rock regardless the Plains of Punjab and the sacred place of Kacchianwalla.

#### *Fact sheet of Salt Range in Pakistan*

| No. Names of Imp. Peaks of Salt Range | Height of Salt Range Peaks (m) | Location of Salt Range Peaks |
|---------------------------------------|--------------------------------|------------------------------|
| Sakaser                               | 1,522                          | Pothohar                     |
| Tilli Jogia                           | 975                            | 95 Km west of Jehlum city    |

**The given hills can be shown to students. You may ask students to collect information about these two hills one day before lecture.**

## Lecture 3

### Instructions and Source of Lecture

#### **Balochistan Plateau**

It is a big plateau in the west of Kirthar and Sulaiman mountains. The normal height here is between 600 to 900 meters. The mountains in the north eastern Balochistan is higher on the south than the ones on the west side. It is likewise dry territory like Potowar and the Toba Kakar and Xhagai ranges separate this plateau from Afghanistan. In the north western side of it is Kharan desert. There are numerous little lakes in this sandy territory which have water just in the stormy season else they stay dry and are called 'Hamuns'. There are numerous minerals found in this area like coal, iron, gaseous petrol, chromate and copper. The atmosphere is chilly in winters and to a great degree hot in summers except for the high mountain zones.

In Balochistan there is a typical deficiency of water. The normal elevation in this huge plateau is 2,000 feet and there are many land features like mountains and dry lakes. There are a few mountain extends around there including: Toba Kakar, Central Brauli, Hala, Pab, Chagai, Makran range and Raskot. The four body of water in particular Hab, Poral, Hingol and the Dasht in the south of the level fall into the Arabian Sea. Huge numbers of these streams into the Indus and some deplete into dry lakes. The famed Bolan Pass which associates Quetta with Kachhi Sibbi plain is present in the Balochistan plateau.

## Lecture 4

### Instructions and Source of Lecture

Potohar plateau is rich in its culture and it is an important part of Pakistan's geography. The following lecture has been set to give details of this plateau from history to tradition. Name of sports, dresses, foods and occupation can be depicted to students.

The potohari language's accent can be shown to students if teacher learn some words of potohari. Make the topic interesting and encourage students to get more details of other regions of Pakistan in same way.

### **Potohar Plateau**

Potohar plateau is situated in the north of Punjab and west of Azad Kashmir i.e. north-eastern parts of Pakistan. It has a particular dialect and culture. Attock District, Jhelum District, Chakwal District and Rawalpindi District comprise the Potohar Plateau. Urban areas, for example, Gujar Khan, Rawat, Attock, Mandra and so on likewise lie in this district. Stream Jhelum and River Indus go through this plateau. Various mountain ranges which include the Salt Range and Kala Chitta Range in it.

### *History*

The historical background of the way of life of this region goes back to old developments. Prove has been found that the Indus Valley Civilization additionally involved this territory. Certain stones and remains of old human advancements are discovered which are a piece of legacy of this range. These have been protected in the Taxila Museum. Taxila is a piece of UNESCO World Heritage Site. It constituted a noteworthy piece of the Gandhara Civilization. It was the central point of learning for Hindu and Buddhist people group. It went under the control of Persians and Alexander the Great. Other than this, the impact of Ghakhars, Sher Shah Suri and Mughls ruled this territory later on. Other empirical places in this locale includes the Rotas Fort, Rawat Fort, Mankiala Stupa, Pharwala Fort, Katasraj Temple and many others.

### *Dialect*

The dialect spoken in the Potohar area is Potohari. Potohari is an effective dialect of this region. It is also spoken in Azad Kashmir. It is like Punjabi and the vernacular is near Majhi and Hindko. The normal vernaculars include Dhundi-Kairali, Chibhali, Mirpuri, Jhelumi, Pindiwali and Punchhi (Poonchi). The language is common in provincial and urban regions. However, Urdu and English are also spoken in the urban regions of the Potohar Plateau.

### *Religion*

The prevailing religion in this area is Islam. Other than Hindu and Sikh minorities are also found here.

### *Dress*

The dresses more typical to the country zones of the Potohar Plateau includes kameez and dhoti. Ladies wear dopattas on their head while men wear turbans. In urban regions shalwar kameez, the national dress of Pakistan is worn by the general population.

### *Food*

The people of Potohar are used to desi foods. Home cooked foods with ghee, parathas, and hot curry is also favoured by people living here.

### *People*

The significant tribes living here includes Rajas, Maliks, Chaudhrys, Jutts, Gujjars and Rajputs. Potoharis are extremely diligent and friendly people. They are warm and welcome to visitors.

The people of Potohar commend events with incredible energy. Extraordinary Melas are set in the provincial region when the products are reaped. People take part in them with amazing enthusiasm. The weddings are additionally celebrated customarily with young ladies singing "tappas" on dholak.

### *Sports*

Many games are well known in this district. Cricket, hockey, squash and kabaddi are the most prevalent. Other than amusements, for example, kite flying, gulli danda and playing with marbles is also common. In the rural area volley ball, football and stone lifting are exceptionally mainstream. Well known cricketers, for example, Shoaib Akhter, Sohail Tanveer and Muhammad Amir have a relation with this area.

### *Literature & Art*

Potohar is an area which has contributed enormously to the craftsmanship and writing. The most acclaimed writer of this area includes Mian Muhammad Bakhsh who composed his reality well known book called 'Saif-ul-Malook'. Different artists like Anand Bakshi, Master Nisar, Anwer Firaq, Sayyein Faraz Weeran, Waheed Qasim and many more. Potohari dramatizations and tunes are additionally watched.

### *Occupations*

The occupations of the people living in the country and urban areas in the Potohar Plateau is versatile. In the urban region, the greater part of people are farmers and are associated with farming. Other than this, dairy home and raising animals are also common.

The urban communities of Rawalpindi, Jhelum and others that lie in this area, comprise of all present day offices. Amusement Parks, eateries, markets and so on are very much common. The military head quarter additionally lies in this area as there is a solid hold of military in this region. Other basic occupations involves teaching, business and trade.

### *Traditions*

Potohari people have its underlying foundations in Sufism. Various sufi tombs are discovered in this region. These involve Pir Mehar Ali, Bari Imam and Shah Abdul Khair among numerous others. People have a considerable regard for them. The people of this plateau as well as from different parts of the nation too, rush to these holy places at Urs.

Consequently, Potohar is a region with rich social foundation.

## Exercise

### **Fill in the blanks.**

- 1.Delta
- 2.Tibet,China
- 3.Coal and gypsum
- 4.Soan River
- 5.Balochistan

### **True and False.**

- 1.False
- 2.True
- 3.True
- 4.False
- 5.True

### **Match columns.**

- 1.Sindh
- 2.Rawalpindi
- 3.Salt range
- 4.Hamuns
- 5.A point where river flows into ocean

## TEST

### Answer the following questions

1. Differentiate between Potwar Plateau and Balochistan Plateau.
2. What are physical features of the earth?
3. What do you know about the Salt Range?
4. Define Plateau.
5. Differentiate between Upper Indus Plain and Lower Indus Plain.
6. How many plateaus are in Pakistan?

### Fill in the blanks

1. \_\_\_\_\_ passes across the Potwar plateau and mostly flow during the rainy season.
2. The area in the west of Kirthar and Sulaiman mountains is referred as \_\_\_\_\_ Plateau.
3. A river \_\_\_\_\_ is a point where the river flows into an ocean.
4. River Indus originates from \_\_\_\_\_.
5. The Salt Range contains large quantities of salt and minerals such as \_\_\_\_\_ and \_\_\_\_\_.

### True and False

1. Potwar Plateau includes the area of Rawalpindi and Jhelum.
2. Indus Plain is divided into three plains.
3. The area of Potwar Plateau is suitable for agricultural activities.
4. The average height of Balochistan Plateau is 600 to 900 meters.
5. The Salt Range starts from the Jogi Tilla.

### Match Columns

| Column A            | Column B                             | Column C |
|---------------------|--------------------------------------|----------|
| Lower Indus Plain   | Salt Range                           |          |
| Potwar Plateau      | Hamuns                               |          |
| Jogi Tilla          | Sindh                                |          |
| Balochistan Plateau | A point where river flows into ocean |          |
| Delta               | Rawalpindi                           |          |

## Chapter 6

# Physical Features of Pakistan

### (Mountains & Deserts)

#### Lecture 1

### Instructions and Source of Lecture

Himalayan Range extends from Tibetan level in the north to Indo-Gangetic plain toward the south, Karakorum-Hindu Kush in the west to the Sikkim, Arunachal Pradesh, Assam and Manipur of India toward the east. They are home to nine of ten most elevated tops on the planet. Three of the world's waterways spill out of it named Indus, Ganges and Brahmaputra Rivers.

Geologically, Karakorum Range is viewed as only an augmentation of Himalayan range yet politically it is differentiated as a different part. In the north, it is limited by Tibetan level and the Pamir Mountains and in South by Gilgit, Indus, and Shyok Rivers. It's most of the part is frozen, and contains the acclaimed Siachin ice sheet. It's also home to K-2, the second most astounding summit on the planet.

Sulaiman Range, mountain lies in central Pakistan, extending southward around 280 miles (450 km) from the Gumal Pass to only north of Jacobabad, separating Khyber Pakhtunkhwa and Punjab from Balochistan. Its height continuously decrease toward the south, with summits averaging 6,000–7,000 feet (1,800–2,100 meters), the most incredible twin peak (30 miles [48 km] from the Gumal Pass) called Takht-i-Sulaiman, or Solomon's Throne, which legend related with Solomon's visit to Hindustan; the higher of the tops, at 18,481 feet (5,633 meters), is the site of a ziyārat (altar) visited by numerous people annually. The range's eastern part fall steeply to the Indus River, however on the west the range decreases step by step. Juniper and digestible pines possess large amounts of the north and olives in the middle, but vegetation is rare in the south. The Ghat, Zao, Chuhar Khel Dhana, and Sakhi Sarwar are the primary places in the north. In the south, west of Dera Ghazi Khan, lies the hill station of Fort Munro.

## Instructions and Source of Lecture

### Deserts

#### *Thal*

This desert is situated in the Province of Punjab on Sindsagar Doab. It is a tremendous zone between the Jehlum and Indus river south of the Pothohar Plateau. It covers a range of around 190 miles in length from north to south and 70 miles (110km) wide from east to west. It is divided into six regions; Khushab, Mianwali, Layyah, Bahkhar, Jhang and Muzzafarabad.

A part of the primary towns of the desert are Mankera, Roda Thal, Mari Shah Sakhira, Mehmood Shaheed, Dullewalla, Shahi Shumali, Koat Aazam, Jiasel, Jandan Wala, Noor pur Thal, Jandan Wala, Rang pur, Hyderabad Thal, Shah Wala and Piplan. Local people of Thal essentially speak "Seraiki" yet Punjabi is additionally spoken by many people in the desert. There are numerous tribes specifically; Tiwana, Sial, Chhina, Mammak, Bhachar, Baghoor, Rahdari, Jhammat, Cheenna (Jutt), Bhachar, Gahi, Aheer, Lashari, Waghra's and Awans etc.

#### *Thar*

Thar Desert is situated in sindh territory. It is typically known as "Tharparkar" that are two words joined in a word, thar implies shara and Parkar implies dosri taraf(another side). It has linkage between both nations India and Pakistan for which it is called Thaparkar. It has various social and conventional values because of closeness of various culture in the desert. It has its own particular music, custom and stories. The time of April, May and June are the most blazing months in the tharparkar as it is tropical atmosphere. Temperature remains 24 degree while in April to June normal temperature is 41 degree. Monsoon months are the blustery season in summer and in winter rainfall are irregular. Rainfalls are the significant stores of tharparkar as water acquired from it is utilized for washing, drinking and other purposes. Tharparkar is the colossal place for visitor those who want to find concealed substances and history of hindus in the area. It is an extraordinary place to visit.

## Lecture 3

### Instructions and Source of Lecture

#### *Cholistan*

Cholistan Desert is 30 km from Bahawalpur City. It is spread over a zone of 16,000 square kilometers. Its history can be followed back to 1200 BC. The Hakra Valley in Cholistan has 300 remains of Indus Valley Civilization. The Hakra River was the primary source of life and indications of farming till 600 BC were found here. Most presumably the stream dried changing the territory into a dessert. Local people of Cholistan are migrant herders. Regardless they live in hovels made of mud and straw.

Consistently the Cholistan Jeep Rally is held in the Cholistan dessert. Many daring drivers drive their four wheelers through the sands. The end of the rally is set apart by a Mela, fabulous fire works, wrestling rivalries, Horse and Cattle Show and a display of Cholistan Handicrafts. The best time to visit Cholistan is from March to October.

#### The Derawar Fort

The Derawar fort can be best depicted as "A fabulous structure amidst no place". It is a perfect work of art of human knowledge and ability. The historical Derawar Fort was constructed by a Hindu Raja and after that totally remade in 1733.

Derawar fortress is square formed and has forty roundabout towers 10 on each side. These towers are 30 meters high and 1.5 km in boundary. They can be seen miles away. The gatekeepers of the Amir of Bahawalpur protect this fortification and authorization must be taken to enter this noteworthy place. Close-by is a mosque worked with white marble in 1849. The tribal memorial park of the Abassis the previous leaders of Bahawalpur is also there.

## Exercise

### **Fill in the blanks.**

- 1.India and China
- 2.Indus river
- 3.Cholisthan Desert
- 4.Centeral Punjab
- 5.Kharan Desert

### **True and False**

- 1.True
- 2.False
- 3.True
- 4.True
- 5.False

### **Match columns.**

- 1.K2 mountain
  - 2.Thar Desert
  - 3.Tirich Mir
  - 4.Balochistan
- Gomal River

# TEST

## Answer the following questions

1. Give a comparison of life in Mountain and Desert.
2. What do you know about Hindu Kush Range?
3. Write a note on Karakoram Range.
4. Do you think Sulaiman Range is Pakistan's one of the major mountain range?
5. What kind of landform is called mountains?
6. Why is Thar Desert known as Pakistan's largest desert?
7. How is Kharan Desert unique and different than other deserts in Pakistan?
8. What are the major attractions for tourists in Cholistan?

## Fill in the blanks

1. Thal Desert is situated in the \_\_\_\_\_.
2. \_\_\_\_\_ separates Hindu Kush Range from Karakoram.
3. \_\_\_\_\_ Desert was selected for Pakistan's second nuclear test.
4. The Karakoram Range covers the borders between Pakistan, \_\_\_\_\_ and \_\_\_\_\_.
5. \_\_\_\_\_ Desert is locally known as Rohi desert.

## True and False

1. The Sulaiman Range lies in the south of Gomol River.
2. Kharan Desert is situated in Baluchistan Province.
3. The highest peak of Karakoram is known as Tirich Mir.
4. Thal Desert is also known as the Great Indian Desert.
5. The main occupation of people living in the mountains is farming.

## Match Columns

| Column A            | Column B    | Column C |
|---------------------|-------------|----------|
| Karakoram Range     | Gomal River |          |
| Great Indian Desert | Tirich Mir  |          |
| Hindu Kush Range    | K2 Mountain |          |
| Kharan Desert       | Thar Desert |          |
| Sulaiman Range      | Balochistan |          |

# The Climatic Elements

## Lecture 1

### Instructions and Source of Lecture

When reading weather or climate, the components of each appear to be exchangeable. Despite the fact that the contrast between terms like "precipitation" and "normal precipitation" may appear to be unimportant, their differences are critical factors what set apart climate from weather. Weather is the combination of day by day factors that causes rain or daylight, while climate is the long-term collection of those day by day factors over times of decades. To genuinely recognize the distinctions between these components related to weather and climate, you first need to comprehend what the components are.

*Precipitation* is basically any form of water that fall to the Earth from overhead cloud arrangements. As a component of weather, precipitation determines whether outside human activities are appropriate or if the water levels of rivers and waterways will outgrowth. As a component of climate, precipitation is a long-term, certain variable of a region. For example, a desert may undergo a violent storm (weather) however it remains an usually dry region (climate).

*Humidity* is amount of moisture that can be measured in air of the lower atmosphere. The humidity component of weather makes the day feel more smothering and can be utilized to foresee coming tempests. In any case, the humidity component of climate is the prolonged moisture level of a range that can influence whole biological communities. For example, tropical forest can manage diverse types of life than dry, dry climates due to the general humidity from precipitation and different factors. This is a part of climate instead of weather, in that the normally high humidity levels of these regions is predicted over times of decades.

*Temperature* is basically the estimation of how hot or frosty an area is on an everyday. The weather part of temperature can change for the duration of the day, be that as it may, it by and large falls inside a specific scope of predicted highs and lows (as climate). Cool spells and warmth waves are weather that influence the temperatures of specific climates. For instance, a warmth wave in northern Siberia is a part of weather influencing a climate that is regularly thought to be chilly. The weather for this situation (the warmth wave) is basically occurring within a climate (the ordinary frosty scope of Siberian temperatures).

*Atmospheric Pressure* is fundamentally the "weight" of the air. It is basically used by meteorologists to see underdeveloped storms that can appear suddenly. While generally considered a part of weather, certain areas of the world exist in zones where changing atmospheric pressureshape some portion of the anticipated climate. Due to their nearness to vast waterways (a primary element in atmospheric pressure changes), places like beach and islands experience extreme storms all the time.

## Exercise

### Fill in the blanks.

- 1.Fahrenheit,Kelvin
- 2.Atmospheric pressure
- 3.Wind
- 4.Humidity
- 5.Hygrometer

### True and False

- 1.True
- 2.False
- 3.True
- 4.True
- 5.False

### Match the columns.

- 1.Humidity
- 2.Temperature
- 3.Atmospheric pressure
- 4.Direction of wind
- 5.Droplets of water

# TEST

## Fill in the blanks

1. \_\_\_\_\_ is used to measure the relative humidity.
2. A force exerted by air on the earth's surface is known as \_\_\_\_\_.
3. Temperature is measured in degrees on the \_\_\_\_\_, Celsius, and \_\_\_\_\_ scales.
4. \_\_\_\_\_ is the amount of water vapors present in the atmosphere.
5. Moving air or air in motion is called \_\_\_\_\_.

## Answer the following questions

1. What is the difference between climate and weather?
2. Why are elements of weather and climate important?
3. Why do we use barometer?
4. How is rainfall gauge different from snow gauge?
5. Write a detailed note on factors that effect on climate and weather.
6. What is a difference between precipitation and rainfall?

## True and False

1. Areas of low latitude experience lower temperatures.
2. Anemometer is used to measure wind speed.
3. Radiation from the sun is known as solar radiation.
4. Ocean currents are a movement of ocean waters.
5. Wind wane is used to show the direction of clouds.

## Match Columns

| Column A    | Column B             | Column C |
|-------------|----------------------|----------|
| Hygrometer  | Atmospheric Pressure |          |
| Thermometer | Humidity             |          |
| Barometer   | Direction of wind    |          |
| Wind wane   | Droplets of water    |          |
| Rainfall    | Temperature          |          |

# **Climate of Pakistan**

## Lecture 1

### **Instructions and Source of Lecture**

Sub-Tropical Continental Highlands: Highlands meaning region of mountains. It includes northwestern northern mountains and mountain ranges of Jalawan, Central Makran, and Sara wan. The winter is exceedingly cold and commonly snowfall in these mountainous region. Summer season experiences cool breeze and while winter and spring observes for the most part mist and precipitation. In a few ranges of external Himalayas, Muree and Hazara territory get continue precipitation all the year. Generally it ends at summer season.

Sub-Tropical Continental Plateau: In this climatic locale, generally Balochistan parts are included. Jacobabad and Sibi are situated in this area. There is typically precipitation amid the time of January to February regularly 50mm. Utmost hot, dry and dusty winds are the property of this area.

Sub-Tropical Continental Lowlands: Lowlands includes the region of Upper Indus (Punjab) and lower Indus (Sind). Here is summer exceptionally hot. The north of Punjab gets late monsoons rain and remaining of Punjab gets less precipitation. Winter experiences same weather here. Anyhow, the Peshawar, gets rainstorms and dust storms amid summer.

Sub-Tropical Coastlands: This climatic territory involves the coastal regions of Balochistan and Sind in other words the southern parts of Pakistan. The temperature remains moderate here The contrast amongst least and most extreme or range of temperature is less. Normal temperature is 32 and precipitation is 180mm. May and June are the most hot month.

## Exercise

### **Fill in the blanks.**

1. Northwestern
2. Plateau
3. Punjab
4. Lower Indus
5. Sindh and Balochistan

### **True and False**

1. False
2. True
3. True
4. True
5. False

## TEST

### Answer the following questions

1. How does climate affect on lives of people?
2. How is Ozone gas increasing the temperature of the earth?
3. Greenhouse gases are increasing because of human activities.  
Do you agree with this statement?
4. How do human activities contribute to climate change?

### Fill in the blanks

1. Due to the \_\_\_\_\_ weather, people wear light dresses.
2. Halocarbons include the \_\_\_\_\_ which were used in the refrigerators.
3. Landfills, \_\_\_\_\_ and \_\_\_\_\_ emit methane gas.
4. Another layer above the troposphere is called the \_\_\_\_\_.
5. Carbon dioxide is increasing due to the burning of \_\_\_\_\_.

### True and False

1. Nitrous Oxide is emitted by human activities such as the use of fertilizers.
2. The layer of the Earth's atmosphere that surrounds us is called the troposphere.
3. Greenhouse gases and aerosols affect climate at large scale.
4. A warmer atmosphere contains more water vapour.
5. Forests are a natural source of consuming Hydrogen.

### Match Columns

| Column A                                | Column B                                  | Column C |
|-----------------------------------------|-------------------------------------------|----------|
| Carbon Dioxide is increasing because of | Use in refrigerators                      |          |
| Aerosols                                | Deforestation and burning of fossil fuels |          |
| Chloflourocarbons                       | Landfills and heap of garbages            |          |
| Nitrous Oxide gas is increasing due to  | Fog, dust                                 |          |
| Methane is produced by                  | Use of fertilizers                        |          |

# **Effects of Human Activities on Climate**

## Lecture 1

### **Instructions and Source of Lecture**

The Earth keeps up a reasonable temperature because of the Greenhouse Effect, which permits warm from the sun to enter our climate, where it is consumed by the Earth's surface or transmitted out and reflected back to Earth by nursery gasses in the environment. Without it, the Earth would be a frosty and unfriendly planet, and would in all likelihood be dreadful.

Nursery gasses are normally happening gasses that represent no mischief when they are in adjust. Notwithstanding, when they are available in abundance, the system becomes noticeably imbalanced and things begin to go wrong

The most imperative greenhouse gasses are carbon dioxide, methane, nitrous oxide and water vapor. While all these gasses take place naturally in the environment, emission of these gases from human sources has made their levels ascend to a point that is no longer sustainable.

#### *Carbon Dioxide*

Environmental carbon dioxide density have increased by over 40% since researchers initially began recording these levels, from 280 parts per million (ppm) in 1958 to more than 400ppm today.

Climatic carbon dioxide concentrations are not just higher than they have been in more than 800,000 years, the present increment that we are seeing today is more than 100

times quicker than that accomplished at the time of ice age. This is huge because of human exercises; principally the consuming of non-renewable energy sources (fossil fuels), additionally because of deforestation.

Human sources of carbon dioxide includes:

Consuming Fossil Fuels: consuming coal to create power, consuming oil to power vehicles and air ship (vehicle outflows), or consuming wood in flames utilized for cooking or to give warm, and to change the state of natural carbon from a liquid state (e.g. oil) or solid (e.g. coal/wood) into a gas (carbon dioxide) which is discharged into the environment.

Deforestation: vegetation take in carbon dioxide from the environment amid the procedure of photosynthesis, changing over this to carbon which is stored inside all plants (i.e it is a carbon sink). At the point when vegetation is burned, this natural carbon is discharged into the air as carbon dioxide, and in this manner becomes a carbon source as opposed to a carbon sink.

Lecture 2

Instructions and Source of Lecture

*Methane*

In spite of the fact that methane has a shorter life therefore it is not as abundant in the environment as carbon dioxide, in terms of its impact as a greenhouse gas, it is substantially more intense. Methane is released when organic substance breaks down and furthermore when ruminants digest their food.

Human sources of methane includes:

Breaking down of organic substances: animals waste, landfills, sewerage and dams are all human sources of methane. For instance, organic substance is trapped behind dam

walls where it sinks to the base of the dam and breaks down. Bacteria (microbes) release methane during the process of decomposition, which gradually escapes to the surface and is released into the air.

Gaseous petrol extraction: methane releases during oil and gas extraction (e.g. fracking) operations and is discharged into the environment.

### *Nitrous Oxide*

Nitrous oxide is a strong greenhouse gas that is released fundamentally by fertilizers use as a part of landscapes and agricultural purposes, additionally during the burning of fossil fuels and other natural matter. Climatic nitrous oxide levels have enhanced by about 18% since the Industrial Revolution.

### *Water Vapor*

Water is fundamental forever, and as it is continually cycling starting with one state then onto the next, it is not amazing that it is the most abundant of all the greenhouse gasses. However, water vapor not just act as a greenhouse gas, it also increases as the air gets hotter and gives climate inputs. While people don't play huge direct part of emitting water vapors in climate, other human activities boost atmosphere warmth, which thus progress evaporation that results in more water vapor in the environment.

### *Chlorofluorocarbons*

Chlorofluorocarbons (CFCs) are long-enduring greenhouse gasses that additionally destroy the ozone layer. Chlorofluorocarbons do not take place naturally in the atmosphere— they are artificial compounds that only occurs because of human activities, including: foaming agents, aerosols, refrigerants and some other industrial use.

## Exercise

### Fill in the blanks.

- 1.Fossil fuel
- 2.Garbage heaps and dumpind grounds
- 3.Chlorofluorocarbons
- 4.Stratosphere
- 5.Hot

### True and False.

- 1.True
- 2.True
- 3.True
- 4.True
- 5.True

### Match the columns.

- 1.Deforestation and burning of fossil fuel
- 2.Aerosols,dust
- 3.Use in refrigerators
- 4.Use of fertilizers
- 5.Landfills and heap of garbages

## TEST

### Answer the following questions

5. How does climate affect on lives of people?
6. How is Ozone gas increasing the temperature of the earth?
7. Greenhouse gases are increasing because of human activities.  
Do you agree with this statement?
8. How do human activities contribute to climate change?

### Fill in the blanks

6. Due to the \_\_\_\_\_ weather, people wear light dresses.
7. Halocarbons include the \_\_\_\_\_ which were used in the refrigerators.
8. Landfills, \_\_\_\_\_ and \_\_\_\_\_ emit methane gas.
9. Another layer above the troposphere is called the \_\_\_\_\_.
10. Carbon dioxide is increasing due to the burning of \_\_\_\_\_.

### True and False

6. Nitrous Oxide is emitted by human activities such as the use of fertilizers.
7. The layer of the Earth's atmosphere that surrounds us is called the troposphere.
8. Greenhouse gases and aerosols affect climate at large scale.
9. A warmer atmosphere contains more water vapour.
10. Forests are a natural source of consuming Hydrogen.

### Match Columns

| Column A                                | Column B                                  | Column C |
|-----------------------------------------|-------------------------------------------|----------|
| Carbon Dioxide is increasing because of | Use in refrigerators                      |          |
| Aerosols                                | Deforestation and burning of fossil fuels |          |
| Chloflourocarbons                       | Landfills and heap of garbages            |          |
| Nitrous Oxide gas is increasing due to  | Fog, dust                                 |          |
| Methane is produced by                  | Use of fertilizers                        |          |

# **Cultural Diversity of Pakistan**

## Lecture 1

### **Instructions and Source of Lecture**

Pakistan is a blessed country with rich diverse cultural groups that makes Pakistan's traditions, sports, festivals, foods and dresses unique in the world. Introduce to your students about ethnic groups with their characteristics e.g., Chitralis have their own life style therefore tourists come to visit from all around the world.

*\*Do not use any word or source of lecture that can exploit the feelings of particular group. Tell your students that regardless of belonging to different groups we all are equal and united. Ethnic groups only represents centuries back cultural activities and should not be taken as differences and enemy.*

### **Ethnic Groups**

The society and culture of Pakistan is a reflection of cultural groups; different in cultures yet united. It comprises many ethnic groups including Punjabis, Sindhis, Balochis, Pashtuns, Kashmiris, Hazaras, Baltis, Chitralis, Muhajirs, and Makrani. All of these ethnic groups have their own cultural values and traditions. These groups together make Pakistan a land of cultural diversity and harmony. The culture of these groups is largely influenced by its neighbors such as the Middle East, South Asians, Turkic people and people of Central Asia. But after the arrival of Muslims in South Asia, this region witnessed very different cultural values that prevailed with the time. The Influence of Islamic culture, art and architecture can be seen by the present. There are differences as well as commonalities among the ethnic groups in cultural aspects such as dress, food, traditions, customs, events and religion.

### **Religion**

*The majority of the people following religion is Islam yet Pakistan is home to many other religions e.g., Sikhism. Describe your students though there are different*

*religions in our country but we live in peace and harmony by giving respect and freedom to their religion.*

Pakistan is an Islamic country, therefore, the state religion is also Islam. Approximately 96 percent of the population follows Islam. There are also small groups of other religions live in a country such as Christians, Hindus, Buddhists, Sikhs and Parsis.

### **Food**

*Pakistani food has its own taste and flavour that makes it famous world wide. Ask students that what do they like in Pakistani food? Then explain to them about their favourite dishes. Moreover, Pakistani food are of two types. These types are not generally recognised by any of the social expert but we can differentiate it according to the use of it. Food that is consumed in daily life includes vegetables curry, plain rice etc while ceremonial food has speciality in it. Take a look at the following source of lecture and then explain to students.*

Pakistani cuisine has a unique flavour and is well-known because of its delicious taste in many parts of the world. Pakistani enjoys every kind of food and cook in different ways. On the ceremonial occasion, they prepare mostly meat dishes and desserts while in daily life food dishes include such as vegetables, chapatti, and plain rice.

#### *Food in Daily Life*

Pakistani food is mostly spicy because of the use of chili powder, turmeric, garlic, and paprika, black and red pepper. The food in the southern part of the country is spicier than the northern parts. Ghee, a kind of vegetable oil, is another commonly used item for cooking and frying purpose. Wheat and flour products are used in daily diet and the use of pickles, chutneys, preserves, and sauces along with curried meats, vegetables, and lentils and are very common.

#### *Ceremonial Food*

Food is an important part of ceremonial events. Without food a ceremony is considered lifeless this is because people of Pakistan are fond of food. The celebration of Eid-ul-Fitr starts with a special breakfast of sheer khurma, a sweet dish cooked in milk with dried dates, raisins, and other nuts. Eid-ul-Adha is another important ceremonial event. People prepare different meat dishes at home and enjoy with their families. At a

religious festival, Shab-I-Barat, Halwa Poori, a kind of pudding fried bread, is distributed among the poor and also sent to the relatives and neighbors. Sweets are distributed as part of the celebration of the birth of a new baby in a family called kheer.

## Lecture 2

# Instructions and Source of Lecture

## Festivals

There are numerous festivals celebrated at national and local level. Following are the most observing festivals by the Pakistani people.

## National Level Festivals

Muslims celebrate two Eids namely Eid ul-Fitr and Eid ul-Adha. On these days, there are national holidays to celebrate Eid; three days off for all businesses and government offices.

### *Eid-ul-Fitr*

Eid-ul-Fitr is celebrated after observing the month of Ramadan, a month of fasting. On the night before Eid, people search for the new moon called *Chaand Raat* or Moon Night. The day starts with morning prayers, then returning home for a sweet-dish breakfast with family members. After breakfast, money is given to young children as gifts and called *Eidi*. The rest of the day is spent visiting relatives and friends and sharing gifts and sweets with everyone.

### *Eid-ul-Adha*

Eid-ul-Adha is an event, commemorating the occasion of Hazrat Ibrahim A.S to sacrifice his son Hazrat Ismael A.S for Allah. Muslims who can afford it are required to sacrifice a sheep, goat, camel, or cow. The meat of the sacrificed animal is divided into three equal parts, with the first donated to the poor, the second given to relatives and friends, and the third cooked in the home of the person who made the sacrifice.

### *Eid-Milad-ul-Nabi*

On the twelfth day of Rabi-uh-Awwal, the third month of the Islamic Calendar, Muslims celebrate the birth of the prophet Mohammad SAW called Eid-Milad-ul-Nabi. The mosques, streets, and homes are decorated in celebration and praise of the Holy Prophet Mohammad SAW.

### *Jasahn-e-Baharan*

Another festival in Pakistan is Jashan-e-Baharan or Basant. It is celebrated on the arrival of spring when the sky is filled with thousands of colored kites in celebration. However, kite flying competitions are now prohibited because of the increasing rate of deaths.

### *Christmas & Easter*

Christmas and Easter are Christian's sacred festivals and celebrated by Pakistani Christians too like in other parts of the world. Christmas coincides with the birthday of the Quaid-e-Azam Mohammad Ali Jinnah, 25<sup>th</sup> December, so both Muslims and Christians celebrate on this day.

### *Diwali & Holi*

Pakistani Hindus also celebrate their religious festivals. *Diwali*, Festival of Lights, and *Holi*, Festival of Colors, are the two most special festivals of Hindu community. Diwali marks the beginning of the Hindu New Year. Hindu people celebrate it by decorating temples with earthen lamps and houses with flowers. They do prayers in temples and also play with fireworks to celebrate Diwali.

### *Independence Day*

On 14th August, the people of Pakistan celebrate Independence Day. Famous governmental and private buildings are decorated with lights, children sing their national anthem and singers sing various patriotic songs. Flag hoisting ceremonies are held in capital Islamabad and all capital cities of other provinces.

### **Local Festivals**

In Pakistan, people celebrate many festivals at the local level. People participate in these festivals and celebrate it in different ways. Many of these festivals are celebrated among particular ethnic groups while some of these are observed by a large group of people from every part of the country.

### *Sufi Festivals or Urs*

There are some other religious festivals called *Urs*, a death anniversary of a Sufi (saint). The celebration of *Urs* includes the singing of religious music known as *Qawwali*. Following are the some famous *Urs* that are celebrated in Pakistan and attracts devotees from all over the world.

### *Shandur Polo Festival*

Every year the polo tournament is held between the teams of Chitral and Gilgit at Shandur Pass in the month of July. The festival includes trout fishing in nearby streams and lakes, folk music and dancing of Northern Pakistan culture.

### Lecture 3

## Instructions and Source of Lecture

### Dresses

Pakistani clothes express the cultures from the Punjab, Sindh, Balochistan, Pashtun and Kashmir regions of the country. Dress in each regional culture reflects weather conditions, a way of living and distinctive style which gives it a unique identity among all cultures.

The Shalwar Qameez is a national dress of Pakistan and is worn by both male and female in all four provinces. Qameez is a kind of long shirt and shalwar is a kind of loose trouser. Each province has its own style of wearing Shalwar Qameez ranging from different designs to various types of fabrics such as khaddar, silk, cotton, and chiffon.

### *Religious Clothing*

A large community of Muslims in Pakistan wear religious clothing such as women wears Scarf, Burqa or Hijab. It is a kind of the dressing in which women cover all their

body parts except face and hands. Religious men wear religious caps or turban to cover their heads and loose dresses.

### *Wedding Dress*

Wedding ceremony in Pakistan is most colored and cheerful event and is celebrated by wearing different clothes in each wedding event. In the Mehndi function, a night before Nikkah ceremony, men wear an embroidered kurta with simple shalwar and a yellow or green shawl which they put on their shoulders. A bride wears yellow color shalwar kameez with yellow dupatta and yellow paranda.

On wedding day, Baraat function, the groom usually wears kurta shalwar with special *sherwani*, traditional *sehra* on his head and *khussa* as footwear. On the other hand, the bride normally wears an expensive *lehenga* on her wedding day preferably in red color with heavy jewelry. The third day of the wedding ceremony is called *Walima*.

## Exercise

### Fill in the blanks.

- 1.Lifeless
- 2.Kheer
- 3.Jashan-e-Baharan or Basant
- 4.Lehenga
- 5.National

### True and False.

- 1.True
- 2.False
- 3.True
- 4.True
- 5.True

### Match the column.

- 1.Festival of colours
- 2.Celebrated by Christians
- 3.The birth of the Prophet Muhammad(S.A.W)
- 4.A death anniversary of Sufi
- 5.Basant

## TEST

### True and False

1. Diwali is known as a festival of lights.
2. On 15th August, the people of Pakistan celebrate Independence Day.
3. Christmas and Easter are Christian's sacred festivals.
4. The celebration of Eid-ul-Fitr in Pakistan starts with a special breakfast of sheer khurma.
5. The celebration of Urs includes the singing of religious music known as Qawwali.

### Match Columns

| Column A          | Column B                              | Column C |
|-------------------|---------------------------------------|----------|
| Holi              | Celebrated by Christians              |          |
| Christmas is      | Festival of colors                    |          |
| Eid Milad-ul-Nabi | A death anniversary of Sufi           |          |
| Urs               | Basant                                |          |
| Jashan-e-Baharan  | The birth of the Prophet Mohammad SAW |          |

### Fill in the blanks

1. Sweets are distributed to celebrate the birth of a new baby in a family called \_\_\_\_\_.
2. A bride wears an expensive \_\_\_\_\_ on her wedding day.
3. The Shalwar Qameez is a \_\_\_\_\_ dress of Pakistan.
4. \_\_\_\_\_ is celebrated on the arrival of spring.
5. Without food a ceremony is considered \_\_\_\_\_ in Pakistan.

### **Answer the following questions**

1. How do Hindus celebrate Diwali and Holi in Pakistan?
2. How many religious groups live in Pakistan except Islam?
3. In Pakistan, ceremonial food and daily food are not same.  
Explain this statement.
4. What makes the Shandur Polo festival unique than other local festivals?
5. How many ethnic groups live in Pakistan?
6. How do Christians celebrate Christmas in Pakistan?
7. How do Muslims celebrate Eid-ul-Adha in Pakistan?

# **History of Pakistan**

## Lecture 1

### **Instructions and Source of Lecture**

The reason for the war of 1857 must be sought not in the shallow causes, but rather the deep-rooted human love for freedom and self rule. Muslims had ruled the sub-continent for a considerable length of time and now preferred not to be administered by any outsider country. Consequently the war of 1857 must be seen as the last excavation fight on the part of Muslims and furthermore different nations of the sub-continent, for the preservation of freedom.

The war of Independence 1857 was started by a simple event. It was believed that cartridges made by the British were made with the fat of pigs and cows. The cartridges were to be chomped by mouth before apply. This harms the religious sentiment both Hindus and Muslims. Subsequently they declined to utilize them. At this, a large number of the troopers were beaten and detained and their pioneers hanged. This prompted open rebelliousness which spread to the reef of sub-continent. However, the British powers had officially won a major region particularly the one lying between Delhi and Lahore.

British succeeded the War of Independence and wanted obliterate the last symbol of Muslim's solidarity. For this reason, they captured Red Fort and caught Bahadur Shah Zafar, the last king of Mughal Empire. He was hiding in Humayun's Tomb. The son of last king was killed by Major Hudson while king himself died in exile in Rangoon

India was brought under the British Crown. When the war ended, the whole fault of uprising was put on the Muslims and Hindus guaranteed the British of their dedication and carried on with trueness. In result of Hindu-British agreement, Muslims were

subjected to hardships. The doors of business, trade and government services were shut for the Muslims. They were compelled to admit the insignificant employments as labourers, peasants, fillers of ink pots, water-transporters, and craftsmen etc.

The Muslim did not rest after the defeat in the war of Independence 1857. Instead of, they continued their endeavour more vigorously, which accomplished in August 1947 with the creation of Pakistan .

## Lecture 2

### Instructions and Source of Lecture

#### Sir Syed

The foremost Muslim reformer and politician of the nineteenth Century, Sir Syed Ahmad Khan was born in Delhi on October 17, 1817. His family on the maternal and fatherly side had close contacts with the Mughal court. His maternal grandfather, Khwajah Farid was a Wazir in the court of Akbar Shah II. His fatherly grandfather Syed Hadi held a mansab and the title of Jawwad Ali Khan in the court of Alamgir II. His dad, Mir Muttaqi, had been near Akbar Shah since the times of his monarch. Syed Ahmad's mother, Aziz-un-Nisa, took a lot of involvement for the growth and childhood of her child. She imposed an rigid control on him.

Not at all like other Muslim pioneers of his time, Sir Syed was of the view that Muslims ought to have affinity with the British in the result that they need to take their due rights. To accomplish this he did a considerable measure to persuade the British that Muslims were not against them. Then again, he attempted his best to persuade the Muslims that if they didn't become a close acquaintance with the British, they couldn't carry out their objectives. Sir Syed wrote many journals and books to evacuate the mistaken assumptions amongst Muslims and the British. The most noteworthy of his abstract works were his pamphlets "Reason for Indian Revolt" and "Loyal Muhammadans of India".

Sir Syed solicited the Muslims from his time not to take part in political issues unless and until they got present day education. He was of the view that Muslims couldn't

prevail in the field of western political issues without knowing the system. He was welcome to go to the principal session of the Indian National Congress and to join the association however he declined to acknowledge the offer. He additionally requested that the Muslims keep themselves far from the Congress and anticipated that the party would turn out to be an pure Hindu party in the time to come. Sir Syed is known as the thinker of Two-Nation Theory.

### Lecture 3

## Instructions and Source of Lecture

### Simla Deputation

At the point when Lord Minto was designated as the Viceroy on India in 1905, new reforms were demonstrated in which the elected principle would be amplified. The anti-partition upheaval had persuaded the Muslims to not expect any reasonable role from the Hindus. In this manner, to protect their interests, the Muslim pioneers drew up a plan for separate electorates for them, and showed it to the Viceroy Lord Minto at Simla, on October 1, 1906.

Mr. Bilgrami composed the content of the plan. The Simla Deputation comprised of seventy emissary, representing the sentiment of all the Muslims , and headed by Sir Aga Khan who gave the address. The address stated that the position of the Muslims should not be estimated by its quantity alone, but rather in terms of its political significance and services rendered to the Empire. He likewise pointed out that the western institutions of representation were inaccurate for India and that their system was raising troublesome issues. He focused on the need of most extreme issue of the electoral system. He expressed that the Muslims will represent themselves as a community in elections.

The Viceroy in his answer to the Simla Deputation made sure that the Muslim's political rights and interests as a community would be protected. Hence, separate electorates were given legal recognition in the Indian Councils Act of 1909.

#### Establishment of All India Muslim League

On December 30 1906, the yearly meeting of Muhammadan Educational Conference was held at Dhaka under the chairmanship of Nawab Viqar-ul-Mulk. Just about 3,000 representatives went to the session making it the biggest ever social event of Muslim India. Surprisingly the conference lifted its restriction on political speech, when Nawab Salim Ullah Khan gave a proposal for building up a political party to defend the interests of the Muslims; the All India Muslim League.

There were three factors that kept Muslims far from the Congress, Sir Syed's advice to stay away from politics, Hindu disturbance against the partition of Bengal and the Hindu religious revivalism's antagonistic atmosphere towards the Muslims. The Muslims stayed faithful to Sir Syed's recommendation however occasions were rapidly changing the Indian politics.

Yet, the fundamental propelling variable was that the Muslims' scholarly class wanted representation; the masses required a stage on which they can unite.

The head quarter of the All India Muslim League was set up in Lucknow, and Sir Aga Khan was elected as its first president. Additionally elected were six VPs, a secretary and two joint secretaries for a term of three years. Maulana Muhammad Ali Jouhar wrote the constitution of the League, known as the "Green Book". Branches were likewise setup in different territories. Syed Ameer Ali set up a branch of the League in London in 1908, supporting similar objectives.

#### Lecture 4

### Instructions and Source of Lecture

#### Lucknow Pact

All India Muslim League established with the purpose of developing good relations with the government. Anyhow, because of the choice of the British Government to cancel the partition of Bengal, the Muslims took initiative to change its position. In 1913, another group of Muslim pioneers entered in the Muslim League with the point of bridging the gap between the Muslims and the Hindus. The most prominent among them was Muhammad Ali Jinnah, who was at that time already a member of Indian National Congress. The Muslim League changed its significant target and chose to hold hands with the Congress keeping in mind the end goal to put pressure on the British government. Lord Chelmsford welcomed suggestions from the Indian politicians for the post World War I movements additionally helped in the progression of the condition.

Because of the diligent work of Mr. Jinnah, both the Muslim League and the Congress met for their annual sessions at Bombay in December 1915. The key leaders of the two political parties gathered. The speeches delivered by the two groups were same in tone and topic. Within a couple of months of the Bombay moot, 19 Muslim and Hindu elected representatives from the Imperial Legislative Council addressed a memorandum to the Viceroy regarding the matter of reforms in October 1916. Their proposals did not become news in the British circle, but were discussed, amended and accepted at a meeting of the Congress and Muslim League at Calcutta in November 1916. This meeting dictated the points of agreement and the structure of the governing bodies. The agreement was affirmed during the annual sessions of the Congress and the League in their yearly session held at Lucknow on December 29 and December 31, 1916 respectively. Sarojini Naidu gave Jinnah, the chief drawer of the Lucknow Pact.

Despite the fact that this Hindu Muslim Unity could not live over eight years, and broken down due to the opposition between the two parties after the Khilafat Movement, yet it was an imperative occasion in the historical background of the Muslims of South Asia. It was the first attempt when Congress perceived the Muslim League as the political party representing the Muslims of the region. As Congress consented to separate electorates, it in reality consented to consider the Muslims as a different nation. They along these lines acknowledged the idea of the Two-Nation Theory.

## Instructions and Source of Lecture

### Lahore Resolution

On March 23, A.K. Fazul Haq, the Chief Minister of Bengal, moved the Lahore Resolution. Other than numerous others, the Resolution was supported by Maulana Zafar Ali Khan from Punjab, Chaudhary Khaliquzzam from UP, Sir Abdullah Haroon from Sindh, Sardar Aurangzeb from the N. W. F. P (present day Khyber Pakhtunkhawa) and Qazi Muhammad Esa from Baluchistan. The leaders who backed the resolution, in their speeches proclaimed the event as a noteworthy one. Finally, the Resolution was passed on March 24. The Lahore Resolution turned out to be a fruitful battle by the Muslims of the subcontinent for their liberation from British rule.

It took nearly seven years after the Lahore Resolution to take last shape into the new country named as Pakistan.

The name Pakistan was not used as a part of the resolution and the official name of the resolution was Lahore Resolution. It was the Hindu daily papers including Partap, Bande Matram, Milap, Tribune and so on., who incidentally authored the name Pakistan Resolution. Nonetheless, the thought was valued by the Muslim masses and the Resolution is more known as Pakistan Resolution.

## **Exercise**

### **Fill in the blanks**

1. 1857
2. Lord Curzon
3. Delhi
4. Mountbatten
5. 1945

### **True and False**

1. True
2. False
3. True
4. True
5. True

### **Match Columns**

1. 1928
2. 1927
3. Quaid-e-Azam
4. 3<sup>rd</sup> June Plan
5. 14<sup>th</sup> August

## **TEST**

### **Answer the following questions**

1. Why were Muslim Leaders not happy with Nehru Report? Give any two reasons.
2. How World Wars changed the fate of sub-continent?
3. Why war of independence is considered first step towards the creation of Pakistan?
4. The Simla deputation was unique and a landmark in the history of India. How would you prove these words?
5. Do you agree that Resolution of Pakistan led to the creation of Pakistan?

### **Fill in the blanks**

1. Cripps arrived in \_\_\_\_\_ on March 22, 1942.
2. In March 1947, Lord \_\_\_\_\_ became the viceroy of India.
3. World War II ended in \_\_\_\_\_.
4. The decision of partition of Bengal was taken by the Viceroy of India, \_\_\_\_\_.
5. In \_\_\_\_\_, Muslim and Hindus together fought against British.

### **True and False**

1. Pakistan resolution was passed on March 23, 1940, at the Minto Park, Lahore.
2. In 1918, a pact known as Istanbul Accord was signed between the Allied Forces and Turkey.
3. Allama Iqbal presented the idea of the Two-Nation Theory in his presidential address at Allahabad.
4. The name of the political party, All India Muslim League, was suggested by Sir Agha Khan II.
5. Sir Syed Ahmed Khan made efforts to make the Muslims socially and educationally strong.

## Match Columns

| Column A             | Column B                  | Column C |
|----------------------|---------------------------|----------|
| Nehru Report         | 14 <sup>th</sup> August   |          |
| Simon Commission     | 1928                      |          |
| Fourteen Points      | 3 <sup>rd</sup> June Plan |          |
| Lord Mountbatten     | Quaid-e-Azam              |          |
| Creation of Pakistan | 1927                      |          |

# **Constitution**

## Lecture 1

### **Instructions and Source of Lecture**

Is a constitution important?

Explain to your students when they ask this question, is that as citizen of the Pakistan, we don't have one single thing that ties all of us together aside from our Constitution. We are not a united ethnic group, we are not a solitary religious group, and we don't have an exceptionally broad history as a people.

Also disclose them through history, it is the special case, as opposed to the rule, that people of various ethnic and religious groups can live respectively gently. In any case, our Constitution enclose the law that government exists to secure the rights of all residents, and has no authentic power to deny any native or class of native of their rights without due process of law. Under the Constitution, our country has been more successful in permitting people of various ethnic and religious groups to live harmony; and when we have failed, it is because citizens deny to respect the equity of all under the Constitution.

At last, tell them that in a nation as diverse as our own, it is actually inconceivable for any individual, or organization, or government to know everything to know keeping in mind to guarantee the prosperity and joy of the general population. Our Constitution perceives this, and subsequently ensures the standards of individual freedom, restricted government, and federalism. The law of citizen freedom and limited government show that there are definite areas of human activity that belong to people to choose, and that government cannot decide alone or in the other words, government cannot decide about those activities effectively. Our Constitution don't permit government to control what

political opinions we have as an individual or as a group– however dictators in numerous nations around the globe routinely detain their political adversaries.

## Lecture 2

# Instructions and Source of Lecture

### **Importance of Constitution**

The essential function of a constitution is to lay out the fundamental structure of the government according to which people are to be represented. It is the constitution of a nation, which builds up the three principle organs of the government, in particular, judiciary, legislative and executive.

The constitution of a state not just characterizes the power distributed to each of the three fundamental organs, yet it also basically makes an unmistakable boundary of the obligations share out to each of them. It efficaciously regulates the relation between these organs and additionally the link between the government and its people.

Because the constitution of country is superior to all the laws made within the boundary of state, any law implemented by the government should be in conformity with the country's constitution. By this, citizens will not only abide by the law but they will work under the constitution of country.

The constitution does not just give a formula to a proficient government, also gives the confinements on power. Since power can be corrupted, a constitution is constituted to limit the power of those who run governmental.

## Exercise

Fill in the blanks

1. Constitution
2. Life
3. National Goals
4. Citizen
5. Law

True and False

1. True
2. False
3. True
4. True
5. True

## TEST

### Answer the following questions

1. Give any five fundamental provided under the constitution of Pakistan.
2. Write any five features of a constitution.
3. Write a brief note on the importance of a constitution.
4. What is a constitution?

### True and False

1. A citizen cannot be refused a job on the ground of race and religion.
2. A constitution does not state the rights and responsibilities of the citizens of the country.
3. The constitution of Pakistan allows its citizen to promote his own language.
4. Pakistan's constitution provides safeguards in respect of religious educational institution.
5. Constitutions make governments accountable to the people.

### Fill in the blanks

1. Every \_\_\_\_\_ of Pakistan have a right to form a political party.
2. A \_\_\_\_\_ is the set of written or unwritten laws for governing a country.
3. Right of \_\_\_\_\_ declares that a person cannot be deprived of his life.
4. The constitution contains the list of the \_\_\_\_\_ goals.
5. All citizens of Pakistan are equal before the \_\_\_\_\_.

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# **Lunar and Solar Clender**

## Lecture 1

### **Instructions and Source of Lecture**

#### **Islamic Calendar**

1. Hijri calendar is the second name of the Islamic calendar.
2. This calendar is based on the phases of the moon or lunar cycle.
3. The second Caliph Umar Ibn Khitabinvented the Islamic calendar by started numbering the years of the Hijra.
4. The Islamic calendar consists of twelve months and 354 days.
5. All Muslim holidays are based on the Islamic calendar.
6. New day in the Islamic calendar starts at sunset.

#### **Christian Calendar**

1. The Gregorian calendar is also sometimes referred to as the Christian or Western calendar.
2. There were other calendars introduced before the Gregorian calendar such as the Julian calendar. However, the Gregorian calendar sought to improve the earlier versions. The Christian calendar went through many changes with the last change named after Pope Gregory XIII.
3. The Gregorian calendar comprises of 12 months, and 365 days (366 days in a leap year). The months in the Gregorian calendar are of 30 or 31 days with February having 28 days and 29 days in a leap year.
4. New day in the Gregorian calendar starts at midnight.
5. Gregorian calendar forms the basis of the current day's calendar.

## Exercise

### Fill in the blanks

1. Lunar
2. Julian
3. 12 months
4. 366
5. Hundred

### True and False

1. True
2. False
3. True
4. False
5. True

### Match Columns

1. Islamic Calendar
2. Solar Calendar
3. 366 days
4. 28 or 29 days
5. 1<sup>st</sup> month of Islamic calendar

## TEST

### Answer the following questions

1. What is a leap year?
2. Why do we call Georgian Calendar a solar calendar?
3. What kind of calendar is known as a lunar calendar?
4. What is a difference between century and millennium?
5. What is a difference between decade and score?

### Fill in the blanks

1. The Islamic Calendar is also known as \_\_\_\_\_ calendar.
2. A leap year has \_\_\_\_\_ days.
3. A century is a period of \_\_\_\_\_ years.
4. The Georgian Calendar is also known as \_\_\_\_\_ calendar.
5. There are \_\_\_\_\_ months in lunar and solar calendar.

### True and False

1. The Islamic Calendar has 354 days.
2. The Georgian Calendar became to be used from 1528.
3. The solar calendar has 378 days.
4. A lunar calendar follows the movement of the earth's moon.
5. A.D. stands for Anno Domini meaning "In the years of our Lord".

### Match Columns

| Column A          | Column B                                  | Column C |
|-------------------|-------------------------------------------|----------|
| Lunar Calendar    | 28 or 29 days                             |          |
| Georgian Calendar | 1 <sup>st</sup> month of Islamic calendar |          |
| Leap Year         | Islamic Calendar                          |          |
| Feburary          | 366 days                                  |          |
| Muharram          | Solar Calendar                            |          |