

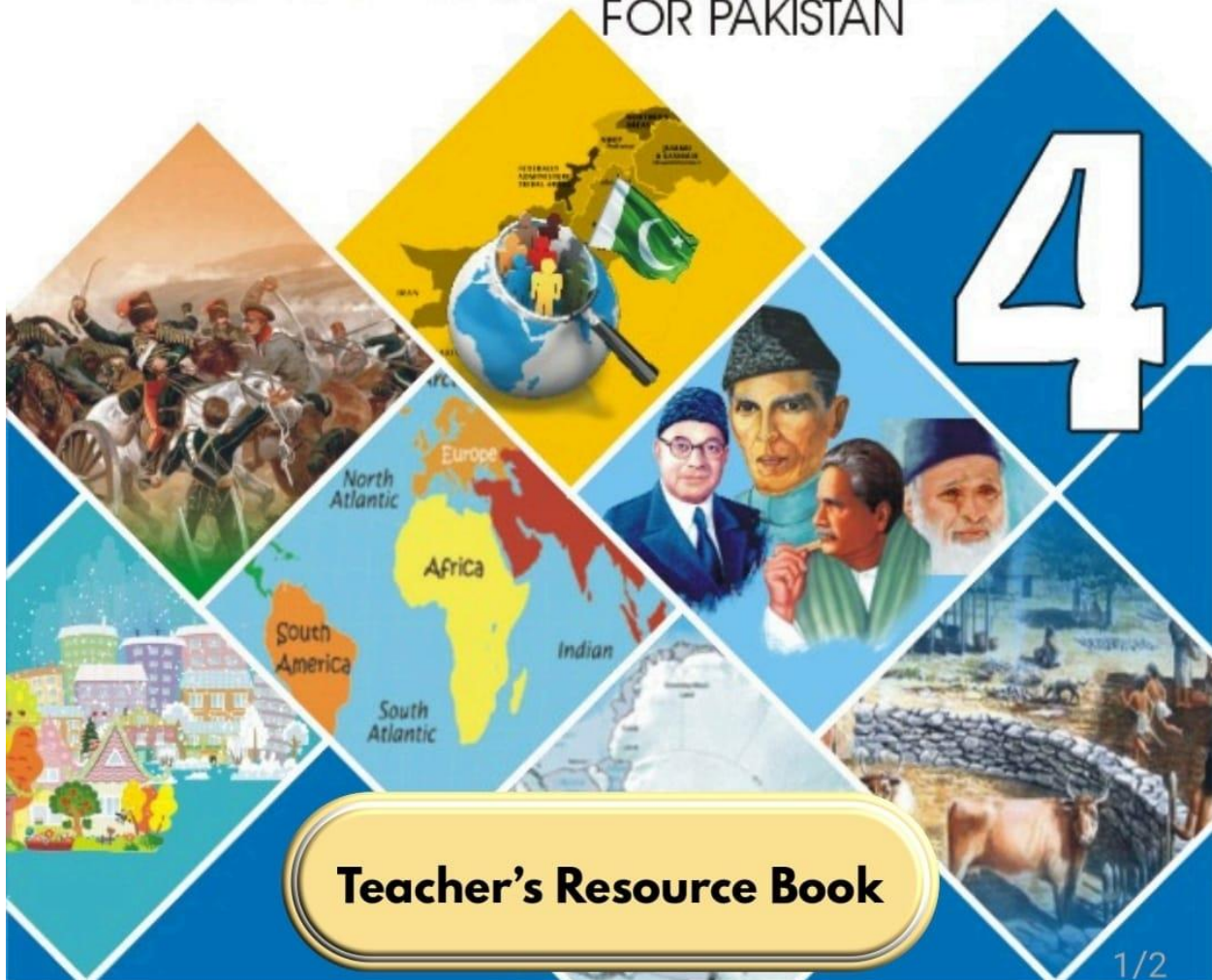
ZAST

Social STUDIES

FOR PAKISTAN



4



Teacher's Resource Book

1/2

Ch#1

Map and Elements of Maps

LEARNING OBJECTIVES

Students will be able to:

- Understand core concept of map
- Know origin of word map
- Explain elements of a map
- Use elements of a map

Lecture 1

Duration: 30 minutes

Topic: *Introduction to maps, Origin of a map*

Introduction to Maps:

Explain to the students that a map is a drawing that gives us information about a place at a particular time. Maps are a representation of the real world drawn accurately on a flat surface but many times smaller than the place itself. Maps are one of the oldest forms of nonverbal communication. Every culture in every part of the world makes and uses maps. All the information about one place cannot be put in a single map. Different aspects of a place can be shown in different types of maps.

Origin of a Map:

Tell students that how different words together makes a word “map”. Origin of word map should be explained in a distinctive sense.

Lecture 2

Duration: 30 minutes

Topic: Elements of a map

Elements of a Map:

Give a brief introduction and tell students about the basic elements of a map that are a title, a legend or a key, North Arrow and scale. Students should be aware that these elements are very important because these features help explain the information on a map. Explain elements of a map after introducing the term and meaning of a map.

Tell your students that maps help to locate a particular place on the Earth and tell where they are from the place we live. All Maps have the same parts. Each part helps you to read the Map and understand it. These parts are:

Map Title: The Map Title tells you what the map is and is usually found on the top or bottom of the map.

Map Scale: Map scale is the relationship or ratio between a linear measurement on a map and the corresponding distance on Earth's surface.

North Arrow: A map symbol that shows North direction.

Map Key: The map key is found on the bottom of the map. The map key tells you what the symbols on the map stand for. Symbols are small pictures on the map used for representing real things on our Earth like mountains, hills, and valleys etc.

Tell students to remember that symbols don't always look like what they represent in the real world.

Make a map for your students of your backyard, neighborhood or Local Park, this will give them an idea of what a map does, such as showing major landmarks, bodies of water, etc. After your students have explored a bit they may want to make their own map. Encourage their efforts with paper, crayons, and colored pencils. This is a great way to learn directions, and scale as well as building fine motor skills.

EXERCISE

Answer the following questions:

1. How would you define term map?

Ans: Maps are pictures of the Earth's surface which help us to figure out how this Earth looks like.

2. How elements of a map are helpful in reading a map?

Ans: Elements of a map help us to find details and to read them correctly.

3. How would you define Scale?

Ans: The distance on a map compared to the earth is known as scale.

4. What is meant by North Arrow?

Ans: It tells about the direction of north on a map in order to tell the orientation of places accurately.

5. Do you think legend or a key should be drawn on a map? If yes, what would be the appropriate reason for this?

Ans: Yes, because a key or legend is used to explain the meaning of each of the symbols used on the map.

6. What does title of a map tell us?

Ans: The title of the map provides the description of theme or subject of a map.

Fill in the blanks

1. The word map is derived from _____ words.
(**Medieval Latin**)
2. Maps are pictures of _____ surface.
(**Earth's**)
3. North arrow tells the _____ of places.
(**Orientation**)
4. Legend is also called _____.
(**A key**)
5. Large _____, sizes and lengths can be reduced with the help of scale.
(**Distances**)

True and False

1. The word map is derived from the Greek language. **False**
2. Elements of a map are not helpful in reading a map. **False**
3. Key on a map shows symbols of various places. **True**
4. The title of a map tells about direction. **False**
5. Scale and legend both are same and tells about direction. **False**

Match Columns

Column A	Column B	Column C
Mappa	Theme of a map	Napkin or sheet
Title	Tells direction	Theme of a map
Legend	Shorter distance	Key
North arrow	Key	Tells direction
Scale	Napkin or sheet	Shorter distance

Test

Answer the following questions:

1. How would you define Scale?
2. What is meant by North Arrow?
3. How would you define term map?
4. How elements of a map are helpful in reading a map?
5. What does title of a map tell us?

Fill in the blanks

1. The word map is derived from _____ words.
2. Large _____, sizes and lengths can be reduced with the help of scale.
3. Maps are pictures of _____ surface.
4. North arrow tells the _____ of places.
5. Legend is also called _____.

True and False

1. The word map is derived from the Greek language.
2. The title of a map tells about direction.
3. Elements of a map are not helpful in reading a map.
4. Key on a map shows symbols of various places.
5. Scale and legend both are same and tells about direction.

Globe and Seven Continents

LEARNING OBJECTIVES

Students will be able to:

- Define term globe
- Differentiate between globe and map
- Brief seven continents in the world
- Explain about five oceans in the world

Lecture 1

Duration: 15 minutes

Topic: *Difference between a map and a globe*

Maps and Globes are something that naturally appeals to children. It appeals to their adventurous side e.g. pirates, explorers, and all that. Teaching map and globe in a simple way can help children to understand it easily.

Difference between a map and a globe: Explain to your students in simple terms that a map is a flat drawing of the earth, while a globe is a representation of the actual shape of the earth.

Lecture 2

Duration: 30 minutes

Topic: *Continents*

Continents: Identifying the 7 continents is a great basic way of identifying other areas of the world, a good way to reinforce their memory of them is to identify each with landmarks, animals, or something similar, for example- “Here is China, this is where panda’s are from”, Here is “North America, where we are” This gives them a simple point of reference.

EXERCISE

Answer the following questions:

1. *What is a definition of the globe?*

Ans: The meaning of word globe is *sphere or round object*. Since the Earth is spherical in its shape, a globe can accurately explain the location of continents and oceans.

2. *How is globe different than a map?*

Ans: A globe is a three-dimensional (3D sphere) while a map is two-dimensional drawn on paper. A globe represents the whole earth with more accurate locations whereas a map may represent the whole earth or just a part of it.

3. *How many continents are there in the world? Name them*

Ans: There are seven continents in the world- Africa, Asia, Antarctica, Australia, Europe, North America and South America.

4. *Which continent is least populated in the world?*

Ans: Antarctica is the least populated continent on earth with a very small population of 5000 residents.

5. *How is Asia an important part of the world's economy?*

Ans: Asia is home to estimated 4.3 billion people which represent 60% of world's population. This large population makes Asia an important part of world's economy.

6. *Name some animals which can be found in Australia.*

Ans: Koala, Emu, Kookaburra, Kangaroo, and Platypus can be found in Australia.

True and False

1. Europe is the third largest continent in terms of population. **True**
2. There are 40 countries in North America. **False**
3. Nigeria is located in Asia continent. **False**
4. North America is home to Anaconda. **False**
5. Lake Superior is world's largest lake in the world. **True**

Fill in the blanks

1. Most populous city of South America is _____.

(São Paulo)

2. The world's largest cattle station is in _____.

(Australia)

3. Africa is also considered to be the birthplace of _____.

(Mankind)

4. Australia is home to _____, Brown Snake, and _____.

(Tiger Snake, Taipan)

5. _____ is the least populated continent on the earth.

(Antarctica)

Match Columns

Column A	Column B	Column C
Asia	Birthplace of mankind	Shanghai, China
Europe	Round object	50 countries
Globe	Shanghai, China	Round Object
Africa	50 countries	Birthplace of mankind
South America	Amazon	Amazon

Test

Answer the following questions:

1. What is a definition of the globe?
2. How is globe different than a map?
3. How many continents are there in the world? Name them
4. Which continent is least populated in the world?
5. How is Asia an important part of the world's economy?
6. Name some animals which can be found in Australia.

True and False

1. Europe is the third largest continent in terms of population.
2. There are 40 countries in North America.
3. Nigeria is located in Asia continent.
4. North America is home to Anaconda.
5. Lake Superior is world's largest lake in the world.

Fill in the blanks

1. Most populous city of South America is _____.
2. The world's largest cattle station is in _____.
3. Africa is also considered to be the birthplace of _____.
4. Australia is home to _____, Brown Snake, and _____.
5. _____ is the least populated continent on the earth.

Oceans

LEARNING OBJECTIVES

Students will be able to:

- Define the term ocean
- Explain the total number of oceans in the world
- Learn about aquatic life living in the oceans

Lecture 1

Duration: 30 minutes

Topic: *Oceans*

Oceans: Teaching your students the five oceans of the world is a great way to expand their map knowledge. They are- Indian, Pacific, Atlantic, Arctic, and Southern. Start with the ocean that is nearest your location, make it relevant to your child, if you have visited the beach that belongs to that ocean “Remember when we visited the beach last summer? That was part of the ____ ocean” Then work your way outward.

There are five oceans of the world – the Pacific, the Antarctic, the Atlantic, the Arctic and the Indian. The Pacific is the largest ocean in the world. (Try to include a map of the Pacific Ocean as that is searched for) Continents have been divided majorly by the world oceans. For instance, the Pacific Ocean separates Asia and Oceania from the Americas.

The Atlantic separates the Americas from Eurasia and Africa. The Southern Ocean or the Antarctic Ocean encircles the continent of Antarctica and the Arctic Ocean covers much of the Arctic and reaches North America and Eurasia.

Read each ocean one by one and explain that oceans are a biggest source of water in the world. Educate students about marine life that live in oceans.

EXERCISE

Answer the following questions

1. What do you know about the ocean?

Ans: The large water bodies which surround the land area or continents are known as oceans.

2. How many oceans are there? Name them.

Ans: There are five oceans- Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and the Arctic Ocean.

3. Which ocean is the largest ocean in the world?

Ans: Pacific Ocean is the largest ocean in the world.

4. How many types of ice cover the Arctic Ocean? Explain them.

Ans: There are three types of ice that cover the Arctic Ocean: polar ice, pack ice, and fast ice. Polar ice never melts completely. The ice located at the edge of the polar ice is known as pack ice. Pack ice freezes completely only in winter.

5. Which fish was thought to be extinct and from where it was found?

Ans: The **coelacanth**, a fish which was thought to be extinct was found in the warm waters of the Indian Ocean.

True and False

6. The Pacific Ocean is the smallest ocean in the world. **False**
7. Mumbai port is an important port of Indonesia. **False**
8. The Indian Ocean is the fifth largest ocean in the world. **False**
9. Three types of ice cover the Atlantic Ocean. **False**
10. There are four whale species living in the Arctic Ocean. **True**

Fill in the blanks

1. _____ is home to Blue Whales and _____.

(Antarctic Ocean, Krill)

2. _____ is known to be peaceful ocean.

(Pacific Ocean)

3. Southern Ocean was recognized as ocean in _____.

(2000)

4. _____ of the portion of the earth is covered with water.

(Seventy percent)

5. The major seaport of the Atlantic Ocean is _____ in USA.

(New York)

Match Columns

Column A	Column B	Column C
Antarctic Ocean	The largest ocean	Fourth largest ocean
Pacific Ocean	Second largest ocean	The largest ocean
Atlantic Ocean	Third largest ocean	Second largest ocean
Indian Ocean	The smallest ocean	Third largest ocean
Arctic Ocean	Fourth largest ocean	The smallest ocean

Test

Answer the following questions

1. Which ocean is the largest ocean in the world?
2. How many types of ice cover the Arctic Ocean? Explain them.
3. What do you know about the ocean?
4. How many oceans are there? Name them.
5. Which fish was thought to be extinct and from where it was found?

True and False

1. The Indian Ocean is the fifth largest ocean in the world.
2. Three types of ice cover the Atlantic Ocean.
3. The Pacific Ocean is the smallest ocean in the world.
4. Mumbai port is an important port of Indonesia.
5. There are four whale species living in the Arctic Ocean.

Fill in the blanks

1. Southern Ocean was recognized as ocean in _____.
2. _____ is home to Blue Whales and _____.
3. The major seaport of the Atlantic Ocean is _____ in USA.
4. _____ is known to be peaceful ocean.
_____ of the portion of the earth is covered with water.

Climate and Weather

LEARNING OBJECTIVES

Students will be able to:

- Understand general difference between climate and weather
- Learn basic knowledge of four seasons of Pakistan
- Learn Pakistan's climatic divisions and their characteristics

Lecture 1

Duration: 30 minutes

Topic: *Climate and Weather*

This lesson will enable students to learn the differences between weather and climate and seasons in Pakistan. Students can collect local weather data for a defined period of time, and then compare these data with longer term climate data for their community.

Weather is a specific event or condition that happens over a period of hours or days. For example, a thunderstorm, a snowstorm, and today's temperature all describe the weather. Weather is highly variable day to day, and from one year to the next. For example, Pakistan might have a warm winter one year and a much colder winter the next. This kind of change is normal. But when the average pattern over many years changes, it could be a sign of climate change.

Climate refers to the average weather conditions in a place over many years (usually at least 30 years, to account for the range of natural variations from one year to the next). For example, the climate in Pakistan is cold and snowy in the winter, while Afghanistan's climate is hot and humid. The climate in one area, like the Pakistan or Afghanistan is called a regional climate. The average climate around the world is called global climate. When scientists talk about global climate change, they're talking a pattern of changes happening around the world over many years. One of the most important trends that scientists

look at is the average temperature of the Earth, which has been increasing for many years.

Lecture 2

Duration: 30 minutes

Topic: *Seasons in Pakistan*

Read the paragraph from book and explain the division of seasons in Pakistan. You can explain the following topic by displaying pictures of different seasons of Pakistan. Visual device can also be used for explaining this topic. You can arrange a projector in order to show different clips based on Pakistan's seasons.

EXERCISE

Answer the following questions:

1. *Define the term weather.*

Ans: Weather can be defined as “behavior of the atmosphere with respect to its effects upon life and human activities”.

2. *Define what is climate?*

Ans: The climate is the description of the weather for a specific region and time period.

3. *How would you differentiate between climate and weather?*

Ans: The climate is the study of weather of thirty years of a particular region. On the other hand, weather consists of the short-term and can be changed from day to day and months to months.

4. *How many seasons are there in Pakistan? Name them.*

Ans: There are four seasons in Pakistan. Cold Weather Season, Hot Weather Season, Monsoon Season and Post-Monsoon Season.

5. *Which is the hottest city in the subcontinent?*

Ans: Jacobabad is the hottest city in the subcontinent.

True and False

1. Climate term can be used for weather. **False**
2. Climatology is the study of climate. **True**
3. Weather can be defined as behavior of the atmosphere. **True**
4. Pakistan is blessed with five seasons. **False**
5. The Sindh-Makran coast and the hill resorts are areas of low temperature. **True**

Fill in the blanks:

1. During the monsoon season, average rainfall _____ in the Indus Plain.

(Decreases)

2. Study of the weather is called _____.

(Meteorology)

3. The end of the monsoon period stops any active _____ system and results in _____.

(Wind, Dryness)

4. At a given time weather of two areas may differ, although having same _____ features.

(Climate)

5. Northern mountain ranges also experience heavy _____ during cold weather season.

(Snowfall)

Match columns

Column A	Column B	Column C
Weather	Four	Meteorology
Climate	Hottest city	Climatology
Seasons	July to September	Four
Jacobabad	Climatology	Hottest city
The Monsoon season	Meteorology	July to September

Test

Answer the following questions:

1. Define the term weather.
2. Define what is climate?
3. How would you differentiate between climate and weather?
4. How many seasons are there in Pakistan? Name them.
5. Which is the hottest city in the subcontinent?

True and False

1. Climate term can be used for weather.
2. Climatology is the study of climate.
3. Weather can be defined as behavior of the atmosphere.
4. Pakistan is blessed with five seasons.
5. The Sindh-Makran coast and the hill resorts are areas of low temperature.

Fill in the blanks:

1. During the monsoon season, average rainfall _____ in the Indus Plain.
2. Study of the weather is called _____.
3. The end of the monsoon period stops any active _____ system and results in _____.
4. At a given time weather of two areas may different, although having same _____ features.
5. Northern mountain ranges also experience heavy _____ during cold weather season.

Ch#5

Historical Events

(Pre-Pakistan)

LEARNING OBJECTIVES

Students will be able to:

- Understand that the presence of the British in the subcontinent was an impetus to the creation of Pakistan
- Know major historical events that led to the creation of Pakistan
- Know historical facts about Pakistan

Lecture 1

Duration: 30 minutes

Topic: *British Empire*

The war between East India Company and Nawab of Bengal is a major event in the history of subcontinent. It is very necessary to know the reasons and facts behind this war. You can narrate the following story in your own words to your students so they can understand that how this event led people of subcontinent to the independence.

Though it was more of a skirmish than a battle, the British victory under Robert Clive at Plassey in Bengal was a crucial event in the history of India. The young Nawab of Bengal, Siraj-ad-daula, had taken Calcutta from the East India Company with a huge army in June 1756, when the notorious 'Black Hole' episode occurred. It was not until August that the news reached the Company in Madras and not until October that Clive, now thirty-two years-old, left for Calcutta at the head of a mixed European-Indian force of some 2,500 men. He drove Siraj's army out early in January 1757.

Clive decided that the best way to secure the Company's interests in Bengal was to replace Siraj with a new and more pliant nawab. He found a candidate in a discontented elderly general named Mir Jafar. After complicated

conspiratorial discussions and the promise of enormous bribes to all concerned, a secret agreement was smuggled into the women's quarters of Mir Jafar's house, which was being watched by Siraj's spies, and Mir Jafar signed it.

Siraj knew or suspected there was a conspiracy against him, despite Clive's earnest protestations to the contrary, and moved south to Plassey. On June 13th, Clive moved north with some 2,000 Indian sepoys and 600 British infantry of the Thirty-Ninth of Foot plus close to 200 artillerymen with ten field pieces and two small howitzers. Ambiguous messages were coming in from Mir Jafar and Clive was moving into a dangerous situation against heavy odds. He seems to have had a crisis of confidence and summoned his officers to a council of war on June 21st. The majority, including Clive, voted against action. At that point, according to his friend Robert Orme, Clive retired into a grove of trees where he stayed for an hour in meditation. On his return he gave orders for the army to move on to Plassey.

According to Clive, he lost eighteen men killed, while he estimated the nawab's dead as around 500. Siraj-ad-daula was killed by his own people and Mir Jafar replaced him. Clive, who was now effectively master of Bengal, skilfully bolstered Mir Jafar's apparent authority while keeping him on leading strings. The skirmish at Plassey was critical to the East India Company's triumph over its French rivals and, in the longer term, to the establishment of British rule in India.

Lecture 2

Duration: 30 minutes

Topic: *The War of Independence, All India Muslim League*

You can narrate the following story in your own words to your students so they can understand that how this event led people of subcontinent to the independence.

The War of Independence broke out in January and March 1857. The British army had recruited local Indians in their forces. These soldiers were issued cartridges greased with fat from tabooed animals. The soldiers refused to use these cartridges. In 1857, starting with an uprising in Meerut, soldiers in the

British Army in Bengal launched a full-scale mutiny against the British. This mutiny spread swiftly across the Sub-continent. Initially, the Indian soldiers were able to push back the British forces. The British army was driven out of Delhi and the Indian soldiers took control of the city.

The British quickly regained control of Delhi. They ransacked and destroyed the city. They took revenge in the most gruesome manner by killing innocent people indiscriminately. A wide scale massacre of the inhabitants of Delhi was carried out to avenge the killings of the British soldiers. The Mughal emperor was captured from his sanctuary, the tomb of Emperor Humayun. Bahadur Shah was imprisoned in Rangoon, Myanmar, where he breathed his last.

Read the next paragraph “**All India Muslim League**” and explain the facts and importance of it for independence.

Lecture 3

Duration: 30 minutes

Topic: *Two-Nation Theory, Now or Never-Pamphlet, Lahore Resolution*

Two-Nation Theory: The Two Nation Theory was the basis of the struggle for creation of Pakistan which held that Hindus and Muslims are two separate Nations. They in spite of living together for centuries could not forget their individual cultures and civilization. Allama Iqbal was the first important figure who propounded the idea of separate homeland on the basis of two nation theory. He firmly believed in the separate identity of the Muslims as a nation and suggested that there would be no possibility of peace in the country unless and until they were recognized as a nation. In the annual session of Muslim League at Allahabad in 1930, he said:

"India is a continent of human beings belonging to different languages and professing different religions...I, therefore, demand the formation of a consolidated Muslim state in the best interests of the Muslims of India and Islam."

Now or Never-Pamphlet: Read the paragraph from book and explain that how this pamphlet became one of the strong reasons of independence of Pakistan. You can also read out the original pamphlet using online source if required.

Lahore Resolution: Read the paragraph from book. You can show the images of Minar-e-Pakistan using newspaper or magazines to students.

EXERCISE

Answer the following questions:

1. When did British involve in politics of the subcontinent?

Ans: During the 18th century, British began to involve in politics of the subcontinent.

2. Who was the first president of All India Muslim League?

Ans: The first president of All India Muslim League was Sir Agha Khan III.

3. When and who coined the name of Pakistan?

Ans: The name of the Pakistan was coined by Chaudhary Rahmat Ali in 1933 in the pamphlet "Now or Never".

4. Who did move historical Lahore Resolution?

Ans: A.K. Fazul Haq, the Chief Minister of Bengal, moved the historical Lahore Resolution.

5. Where was Minar-e-Pakistan built?

Ans: Minar-e-Pakistan was built on the same site in Lahore where Lahore Resolution was passed.

True and False:

1. Allama Iqbal gave the idea of two nation theory. **True**
2. East India Company was closed down in 1858. **True**
3. Nawab Khan was the first president of All India Muslim League. **False**
4. Chaudhary Rehmat Ali coined the name of Pakistan. **True**
5. The War of Independence was started in 1858. **False**

Fill in the blanks

1. _____ was adopted on 23 March 1940.

(Lahore Resolution)

2. _____ won the Battle of Plassey.

(British)

3. _____ was closed down in 1858.

(East India Company)

4. In 1867, Language controversy between the _____ and _____ took place.

(Hindu, Muslims)

5. Dawn Newspaper was founded by _____ as a mouthpiece for the _____.

(Quaid-e-Azam, Muslim League)

Match Columns

Column A	Column B	Column C
East India Company	Sir Agha Khan III	1858
All India Muslim League	1940	Sir Agha Khan III
Lahore Resolution	In Lahore	1940
Chaudhary Rahmat Ali	1858	Coined the name of Pakistan
Minar-e-Pakistan	Coined the name of Pakistan	In Lahore

Test

Answer the following questions:

1. Who was the first president of All India Muslim League?
2. When did British involve in politics of the subcontinent?
3. When and who coined the name of Pakistan?
4. Who did move historical Lahore Resolution?
5. Where was Minar-e-Pakistan built?

True and False:

1. Chaudhary Rehmat Ali coined the name of Pakistan.
2. East India Company was closed down in 1858.
3. Allama Iqbal gave the idea of two nation theory.
4. Nawab Khan was the first president of All India Muslim League.
5. The War of Independence was started in 1858.

Fill in the blanks

1. In 1867, Language controversy between the _____ and _____ took place.
2. _____ was adopted on 23 March 1940.
3. Dawn Newspaper was founded by _____ as a mouthpiece for the _____.
4. _____ won the Battle of Plassey.
5. _____ was closed down in 1858.

Historical events

(Post-Pakistan)

LEARNING OBJECTIVES

Students will be able to:

- Learn major events of post-Pakistan
- Understand the nature of wars between Pakistan and India
- Understand causes of separation of East Pakistan
- Know about Pakistan's Nuclear Test

Lecture 1

Duration: 30 minutes

Topic: *Creation of Pakistan, The 1947-48 War*

Read the topic “**Creation of Pakistan**” and tell the name of new Governor General and Prime Minister of newly state “Pakistan”. You can bring the pictures of leaders in class and during reading a paragraph point out each picture.

The 1947-48 War: Explain the facts and causes of the first war between India and Pakistan. Tell the story in simple words before reading the next topic “The 1947-48 War”. Here are the causes of Kashmir war.

The first war between India and Pakistan began in October 1947 and ended in December 1948. The origins of the first war between India and Pakistan can be traced to the final status of Kashmir following the establishment of an independent India and Pakistan on August 15, 1947. Kashmir was strategically located between India and Pakistan and though it was led by a Hindu Maharaja, Muslims made up the majority of the population. Sikhs and Hindus made up the other major ethnicities though they were a minority compared to the Muslim population. Though required to choose between the India and Pakistan the Maharaja was unable to decide which state to join. In 1948, the first Kashmir war was fought between the Indian troops and Pakistani pathans

invading from the northwest of the Kashmir region. This primary war ended with UN intervention and a mutual agreement to a formation of a Line of Control, the ceasefire line that the troops of both nations were withdrawn behind.

Lecture 2

Duration: 30 minutes

Topic: *The 1965 war. Separation of East Pakistan, Nuclear Power*

The 1965 War: The Indo-Pakistani War of 1965 was a culmination of skirmishes that took place between April 1965 and September 1965 between Pakistan and the Republic of India. This conflict became known as the Second Kashmir War fought by India and Pakistan. The war began following Pakistan's Operation Gibraltar, which was designed to infiltrate forces into Indian-held Jammu and Kashmir to precipitate an insurgency against illegal rule by India. The five-week war caused thousands of casualties on both sides. It ended in a United Nations (UN) mandated ceasefire and the subsequent issuance of the Tashkent Declaration. This war is declared as Pakistani victory and is a major success of intelligence agencies of Pakistan.

Separation of East Pakistan: Read the paragraph and explain the facts that how Pakistan's eastern wing was separated. You can explain the following facts in simple words to your students.

The separation of East Pakistan was a great setback to Pakistan. By 1970, sentiments for national unity had weakened in East Pakistan to the extent that constant conflict between the two Wings dramatically erupted into mass civil disorder. This tragically resulted in the brutal and violent amputation of Pakistan's Eastern Wing.

The physical separation of a thousand miles between the two wings without a common border, and being surrounded by Indian territory and influences, led to constant political, economic and social conflicts between the two wings; embittering relations bringing the country on the verge of collapse.

Nuclear Power: Read the paragraph and explain the reason that why Pakistan was needed to be a nuclear power. Arrange pictures of Pakistan's nuclear sites and display in class.

EXERCISE

Answer the following questions

1. When Pakistan's first constitution was enforced?

Ans: Pakistan's first constitution was enforced on 23 March 1956.

2. Who was the first Prime Minister of Pakistan?

Ans: Liaquat Ali Khan became the first Prime Minister of Pakistan.

3. When did Pakistan carry its first nuclear test?

Ans: On 28 May 1998, Pakistan carried its first nuclear test.

4. What were the causes of the separation of East Pakistan?

Ans: There were several causes of the separation of East Pakistan including conflict over language, delay in constitution making process, economic disparity and the political war to gain power among political leaders.

5. When does Pakistan celebrate its Defense Day and why?

Ans: Pakistan celebrates "Defense Day" on 6 September in commemoration of the successful defense of Lahore against the Indian army.

True and False

6. Pakistan was created in 1948. **False**

7. Nuclear tests at Chaghi is known as Chaghi-I operation. **True**

8. East India was separated in 1979. **False**

9. The first war between India and Pakistan arose over Hyderabad in 1947.
False

10. Pakistan celebrates Defense Day on 16 September. **False**

Fill in the blanks

1. East Pakistan is now known as _____.

(Bangladesh)

2. Youm-e-Takbeer is commemorated on _____.

(28 May)

3. Quaid-e-Azam is Pakistan's first _____.

(Governor-General)

4. The 1965 war witnessed the largest _____ since World War II.

(Tank Battle)

5. The war in Kashmir continued until _____.

(January 1, 1949)

Match columns

Column A	Column B	Column C
14 August	Second War	Independence of Pakistan
1965 war	Independence of Pakistan	Second War
1998	Liaquat Ali Khan	Nuclear test
1971	Nuclear test	Separation of East Pakistan
First Prime Minister	Separation of East Pakistan	Liaquat Ali Khan

Test

Answer the following questions

6. When does Pakistan celebrate its Defense Day and why?
7. When Pakistan's first constitution was enforced?
8. What were the causes of the separation of East Pakistan?
9. Who was the first Prime Minister of Pakistan?
10. When did Pakistan carry its first nuclear test?

True and False

1. East India was separated in 1979.
2. The first war between India and Pakistan arose over Hyderabad in 1947.
3. Pakistan was created in 1948.
4. Pakistan celebrates Defense Day on 16 September.
5. Nuclear tests at Chaghi is known as Chaghi-I operation.

Fill in the blanks

1. Youm-e-Takbeer is commemorated on _____.
2. The 1965 war witnessed the largest _____ since World War II.
3. The war in Kashmir continued until _____.
4. Quaid-e-Azam is Pakistan's first _____.
5. East Pakistan is now known as _____.

Our National Heroes

LEARNING OBJECTIVES

Students will be able to:

- Define term hero
- Differentiate between real heroes and fictional heroes
- Know the reasons to call personalities our national hero
- Understand that how can they make their country proud
- Recognize renowned heroes of Pakistan

Lecture 1

Duration: 30 minutes

Topic: *Quaid-e-Azam Muhammad Ali Jinnah, Allama Iqbal, Fatima Jinnah*

Read the paragraph one by one and tell interesting stories about these personalities. Interesting and real stories of these heroes will make the topic interesting. You can use online sources, newspapers or magazines for collecting stories.

Lecture 2

Duration: 30 minutes

Topic: *Nawabzada Liaquat Ali Khan, Hakim Saeed, Abdul Sattar Edhi*

Read the paragraph one by one and tell interesting stories about these personalities. Interesting and real stories of these heroes will make the topic interesting. You can use online sources, newspapers or magazines for collecting stories.

EXERCISE

Answer the following questions:

1. When did Quaid-e-Azam resign from Congress?

Ans: He resigned from congress and joined All India Muslim League in 1913.

2. Where is Allama Iqbal buried?

Ans: He is buried in front of the "Badshahi Mosque" in "Huzori Bagh".

3. What was the profession of Fatima Jinnah?

Ans: She was the Dental Surgeon.

4. When did Liaquat Ali Khan die?

Ans: He was martyred in 1951 in Rawalpindi.

5. Who was the first Vice-Chancellor of Hamdard University?

Ans: Hakim Saeed was the first Vice-Chancellor of Hamdard University.

6. Who runs world's largest ambulance service?

Ans: Edhi foundation runs world's largest ambulance service.

7. What is the name of Urdu edition of UNESCO's journal "Courier"?

Ans: Piyami is the name of Urdu edition of UNESCO's journal "Courier".

8. Why Liaquat Ali Khan rejected job in Indian Civil Services?

Ans: He rejected job in Civil Services because he wanted to serve his nation.

9. Name the countries in which Edhi Foundation has run relief operation other than Pakistan?

Ans: Edhi foundation has run relief operations in many other countries including Middle East, Eastern Europe, US and Africa.

10. Why is everyone not referred as a national hero?

Ans: Because a national hero is a person who sacrifices life for his country and everyone does not sacrifice his life for his country.

Fill in the blanks:

- a. Quaid-e-Azam presented his famous _____ in 1929.

(14 points)

- b. _____ organized All India Muslim League Student Federation at Delhi.

(Fatima Jinnah)

- c. Nawabzada Liaquat Ali Khan joined _____ in 1923.

(All India Muslim League)

- d. Hakim Saeed was martyred on _____ and buried in _____.

(17 October, Madina-tul-Hikmat)

- e. Abdul Sattar Edhi married _____.

(Bilquis Edhi)

True and False:

- a. Allama Iqbal died in 1948. **False**
b. Fatima Jinnah was the sister of Quaid-e-Azam. **True**
c. Liaquat Ali Khan was Governor General of Pakistan. **False**
d. Abdul Sattar Edhi is not a humble and kind person. **False**
e. Hakim Saeed was not martyred. **False**

Match the columns:

Column A	Column B	Column C
Allama Iqbal	Hamdard University	Musawar-e-Pakistan
Fatima Jinnah	Welfare Trust	Madar-e-Millat
Quaid-e-Azam	Madar-e-Millat	Baba-e-Qaum
Abdul Sattar Edhi	Baba-e-Qaum	Welfare Trust
Liaquat Ali Khan	Musawar-e-Pakistan	Shaheed-e-Millat
Hakim Saeed	Shaheed-e-Millat	Hamdard University

Test

Answer the following questions:

1. When did Quaid-e-Azam resign from Congress?
2. What is the name of Urdu edition of UNESCO's journal "Courier"?
3. Why Liaquat Ali Khan rejected job in Indian Civil Services?
4. When did Liaquat Ali Khan die?
5. Who was the first Vice-Chancellor of Hamdard University?
6. Name the countries in which Edhi Foundation has run relief operation other than Pakistan?
7. Who runs world's largest ambulance service?
8. Where is Allama Iqbal buried?
9. What was the profession of Fatima Jinnah?
10. Why is everyone not referred as a national hero?

Fill in the blanks:

1. Hakim Saeed was martyred on _____ and buried in _____.
2. Abdul Sattar Edhi married _____.
3. Quaid-e-Azam presented his famous _____ in 1929.
4. _____ organized All India Muslim League Student Federation at Delhi.
5. Nawabzada Liaquat Ali Khan joined _____ in 1923.

True and False:

1. Fatima Jinnah was the sister of Quaid-e-Azam.
2. Abdul Sattar Edhi is not a humble and kind person.
3. Liaquat Ali Khan was Governor General of Pakistan.
4. Allama Iqbal died in 1948.
5. Hakim Saeed was not martyred.

Early civilizations in Pakistan

LEARNING OBJECTIVES

Students will be able to:

- Explain the meaning of Paleolithic
- Understand three periods of human history
- Give a short account of early civilizations in the land now known as Pakistan
- Explain how lifestyles change with time

Lecture 1

Duration: 30 minutes

Topic: *Stone Age, Bronze Age*

Stone Age: The Stone Age is a broad prehistoric period during which stone was widely used to make implements with a sharp edge, a point, or a percussion surface. The period lasted roughly 3.4 million years, and ended between 6000 BCE and 2000 BCE with the advent of metalworking. Soan Valley and Mehrgarh Period are examples of Stone Age in Pakistan. Use online sources to explain and understand the nature of tools of Stone Age era. A tour to a museum can also be arranged in order to clear the concept of this topic.

Bronze Age: The Aegean Bronze Age begins around 3000 BC, when civilizations first established a far-ranging trade network. This network imported tin and charcoal to Cyprus, where copper was mined and alloyed with the tin to produce bronze. Indus valley Civilization is an example of Bronze Age in Pakistan.

Lecture 2

Duration: 30 minutes

Topic: *Iron Age, Gandhara*

Iron Age: The Iron Age is the period generally occurring after the Bronze Age, marked by the prevalent use of iron. Iron production is known to have taken place in Anatolia at least as early as 1200 BCE, with some contemporary archaeological evidence pointing to earlier dates.

The early period of the age is characterized by the widespread use of iron or steel. The adoption of these materials coincided with other changes in society, including differing agricultural practices, religious beliefs and artistic styles.

During the Iron Age, the best tools and weapons were made from steel, particularly alloys which were produced with Carbon. Steel weapons and tools were nearly the same weight as those of bronze, but stronger. However, steel was difficult to produce with the methods available, and alloys that were easier to make, such as wrought iron, were more common in lower-priced goods. Many techniques have been used to create steel; Mediterranean ones differ dramatically from African ones, for example. Sometimes the final product is all steel, sometimes techniques like case-hardening or forge welding were used to make cutting edges stronger. Taxila and Takht-e-Bahi are prominent examples of Iron Age in Pakistan.

Gandhara: Gandhara region had once been the hallowed centre of Buddhism, the cradle of the world famous Gandhara sculpture, culture, art and learning. The archaeological remains found in Taxila, Peshawar, Charsadda, TakhtBhai, Swat and rock carvings along the ancient Silk Road (KKH) have well recorded the history of Gandhara. Lying in Haro river valley near Islamabad, Taxila, the main centre of Gandhara, is over 3,000 years old. Taxila has attracted the attention of the great conqueror, Alexander in 327 B.C., when it was a province of the powerful Achaemenian Empire. It later came under the Maurian dynasty and reached a remarkable matured level of development under the great Ashoka. Then appeared the Indo-Greek descendants of Alexander's warriors and finally came the most creative period of Gandhara.

The Kushan dynasty was established in about 50 AD. During the next 200 years, Taxila, Peshawar and Swat became a renowned centre of learning philosophy, art and trade. Pilgrims and travellers were attracted to Gandhara from as far as China and Greece. In 5th century AD, the White Huns snuffed

out the last of the successive civilizations that held unbroken sway in this region for several centuries.

EXERCISE

Answer the following questions:

1. How would you define Stone Age?

Ans: Stone Age period is known as “Paleolithic” meaning old stone. The period is called Stone Age because humans used stones to make tools and different things.

2. What do you know about Bronze Age?

Ans: The Bronze Age period is known for the use of Bronze and Copper metal. Humans started to make tools, weapons and other objects with Bronze instead of stones.

3. Iron Age was different from Bronze Age. How?

Ans: Bronze Age was ended with the wide use of iron. Iron changed the lifestyle of humans prior to Bronze Age and Stone Age.

4. Where is Soan Valley situated in Pakistan?

Ans: Soan valley is situated near the capital of Pakistan, Islamabad.

5. When was Mehrgarh site discovered?

Ans: Mehrgarh site was discovered in 1974 by French archeologist **Jarrige** and his team.

6. Give a brief description of Indus Valley civilization.

Ans: It was one of three early civilizations of the Old World and it was the most widespread civilization. Mohenjo-Daro and Harappa were well known urban centers of Indus Valley Civilization.

7. Where is Takht-e-Bahi located in Pakistan?

Ans: Takht-e-Bahi is situated in Mardan in Khyber Pakhtunkhwa.

8. What have been found from Takht-e-Bahi site?

Ans: Few of sculptures and some other things have been discovered from Takht-e-Bahi site.

9. What do you know about Gandhara civilization?

Ans: Gandhara is the ancient city and old kingdom of Peshawar, which includes the Swat valley and Jalalabad district of modern-day Afghanistan.

True and False

1. Bronze metal is better than iron.**False**
2. Gandhara civilization represents Hindu culture.**False**
3. Indus Valley is located in Egypt.**False**
4. Stone Age period is referred as modern period.**False**
5. Taxila University ruins belong to Gandhara civilizations.**True**

Fill in the blanks

1. Stone Age period is known as _____.

(Paleolithic)

2. Soan valley is situated near capital of _____, _____.

(Pakistan, Islamabad)

3. The remains of Mehrgarh are located in _____.

(Balochistan)

4. Taxila was famous for its _____ and _____.

(Art, Philosophy)

5. The capital city of Gandhara was shifted to _____ by the _____.

(Peshawar, Kushan)

Match Columns

Column A	Column B	Column C
Taxila	The kingdom of Peshawar	UNESCO world's heritage site
Soan Valley	Takht-e-Bahi	Fossils of giraffe and crocodile
Paleolithic	Fossils of giraffe and crocodile	Old stone
Stone Age	Old stone	Tools of stones
Iron Age	Tools of stones	Takht-e-Bahi
Bronze Age	Indus Valley	Indus Valley
Gandhara	UNESCO world's heritage site	The kingdom of Peshawar

Test

Answer the following questions:

1. Iron Age was different from Bronze Age. How?
2. Give a brief description of Indus Valley civilization.
3. Where is Takht-e-Bahi located in Pakistan?
4. Where is Soan Valley situated in Pakistan?
5. What do you know about Bronze Age?
6. When was Mehrgarh site discovered?
7. What have been found from Takht-e-Bahi site?
8. How would you define Stone Age?
9. What do you know about Gandhara civilization?

True and False

1. Stone Age period is referred as modern period.
2. Gandhara civilization represents Hindu culture.
3. Indus Valley is located in Egypt.
4. Bronze metal is better than iron.
5. Taxila University ruins belong to Gandhara civilizations.

Fill in the blanks

1. Stone Age period is known as _____.
2. The capital city of Gandhara was shifted to _____ by the _____.
3. Taxila was famous for its _____ and _____.
4. Soan valley is situated near capital of _____, _____.
5. The remains of Mehrgarh are located in _____.

Ch#9

Rivers of Pakistan

LEARNING OBJECTIVES

Students will be able to:

- Learn how Indus River is lifeline to Pakistan
- Know Pakistan's River system
- Explain how river system benefits Pakistan

Lecture 1

Duration: 30 minutes

Topic: *Rivers, Indus River, Jhelum River*

Rivers: All of Pakistan's major rivers originate in northern highlands of Himalaya, Karakoram and Hindukush mountain ranges and pour one by one into each other and finally into Indus River creating the Indus River Basin, which covers an area of more than 0.6 Million Kilometer square.

Historically these rivers have been witness to the rise and fall of subsequent civilizations, which flourished along its banks including the famous Indus valley civilization, dating back to 3300 BC. These rivers have always provided ideal conditions for human settlement and growth of politics, arts and culture. It continues to provide key water resources, especially for large scale agricultural irrigation in the valleys of the north and fertile plains of the south of the country.

Importance of Rivers: River waters are also an important source for generating large scale hydro power and industrial and domestic use. Nevertheless these river waters also provide unique ecological environments, where flourish a great variety of plants and animal species.

The river system of Pakistan originates from the snow-covered Himalayan and the Karakoram Range. The system comprises mainly five rivers that pass mostly through the Punjab province; therefore the name 'Punjab' — 'panj' meaning five and 'aab' meaning water. The five rivers of Pakistan are Jhelum, Chenab, Ravi, Sutlej and Indus.

Indus River: The Indus River is the longest river in Pakistan, originating from the Himalayan region. It is also the world's 21st largest river in terms of annual water flow. With a total length of 3200 kilometers, it is also Pakistan's

lifeline. Indus River originates from the Tibetan plateau near Lake Mansarovar in China. It then runs through Jammu and Kashmir, enters the Gilgit-Baltistan (formerly Northern Areas of Pakistan) region and flows through the entire length of the country and merges with the Arabian Sea. The Indus River fulfills the water requirements of Pakistan and is the main support for agriculture. The main tributaries of Indus are Astor River, Balram River, Gilgit River, Kabul River, Tanubal River and the Zaskar River.

Jhelum River: River Jhelum is nearly 725 kilometres long and is the tributary of River Chenab. Jhelum originates from the south-eastern part of Kashmir valley and flows through Srinagar before entering Pakistan.

Along its journey, it is joined by the largest tributary of the Neelum River near Muzaffarabad. River Jhelum also has many dams and barrages constructed on it, with one of the dams being Mangla which is the world's largest earth-fill dam and was constructed in 1967. It has a storage capacity of nearly 5.9 million acre-feet. Rasul Barrage is also built on Jhelum River as well as Trimmu Barrage.

Lecture 2

Duration: 30 minutes

Topic: *Sutlej River, Chenab River, Ravi River*

Sutlej River: Sutlej flows through the historic crossroad region of Punjab in northern India and Pakistan. It is located north of the Vindhya Range, south of the Hindu Kush segment of the Himalayas, and east of the Central Sulaiman Range in Pakistan. Some 526 kilometers long, Sutlej is also called as the Red River.

Chenab River: The Chandra and Bhaga rivers in the upper Himalayas join to form the Chenab River. Chenab flows through Jammu and Kashmir. It is then joined by the Jhelum River at Trimmu, a flood control mechanism near Jhang and on moving further it merges with the Sutlej near Uch Sharif in Pakistan. Chenab River is nearly 960 kilometers long.

Ravi River: River Ravi, like many other rivers of the region, originates in the Himalayas. After it flows through south-west region of Indian Punjab, it moves along the Indo-Pak border and enters Pakistan and merges with

Chenab. River Ravi is nearly 720 kilometers long. It's also called 'The river of Lahore' since the city of Lahore is located at Ravi's eastern bank.

EXERCISE

Answer the following questions

1. *Why rivers are important for Pakistan?*

Ans: Rivers are important because Pakistan is an agriculture country and almost 70% of its people are associated with it.

2. *Which glaciers feed largely the Indus River?*

Ans: The Indus River is largely fed by the glaciers of the Karakoram, Hindu Kush and Himalayan ranges.

3. *How many dams have been built on Jhelum River? Name them.*

Ans: Many dams and barrages have been constructed on River Jhelum. In 1967, Mangla dam was constructed on it.

4. *At which point Sutlej merges into Chenab River?*

Ans: About 17 kilometers of Uch Sharif, the Sutlej merges into the Chenab River.

5. *Why is Ravi River also called the river of Lahore?*

Ans: Lahore city was built on the eastern bank of Ravi therefore it is also called "The river of Lahore".

6. *What is a total length of Chenab River?*

Ans: The total length of the Chenab is about 960 kilometers.

True and False

1. Jhelum River originates from Sindh. **False**
2. Chenab River is also famous for Whales. **False**
3. Ravi flows through Lahore and enters Kamalia city. **True**
4. The source of the Sutlej is near Lake Rakshastal in India. **False**

5. The Indus River is a major water resource for the economy of Pakistan. **True**

Fill in the blanks

1. _____ originates from Lake Mansarovar in China and then runs through _____ district in Kashmir.

(Indus River, Ladakh)

2. _____ flows along the Indo-Pak border for some distance of 80 km before entering Pakistan.

(Ravi River)

3. The length of Sutlej River is _____.

(526Km)

4. The total length of the Chenab is about _____ kilometers.

(960Km)

5. Pakistan has the widest _____ system in the world.

(Irrigation)

Match columns

Column A	Column B	Column C
River Indus	Mangla Dam	Longest river of Pakistan
River Chenab	526 km long	960 km long

Ravi River	Longest river of Pakistan	River of Lahore
Sutlej River	960 km long	526 km long
Jhelum River	River of Lahore	Mangla Dam

Test

Answer the following questions

1. At which point Sutlej merges into Chenab River?
2. Why is Ravi River also called the river of Lahore?

3. Why rivers are important for Pakistan?
4. Which glaciers feed largely the Indus River?
5. How many dams have been built on Jhelum River? Name them.
6. What is a total length of Chenab River?

True and False

1. Jhelum River originates from Sindh.
2. Chenab River is also famous for Whales.
3. The source of the Sutlej is near Lake Rakshastal in India.
4. The Indus River is a major water resource for the economy of Pakistan.
5. Ravi flows through Lahore and enters Kamalia city.

Fill in the blanks

1. _____ flows along the Indo-Pak border for some distance of 80 km before entering Pakistan.
2. The length of Sutlej River is _____.
3. Pakistan has the widest _____ system in the world.
4. _____ originates from Lake Mansarovar in China and then runs through _____ district in Kashmir.
5. The total length of the Chenab is about _____ kilometers.

Ch#10

The Great Mountains

LEARNING OBJECTIVES

Students will be able to:

- Explain the importance of mountains for Pakistan
- Learn about the great mountains in Pakistan
- Explain climbing history of the great mountains

Lecture 1

Duration: 30 minutes

Topic: *Mountains, K2 Mountain, Nanga Parbat*

Mountains: Northern Pakistan is host to three of the world's biggest and most spectacular mountain ranges, the Himalaya, the Karakoram and the Hindukush. The convergence of these magnificent ranges, at the confluence of Indus and Gilgit rivers near Jaglot -a small town 40 Km south of Gilgit city-, create a unique geographical feature on earth.

These magnificent mountain ranges are also home to one of the densest collection of highest and most precipitous mountain peaks in the world. These include five, out of the total fourteen, above 8000 meter high peaks in the world, including the second highest mountain peak -the K-2 (8611m). Other 8000 meter peaks in Pakistan includes Gasherbrum 1, Gasherbrum 2, Broad Peak and Nanga Purbat. Nevertheless these mountain ranges also boast more than 160 peaks above 7000 meters and around 700 peaks above 6000 meters.

K2 Mountain: This is the second highest mountain in the world, and a part of the Karakoram Range extending from the Himalayan range. It is located on the bordering parts of Northern areas of Pakistan and China. Due to the difficult ascend of this mountain; K2 is also called Savage Mountain.

A European team first attempted to climb K2 in 1856. A member of this team, Thomas Montgomery, named this peak “K2” as it was the second highest in the Karakoram Range. The other five peaks are named as K1 (Masherbrum), K3 (Broad Peak), K4 (Gasherbrum II) and K5 (Gasherbrum I).

Nanga Parbat: Nanga Parbat means "Naked Mountain" in Urdu. The name the locals call the peak is Diamir, which translates to "king of mountains."

Nanga Parbat is the 9th highest mountain and the 14th most prominent mountain in the world. The mountain lies at the western end of the Himalayan

Range in the Gilgit-Baltistan region of northern Pakistan. It has three major faces--Diamir, Rakhiot, and Rupal.

The Rupal Face on the mountain's southern flank is considered the world's highest mountain face, rising 15,090 feet (4,600 meters) from its base to the icy summit of Nanga Parbat.

Lecture 2

Duration: 30 minutes

Topic: *Gasherbrum I, Broad Peak, Gasherbrum II*

Read the topics one by one and explain the interesting facts of these mountains.

EXERCISE

Answers the following questions

1. Why is K2 also called Mount Godwin-Austen?

Ans: K2 is also called “Mount Godwin-Austen” after Henry Godwin-Austen, an early explorer of the area.

2. What are the two nick names of Nanga Parbat?

Ans: Naked Mountain and Killer Mountain are the two nick names of Nanga Parbat.

3. Why is Gasherbrum also called K5?

Ans: Gasherbrum is also called “K5” because it is the fifth peak of the Karakoram Range.

4. In which year Broad Peak was successfully climbed?

Ans: In 1957, Brad Peak was successfully climbed.

5. How mountains are important for Pakistan?

Ans: The Mountains are very important for Pakistan because it provide natural borders for Pakistan with its neighboring countries. Mountains are a

rich source of rock and minerals in Pakistan. The Northern Mountains are very scenic and it attracts people around the world and has hampered tourism industry in the country.

True and False

1. Gasherbrum II was first climbed in 1956. **True**
2. K2 is the highest mountain in the world. **False**
3. Nanga Parbat is named after Godwin-Austen. **False**
4. Nanga Parbat has never been climbed during winter. **True**
5. Gasherbrum I is also known as “Hidden Mountain”. **True**

Fill in the blanks

1. _____ suggested its name “Broad Peak” in 1892.

(Martin Conway)

2. Achille Comagnoni and Lino Lacedell with Pakistani porter - _____ were first who reached on top of K2.

(Amir Mehdi)

3. _____ provide natural borders for Pakistan with its neighboring countries.

(Mountains)

4. K2 Mountain is located in the _____.

(Karakoram)

5. The first woman who reached the K2 was _____.

(Wanda Rutkiewicz)

Match Columns

Column A	Column B	Column C
Broad Peak	K5	Martin Conway

K2 Mountain	Martin Conway	Second highest mountain in the world
Nanga Parbat	K4	Naked Mountain
Gasherbrum I	Second highest mountain in the world	K5
Gasherbrum II	Naked Mountain	K4

Test

Answers the following questions

7. What are the two nicknames of Nanga Parbat?
8. Why Gasherbrum is also called K5?
9. Why is K2 also called Mount Godwin-Austen?
10. How mountains are important for Pakistan?
11. In which year Broad Peak was successfully climbed?

True and False

6. Nanga Parbat is named after Godwin-Austen.
7. Gasherbrum II was first climbed in 1956.
8. Gasherbrum I is also known as "Hidden Mountain".
9. K2 is the highest mountain in the world.
10. Nanga Parbat has never been climbed during winter.

Fill in the blanks

6. K2 Mountain is located in the _____.
7. Achille Comagnoni and Lino Lacedell with Pakistani porter - _____ were first who reached on top of K2.
8. The first woman who reached the K2 was _____.
9. _____ suggested its name "Broad Peak" in 1892.
10. _____ provide natural borders for Pakistan with its neighboring countries.

Rights and responsibilities of a citizen

LEARNING OBJECTIVES

Students will be able to:

- Define term citizen
- Understand qualities of a good citizen
- Develop qualities of a good citizen
- Know rights of a citizen

Lecture 1

Duration: 30 minutes

Topic: *Rights and responsibilities of a citizen*

A citizen is a member of a community, state, or nation. Citizens have rights and responsibilities as family members, as students in a classroom and school, and as members of their community, state, and nation.

Responsibilities as a family member: Being a responsible family member means knowing and following the family's rules. It means helping parents or care-givers and cooperating with brothers and sisters. It is the responsibility of family members to be honest and fair to each other. Families should work together while respecting each member of the family as an individual.

Responsibilities at a school: It is the responsibility of all students to attend school and try their hardest to learn. A responsible person wants to be the best he or she can be. Being responsible means making decisions about what is right and what is wrong and then choosing to do and say the right thing. It means respecting the rights of other students and listening to their ideas. When we accept individual differences we learn that everyone has something to offer. Students can show respect for others by sharing, and waiting to take their turn. Sometimes respect means making compromises.

This means you don't always get your way when solving problems or differences. It means doing what is best for the majority.

Responsible students are careful with their property and belongings. They also care for things that belong to others. They help keep their school and classroom clean and orderly and willingly help others.

Responsibilities in a community or state: As an adult, being an informed citizen about our government and community is an important responsibility. Voting in elections is just one responsibility of all good citizens. Volunteering to help in the community, joining worthwhile community events or organizations, and helping people who need assistance are other responsibilities. It is important for citizens to be active in their community and help others whenever possible.

There are many ways for children to be good citizens too. Young people can volunteer to help clean up their community by adopting a street or highway, or cleaning up a vacant lot. They might visit hospitals or nursing homes and share their talents or simply chat with those who need a friend. Children might offer to help a neighbor, or mow a lawn or shovel a driveway for an elderly person. By volunteering and helping others, people build better communities. Being involved makes volunteers feel good about themselves too.

Rights at home: Children have the right to the basic needs of life, including food, shelter, and clothing. They also have the right to live in a safe home where they are protected and can receive love, comfort and care. All family members have the right to be treated with courtesy and respect. A healthy lifestyle that includes protection and the right to health and medical care should be the right of every child.

Rights at school: All students have the right to be treated fairly and with respect. They have the right to learn in an orderly, safe classroom. Students have the right to be encouraged and challenged to do their best.

EXERCISE

Answer the following questions:

1. Who is called a citizen?

Ans: A person who is living in a state and recognized by a country under its law is generally known as a citizen of a respective state.

2. How tolerance makes a man good citizen?

Ans: A good citizen is the one who has tolerance. Because he accepts other people who are different from him in a cast, color, and religion.

3. How courage makes a man good citizen?

Ans: A courageous citizen always speaks against injustice and tries to stop bad things happening around him.

4. What are other five qualities of a good citizen?

Ans:

- i. He keeps his home and street clean.
- ii. He respects the culture of his country.
- iii. He respects the national heroes, festivals, and saints of his homeland.
- iv. A good citizen is always ready to sacrifice his life for his country.
- v. He gives his time, money and life to the country and serves his beloved land with honesty.

5. What kinds of rights citizens enjoy in his state?

Ans: A citizen enjoys different rights in his state for example, he can choose his religion. He enjoys freedom of speech. He has freedom to vote for public officials of their own choice.

True and False

1. A good citizen is the one who has no tolerance.**False**
2. A good citizen can sacrifice his life for his country.**True**
3. Those who follows laws are bad citizens.**False**
4. Physical power is the only courage to show for helping people.**False**
5. We should not keep clean our home.**False**

Fill in the blanks

1. A good citizen is the one who has _____.

(Tolerance)

2. A courageous citizen always speaks against _____.

(Injustice)

3. A good citizen follows the _____ of his country.

(Laws)

4. A good citizen is always ready to _____ his life for the sake of his _____.

(Sacrifice, Country)

5. Every citizen has certain _____ in a country.

(Rights)

Test

Answer the following questions:

1. Who is called a citizen?
2. How tolerance makes a man good citizen?
3. How courage makes a man good citizen?
4. What are other five qualities of a good citizen?
5. What kinds of rights citizens enjoy in his state?

True and False

1. Those who follows laws are bad citizens.
2. A good citizen is the one who has no tolerance.
3. We should not keep clean our home.
4. Physical power is the only courage to show for helping people.
5. A good citizen can sacrifice his life for his country.

Fill in the blanks

1. A good citizen follows the _____ of his country.
2. Every citizen has certain _____ in a country.
3. A good citizen is always ready to _____ his life for the sake of his _____.
4. A good citizen is the one who has _____.
5. A courageous citizen always speaks against _____.

Ch#12

Population

LEARNING OBJECTIVES

Students will be able to:

- Define term population
- Explain method of counting people
- Learn birth rate and death rate
- Explain advantages of overpopulation
- Explain disadvantages of overpopulation

Lecture 1

Duration: 30 minutes

Topic: *Population*

The whole number of people or inhabitants in a country or region is called population.

Census: A census is the procedure of systematically acquiring and recording information about the members of a given population. It is a regularly occurring and official count of a particular population.

Advantages and disadvantages of a population:

The consequences of a growth in a country's population depend on its cause, size of population relative to optimum population and the rate of population growth.

Possible benefits of an increasing population are listed below:

- i. If the population is above the optimum size, the country will be able to make better use of its resources.
- ii. The size of markets will increase. This should enable firms to take greater advantage of economies of scale.
- iii. There may be an increase in factor mobility if the rise has resulted from an increase in the birth rate or immigration. Expanding industries can recruit new workers to the labor force. These people are likely to be familiar with new ideas and methods. If this is the case, firms' training costs will be reduced.

iv. Extra demand will be generated. This is likely to stimulate investment and this may lead to introduction of new technology.

v. A rise in the laborforce presently due to net immigration and in the future, caused by a rise in the birth rate. Net immigration will bring in more workers. More children being born will increase the dependency ratio in the short term but in the long term, will result in more workers.

Despite the possible advantages of an increasing population, there are a number of reasons for a government to be concerned about population growth.

These include:

i. Concerns about famine:

If a country is currently overpopulated and agricultural productivity is low, there is a risk that the country may not be able to feed more dependants.

ii. Restrictions on improvements in living standards:

Resources which could have been used to improve living standards may have to be devoted to the provision of goods and services for the extra number of dependents in the population. There may be, for instance, provision of more health care facilities but health care services per head may fall.

iii. Overcrowding:

Increases in population may put pressure on housing and social capital and cause traffic congestion.

iv. Environmental pressure:

More people in a country may result in damage to wildlife habitats, water shortages and the depletion of non-renewable resources.

v. Pressure on employment opportunities:

If there is an increase in the number of people of working-age, who lack appropriate skills, the government may have to devote more resources to education and training. It must be remembered, however, that immigration in itself does not cause unemployment. The number of jobs in existence is not

fixed. Though immigration will increase the supply of labor, it will also result in an increase in aggregate demand.

EXERCISE

Answer the following questions:

1. *What is the population?*

Ans: The population is defined as “number of people living in a particular area at one time such as people living in a country”.

2. *What is census procedure?*

Ans: The census is the procedure in which total numbers of people are calculated.

3. *How can we calculate the birth rate?*

Ans: The birth rate of a country can be calculated as:

$$\frac{\text{number of births}}{\text{total population}} \times 1000$$

4. *How can we calculate the death rate?*

Ans: The death rate can be calculated as:

$$\frac{\text{number of deaths}}{\text{total population}} \times 1000$$

5. *What are the advantages of overpopulation?*

Ans:

- i. Large population can be used as human resources in industries.

- ii. Countries with large population can have a significant military advantage over less populated countries.
- iii. Large youth populated countries have advantage of the young generation which can lead to an increase in technology.

6. What are the disadvantages of overpopulation?

Ans:

- i. Overpopulation causes poverty in a country.
- ii. Overpopulation also creates transportation issues.
- iii. Overpopulation is a big source of air, water, and sound and land pollution.

True and False

- 1. A population cannot be increased. **False**
- 2. The census is a procedure in which people are calculated. **True**
- 3. The death rate is the number of birth in a particular time and area. **False**
- 4. Birth rate and death rate can tell us either population is increasing or decreasing. **True**
- 5. Overpopulation does not cause pollution. **False**

Fill in the blanks

- 1. Overpopulation is a major cause of _____ in a country.

(Poverty)

- 2. People live in _____ houses because resources are not sufficient.

(Crowded)

- 3. Overpopulation has caused _____ at large scale.

(Urbanization)

- 4. Countries with _____ population can have a _____ advantage over less populated countries.

(Large, Military)

5. Overpopulation has both _____ and _____.

(Advantages, Disadvantages)

Test

Answer the following questions:

1. What are the disadvantages of overpopulation?
2. What is the population?
3. How can we calculate the death rate?
4. What are the advantages of overpopulation?

5. What is census procedure?
6. How can we calculate the birth rate?

True and False

1. A population cannot be increased.
2. The death rate is the number of birth in a particular time and area.
3. Overpopulation does not cause pollution.
4. The census is a procedure in which people are calculated.
5. Birth rate and death rate can tell us either population is increasing or decreasing.

Fill in the blanks

1. Overpopulation has caused _____ at large scale.
2. Countries with _____ population can have a _____ advantage over less populated countries.
3. Overpopulation is a major cause of _____ in a country.
4. People live in _____ houses because resources are not sufficient.
5. Overpopulation has both _____ and _____.

Ch#13

Conflict Resolution

LEARNING OBJECTIVES

Students will be able to:

- Explain the term conflict and peace
- Understand about conflict resolution
- Learn different methods of resolving conflict
- Resolve conflict in their daily life

Lecture 1

Duration: 30 minutes

Topic: *ConflictResolution*

A serious disagreement or argument is called conflict. The absence of conflict or dispute is known as peace. Peace prevails in a society when people live without conflict. Conflict can be solved in a peaceful way. Hence, a peaceful solution of a conflict is called “conflict resolution”.

Read the topic and ask students to practice methods of resolving conflict. You can also participate in this activity. Be a first person who is angry with second person (any student) and then follow methods of resolving conflict given in a book.

EXERCISE

Answer the following questions:

1. *How would you define conflict?*

Ans: Disagreement with others over particular things because of difference in views called conflict.

2. *What is meant by peace?*

Ans: The absence of conflict or dispute is known as peace.

3. Do you think conflict can be resolved?

Ans: Yes, a conflict can be resolved.

4. What methods will you use for resolving conflict? Briefly explain.

Ans:

- i. I will think about the root of the problem and will write the reasons on paper that led to the conflict.
- ii. I will stay calm during resolving a conflict.
- iii. I will allow the next person to talk.
- iv. I will ask questions in order to understand next person's point of view.
- v. I will look for a solution of resolving a conflict.

5. Can you talk negative during resolving conflict?

Ans: No, we cannot talk negative during resolving conflict.

True and False

1. Fighting with others brings us peace. **False**
2. Conflict cannot be resolved. **False**
3. We should control our anger when talking with others. **True**
4. Conflict can be resolved without compromising. **False**
5. We should ask exploratory questions during conflict resolution. **True**

Fill in The blanks

1. Disagreement with others is called _____.

(Conflict)

2. Absence of conflict among people is called _____.

(Peace)

3. Third person who try to resolve conflict is known as _____.

(Mediator)

4. It takes more than one discussion to resolve conflict _____ and _____.

(Peacefully, Effectively)

5. We should not use negative words like _____, _____ or _____.

(Can't, No, Don't)

Match columns

Column A	Column B	Column C
Conflict	The third person who resolves conflict	To differ with ideas, thoughts
Peace	To differ with ideas, thoughts	Absence of dispute
Mediator	Big enemy	The third person who resolves conflict
Negative talk	Absence of dispute	Don't, can't
Anger	Don't, can't	Big enemy

Test

Answer the following questions:

1. What methods will you use for resolving conflict? Briefly explain.
2. What is meant by peace?
3. Can you talk negative during resolving conflict?
4. How would you define conflict?
5. Do you think conflict can be resolved?

True and False

1. Conflict can be resolved without compromising.
2. We should ask exploratory questions during conflict resolution.
3. Fighting with others brings us peace.
4. Conflict cannot be resolved.
5. We should control our anger when talking with others.

Fill in The blanks

1. We should not use negative words like _____, _____ or _____.
2. _____.
3. Disagreement with others is called _____.
4. It takes more than one discussion to resolve conflict _____ and _____.
5. Third person who try to resolve conflict is known as _____.
6. Absence of conflict among people is called _____.