



4

SOCIAL STUDIES

FOR CLASS IV



**SINDH TEXTBOOK BOARD
JAMSHORO**

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TABLE OF CONTENTS

Sr. No.	TOPIC	Page No.
1.	Globe and map skills	1
2.	The History of Sindh	14
3.	The interaction between the land and the people of Sindh	29
4.	Weather	48
5.	The way we live together	66
6.	The provincial government	81
7.	Means of communication	92
8.	Getting along with others	99
9.	Goods and services	110
10.	The Holy Prophet Muhammad (PBUH)	119
11.	The Rightly Guided Caliphs	123
12.	Our Heroes and Heroines: (old and young, past and present)	131

Chapter 1

GLOBE AND MAP SKILLS

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Understand that north is towards the North Pole and south is towards the South Pole.
- Understand that up is away from the Earth and down is towards the Earth.
- Identify the differences between the shapes of things as seen from the ground with shapes seen from above.
- Define the terms globe and map.
- Distinguish between a “globe” and a “map”.
- Locate and name the continents and oceans on the “globe” and world’s “maps”.
- Name the key elements of a map.
- Understand that all map titles show areas mapped and particular features.
- Identify the area mapped and features shown on different maps.
- Understand that real objects can be represented by pictures or symbols on a map.
- Use the legend for interpreting pictorial and other symbols, dots, lines, colours used on maps.
- Define the terms “cardinal” and “intermediate” directions.
- Name familiar places located in the cardinal (North, East, West, South) and intermediate (North-West, North-East, South-West, South-East) direction of their school.
- Identify the position of things on maps using the terms cardinal and intermediate directions.
- Determine distance between two points on a map using the scale given on the map.
- Compute distance between two points on maps of different scale.
- Make simple large scale maps of familiar areas such as classroom, house, and neighbourhood using all map elements.

GLOBE AND MAP SKILLS

What is a globe?

The word "globe" comes from the Latin word "globus" which means round mass or sphere. The globe is a spherical body used to represent the Earth.

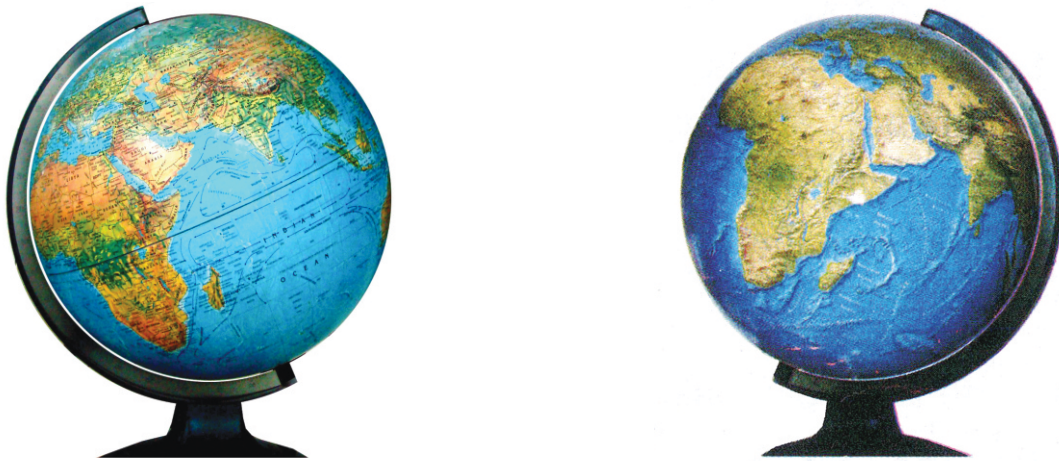


Fig 1.1 Picture of two views of world globe

On the globe you will see large masses of land. These are the continents. There are seven continents: Asia, Africa, North America, South America, Europe, Australia and Antarctica. The large bodies of water are called oceans. There are five oceans: the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean and the Antarctic Ocean.

ACTIVITY

List the seven Continents and five Oceans.

If you look at the globe, you will see that it is not straight, it is tilted. The Earth rotates on its tilted axis. Find the northernmost point on the globe, this is the North Pole. It is the top of the Earth's fixed axis. You will see that the North Pole is in the middle of the Arctic Ocean. Most of the time, it is covered with ice. Now keep moving down to the southernmost point on the globe, this is the South Pole. It is the bottom of the Earth's fixed axis. It is located on Antarctica, one of the Earth's seven continents. Therefore, when we say North we mean towards the North Pole and when we say South it means towards the South Pole.



North Pole and South Pole

Fig 1.2 The Globe showing North Pole and South Pole

The Earth is a solid ball. Look at fig 1.3 you will see that the inner most layer is called the core. The next layer is called the mantle and the thin outer most layer is called the crust.

The Earth is surrounded by layers of gases called the atmosphere. Thus when we say a plane is flying in the atmosphere up we mean it is moving away from the Earth. When it is coming down to land it is moving towards the Earth. Thus, up means away from the Earth and down means towards the Earth.

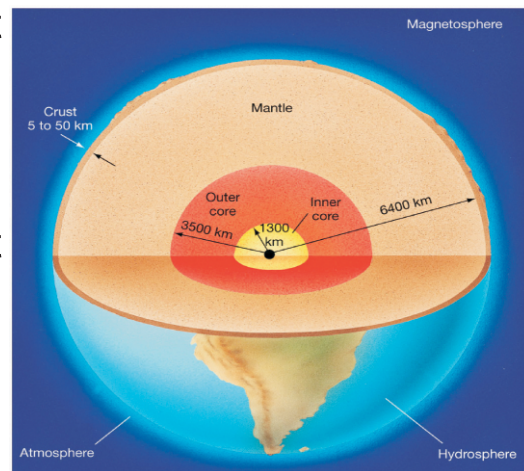


Fig 1.3 The picture of the Earth showing core, mantle and crust

What is a map?

A map is a flat, two dimensional (length and breadth) of all or some of the Earth's surface. It is a drawing of a place as we would see it .If we were standing directly above it. It therefore shows us only the top view of things. Look at figure 1.4, it is a picture of a classroom. Look at figure 1.5, it is a map of the same classroom. In which ways is the map different from the picture?



Fig 1.4 A picture of a classroom

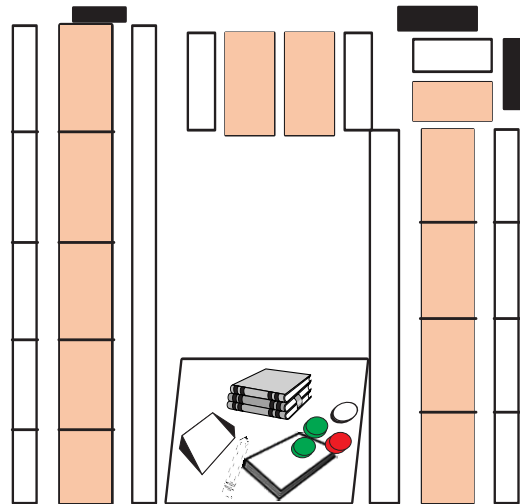


Fig 1.5 A map of a classroom

ACTIVITY

Draw a table and chair like the one in the picture, and draw a table and chair like one in the map.

Teacher's Note When you bring the globe to class, teach students that there are seven continents and have them point out on the globe. Then, teach them the names and location of the oceans and have them point out. Have them bring in blank maps of the world and fill in the names of the continents and oceans the next day.

Difference between a globe and a map

There are many differences between a globe and a map. Can you think of some? Read the box below to identify some more differences.

Globe	Map
<ul style="list-style-type: none">● A globe is a three-dimensional representation of the entire Earth's surface.● A large number of details are shown by use of symbols.● A globe provides a realistic picture of the entire world.	<ul style="list-style-type: none">● A map is a flat, two-dimensional representation of some or all of the Earth's surface.● Only some major details are shown by use of symbols.● A Map provides a realistic picture of one aspect of a city, country or the world. For example, it may show the land and water features of a country or the countries of the world.
<ul style="list-style-type: none">● Globes are round and you cannot carry a globe around.● Large globes are difficult to handle.	<ul style="list-style-type: none">● A map is flat and can be carried around.● They are easy to handle and several maps are compiled to form an atlas.

Elements of a map

Look at a map and list the elements that help us to read it.

Maps usually have the following elements:

- A title
- A legend or key that contains symbols
- A compass or an arrow pointing North
- A scale

Please teach only one concept (sub-topic) in a lesson. Please create and use other activities to develop further understanding of the concept before moving on to the next one. For example, to help students better understand what a map is, keep a few things such as a pencil box and a toy car on your desk. Ask students to draw them. Then have them stand on a chair and look down at your desk and then draw them as seen from above. The important point is to help students understand that in a map you only see the top view but in a picture you see the whole view.

ACTIVITY

Look at the maps in your book. Think and write down how each of the elements helps us read a map. Share your ideas with your partner and listen to your partners ideas. You should have ideas like, it tells us what place this is, it tells us the direction of places, etc.

Title

When we begin to read a map, we look at its title. The title tells us the area mapped and what the map shows. Look at the title of the map in figure 1.6 You will see a title like this:

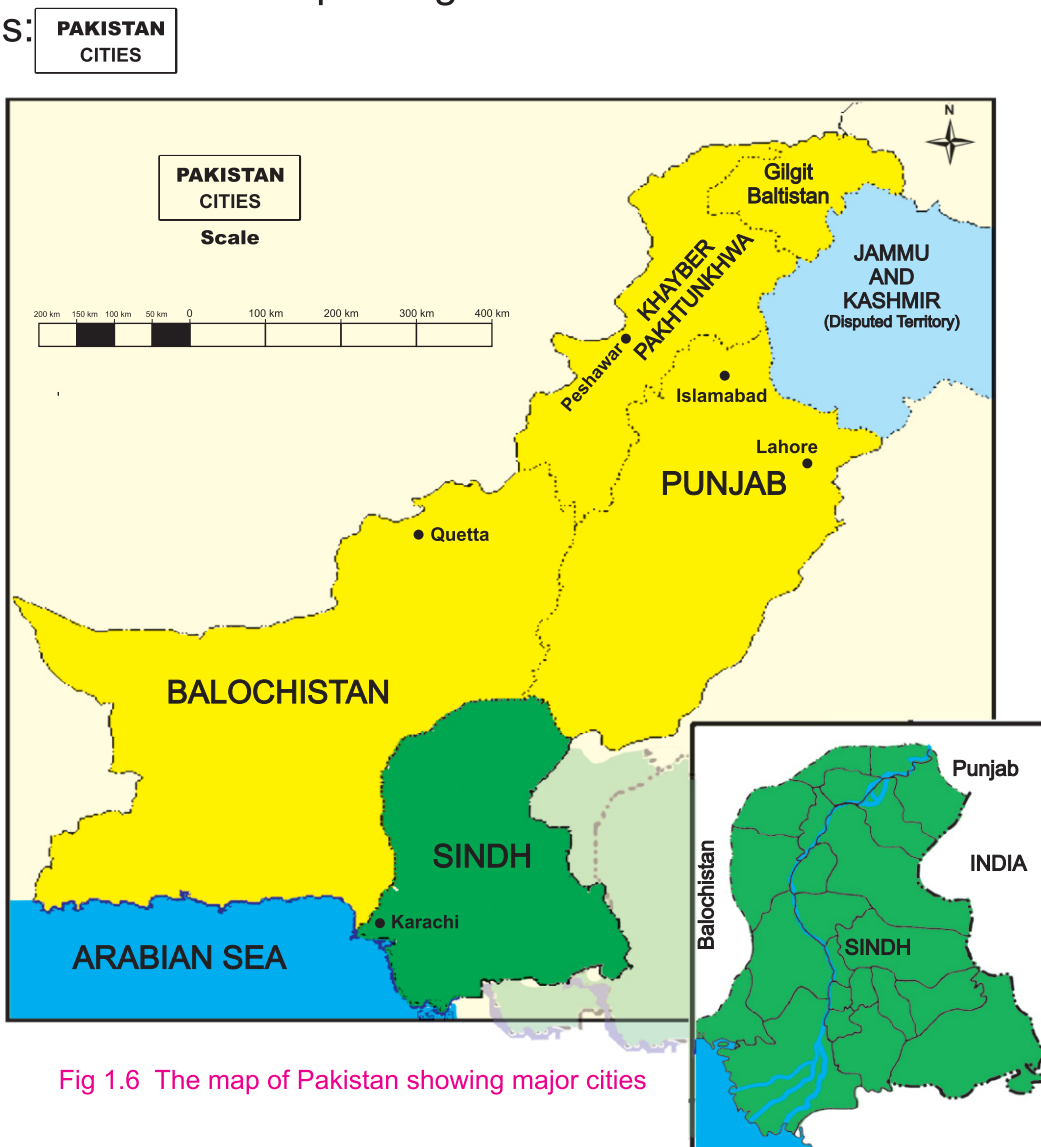


Fig 1.6 The map of Pakistan showing major cities

Teacher's Note Have students list the elements of a map and discuss with their classmates in pairs or small groups how each element helps them read and understand a map.

ACTIVITY

Look at the maps in figures 3.4 and 3.9 read the titles. Identify the area mapped and what the map shows in each of them. Make a table like the one below in your copy and fill it in.

Area mapped	What the map shows

Symbol

Look at figure 1.7, it is a picture of Green Town. It shows many streets and buildings in the town. It also shows the trees. Look at figure 1.8, it is a map of Green Town. On the map there are special marks to show the buildings, streets and trees of Green Town. These marks are called symbols. Symbols are used to show the actual things on a map.

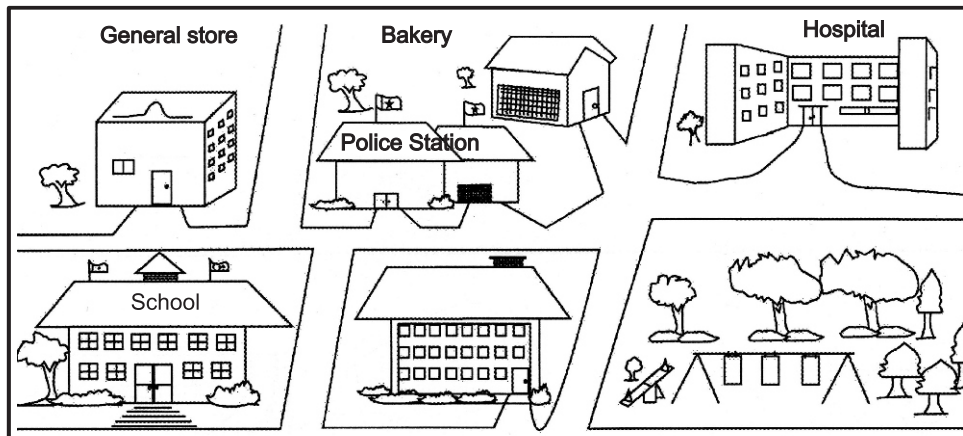


Fig 1.7 A picture of Green Town

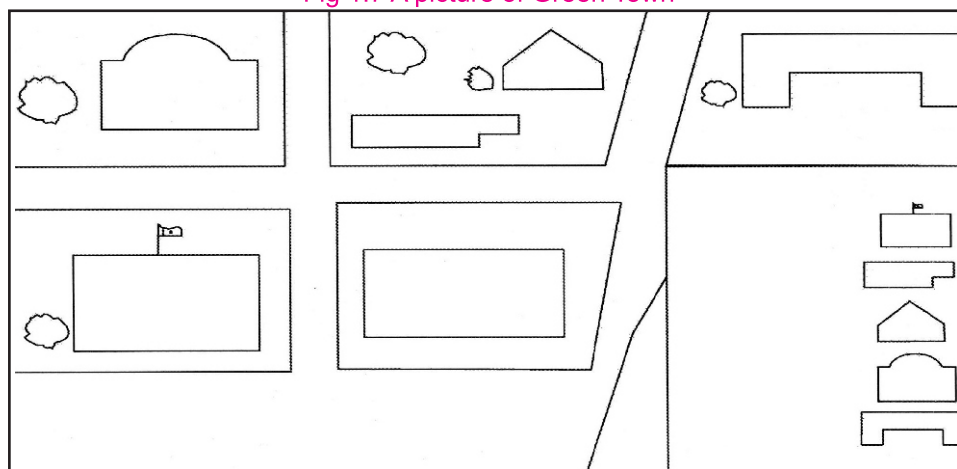






Fig 1.8 A map of Green Town

Some symbols look like the real things. The symbol used for a tree is  and for a railway line is . Other symbols do not look like the real thing. For example, this symbol  stands for a building, this symbol ● stands for a city. In addition to lines and dots, colours are also used as symbols. Standard colours are used to show certain things. For example, blue is used to show water and red and black for things made by people.

ACTIVITY

In your copy make two columns. In column A write the names of the following things: tree, railway line, river, building, mountain, bridge. In column B draw the symbols for each thing. The first one is done for you.

Column A	Column B
Name of Things	Symbols
Tree	

Legend

Maps have a list at the bottom like the one you made in the activity above. This list is called a legend or key. A legend or key of the map shows the symbols used on the map. It also tells us what each symbol stands for. The legend or key helps us read and understand maps. The legend or key is very important because the same symbol may be used to show different things on different maps. For example, a dots (●) may be used to show a city on one map and the population of a place on another map.

Directions

To help us read maps, maps also show direction. Most maps have a special sign to show directions (see figure 1.9). This sign is called a Compass Rose. It shows the four main or cardinal directions:

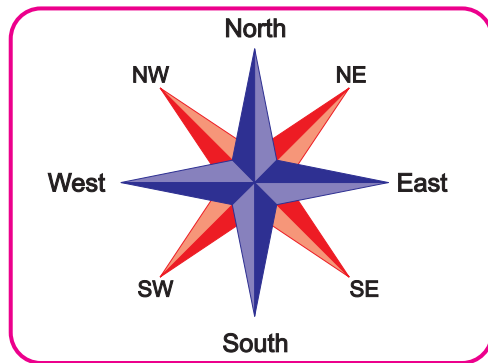


Fig 1.9 A Compass Rose

North, South, East and West. The compass rose also shows other important directions. These are intermediate directions. Look at the compass rose in figure 1.9 Find the letters NE. They stand for Northeast. Northeast is between North and East. Find the letters SW. They stand for Southwest. Southwest is between South and West. Find the letters NW. What do they stand for?

ACTIVITY

Name familiar places around your school located in the cardinal directions: North, East, South and West and in the Intermediate directions: Northeast, Southeast, Southwest and Northwest.

Scale

Suppose we have to draw a map of the world. We cannot draw it in its actual size! the Maps are. Therefore, a smaller version of an actual area of the Earth's surface. If we want to draw a map of our bedroom on a piece of paper what will we do? We will draw our bedroom so that it is small enough to fit on the piece of paper we are using.

Let us learn how this is done

1. Look at figure 1.10, it is a map of Ayesha's bedroom.
2. Look at figure 1.11, it is a smaller version of figure 1.10
3. Use your ruler and measure the length of the bed in figure 1.10
It is 6 centimetres long.
4. Measure its width. It is 3 centimetres wide.
5. To reduce it to half divide the length and width by 2. The length is now 3 centimetres and width 1.5 centimetres.
6. Use your ruler and measure the length of the bed in figure 1.11
It is 3 centimetres long.
7. Measure its width. It is 1.5 centimetres wide.

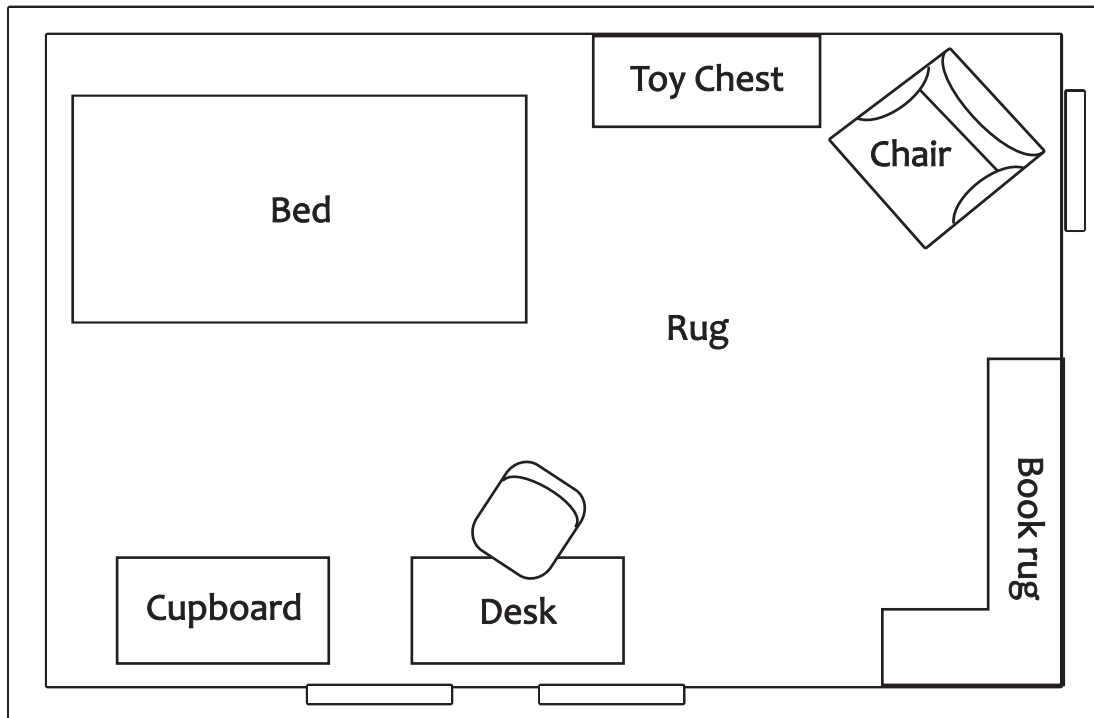


Fig 1.10 Ayesha's bedroom

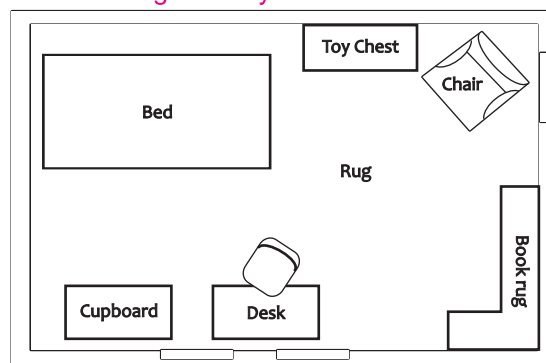


Fig 1.11 A smaller version Ayesha's bedroom

ACTIVITY

In figure 1.10 Ayesha's bedroom is given. Measure the length and width of the rug in figure 1.10 and draw it in your copy. Now divide the length and width by 2 and draw the smaller version in your copy.

A map scale compares the distances on a map to the actual distance on the Earth's surface. The map scale is also used to measure distance. The map scale can be expressed in the form of a line. The line scale is a line several centimeters long and is divided into equal parts. In figure 1.12, a line scale is shown the distance between 0 and 100 kilometers is 2 centimeters. This means that 2 centimeters on the map is equal to 100 kilometers on the ground or 1 centimeter on the map is equal to 50 kilometers on the ground.

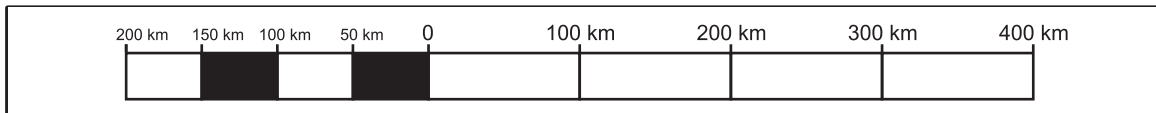


Fig 1.12 A line scale

ACTIVITY

Measure the distance between Karachi and Lahore in figure 1.6. Using a piece of paper or a string. What is the distance on the map? What is the actual distance?

Summary

In this chapter , we have learnt that:

- The globe is used to represent the Earth.
- On the globe we can see the seven continents and five oceans.
- North means towards the North Pole and South means towards the South Pole.
- Up means away from the Earth and down means towards the Earth.
- A map is a drawing of a place as we would see it if we were standing directly above it.
- We use the elements of a map: title, legend, compass and scale to help us read and understand it.

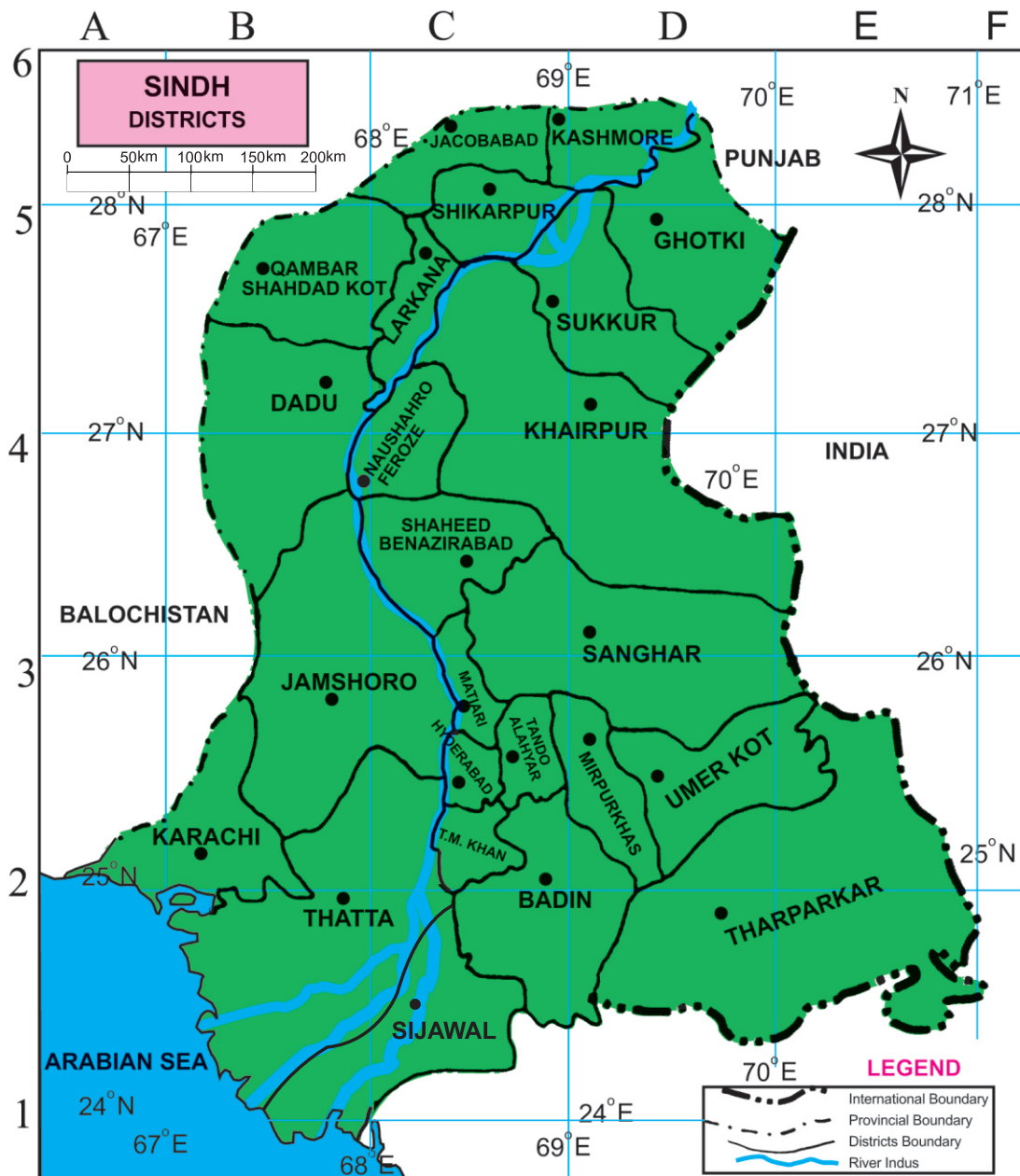
EXERCISE

A. Answer the following questions

1. Define the terms: map and globe.
2. List three (3) differences between a map and a globe.

Applying Map Skills to the Map of Sindh

1. Look at the title of this map. What does it tell us about the map?
2. What does in the legend show?



3. Look at the map and suppose you are in district Benazirabad.
 - (i) Identify a district in each of the four cardinal directions: North, East, South and West.
 - (ii) Identify a district in each of the four intermediate directions Northeast, Southeast, Southwest and Northwest.
4.
 - (i) Measure the distance between Jamshoro and Sanghar on the map and write it down.
 - (ii) Use the scale on the map and note down the actual distance between Jamshoro and Sanghar.
5. Take a pencil box:
 - (i) Draw the outline of the pencil box on your copy.
 - (ii) Draw another one twice its size.
 - (iii) Measure the length and width in both drawings.
6. On an outline map of Pakistan, draw the boundary of the province of Sindh.
7. Draw a map of your classroom. Put all the elements: title, a legend or key with symbols and what they show, a compass rose and a scale on it.
8. Draw a World map and name the continents and oceans on it.

Chapter 2

THE HISTORY OF SINDH

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Describe the major historical events of the province.
- Interpret timelines of major local and provincial historical events.
- Construct timelines of major local and provincial historical events.
- Identify social problems and solutions from narratives of the past.
- Identify short and long term effects of solutions to problems in the past
- Identify ways people of the province have progressed overtime.
- Identify the effects of key historical events at that time and today.
- Use maps to explain the geographic setting of historical events.
- Identify the viewpoints in historical narratives.
- Compare life in any two provinces today.
- Construct personal historical narratives (own self, family, school) using photographs, letters, and interviews with family members as sources of information.

THE HISTORY OF SINDH

Sindh has a very long history. Many different people have lived here. In the next few pages, we will learn about the history of Sindh from ancient times.

The Stone Age

People first came to live on the land that is now Sindh thousands of years ago. They moved from one place to another to find food and shelter. They used very simple tools such as hand-axes to cut wood and to kill animals. These tools were made of stone, so this period is called the Stone Age.



Fig 2.1 View of the way people of Stone Age lived



Fig 2.2 A view of the way people of the New Stone Age

Many, many years later, people began to make better tools. They learned to grow crops and raise animals for food. They also learned to make houses of wood and mud bricks. Instead of moving around, they began to live in the same place. These were the first villages in Sindh. This period was called the New Stone Age.

Indus Valley Civilization

The first civilization that we know of in Sindh is the Indus Valley Civilization. As the name shows, this Civilization began along the banks of the River Indus and its plains. In 1922, people living on the West Bank of the River Indus near Larkana found some old coins and bricks. Archaeologists studied the things they found and believed they belonged to an ancient Civilization. They began to dig up the area. From the diggings, they learned that around 5000 years ago, people started to live around the River Indus. They built the first towns of the Indus Valley Civilization. Moen-jo-Daro is one of these towns.



Fig 2.3 Houses built of baked bricks and the drainage system of Moen-jo-Daro



Fig 2.4 A well in Moen-jo-Daro

The town was well planned with wide streets, buildings and houses. The buildings and houses were made of baked bricks. They had wells for water and a proper drainage system. Inside

the houses they found jewellery, vases, cooking pots, and tools made out of clay, stone, and bronze. They even found the remains of children's toys!

Great numbers of stone seals were also found with drawings and writing on them. Historians have not yet been able to understand what the writing means.

The people of Moen-jo-Daro were mainly farmers. They grew rice, wheat and barley. They were also crafts people and traders. The traders used to trade with the people of Iran, Iraq and India.

About 800 years after it began, the Indus Valley Civilization ended. To this day we do not know what happened. Some historians think that it ended



Fig 2.5 Jewellery, cooking pots, toys and stone seals found at Moen-jo-Daro

ACTIVITY

Compare (give similarities and differences) the way of life of the people of the stone age with that of the people of the Indus Valley Civilization.

Do you Know?

A civilization is the way of life of a people at a particular place and time.

Teacher's Note Help students to find out where the Iran and Iraq are on a map of Asia. Encourage them to use the map skills from Chapter 1 when looking for these places on the map.

because of wars with the Aryans. Others think that the Indus River may have changed its course and flooded the area or a terrible disease may have wiped out the population.

The Aryans

The next civilization in Sindh was that of the Aryans. The Aryans came from Eastern Europe and Central Asia and conquered Sindh. Like the people of the Indus Valley Civilization, the Aryans settled in villages growing crops such as wheat and barley. The villages slowly grew into towns and kingdoms. Each of the kingdoms was ruled by a Raja. The people in the kingdoms were divided according to the work they did. This later became a caste system (see figure 2.6).

The Caste System

There are four main castes. The highest caste is the Brahmins, the priests, scholars and philosophers. The second highest caste is the Kashtrias, the warriors, leaders and rulers. The third are the Vaishyas, the merchants, crafts people and farmers. The fourth caste is the Shudras the labourers and servants for the other castes.

The untouchables (out of caste), are the Dalits. These people have no caste at all and are seen

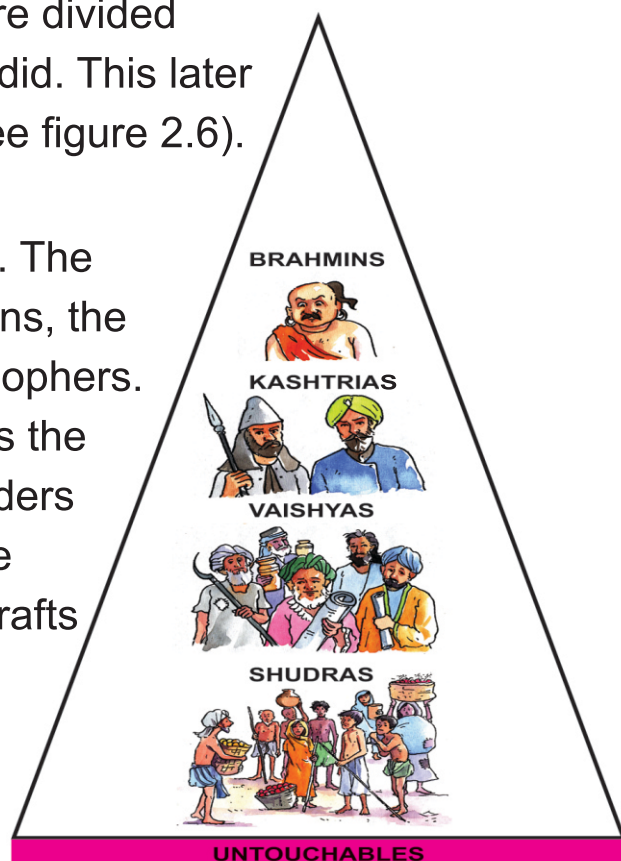


Fig 2.6 The Caste System

as 'out of castes'. They perform the most lowly jobs, such as cleaning toilets, sweeping roads, handling dead animals and mending shoes.

The different castes were not allowed to meet, work together or marry each other. This was the beginning of what we call the caste system.

ACTIVITY

Do a role play in class showing the life and work of each of the four groups in the caste system and that of the untouchable (today called Dalits). Only one or two of you should be Brahmins, a few of you should be Kashtriyas and Vaishyas. Most of you should be Shudras and Dalits. Following the role play, discuss what you think of this system. How fair was it? Is there anything like this in Sindh today?

The Muslims in Sindh

In 712 AD Sindh came under the control of the Muslim army of Muhammad bin Qasim. Why did this happen? One day, a ship carrying Arab traders, and their families, their goods and expensive gifts from the ruler of Sri Lanka for Hajjaj bin Yousuf, the Governor of Iraq, were attacked and held by pirates near the port of Debal.



Fig 2.7 Muhammad bin Qasim

The traders and their families were put in prison and the goods and gifts were stolen! Hajjaj bin Yousuf, asked Raja Dahir, the

Have students perform a role play give the Brahmins the best of everything (the best houses, best jobs, best food, etc), and all decision-making power. The other groups should give them a lot of importance. The Kashtriyas should get less importance but more than the Vaishyays. The Shudras should get the least importance. The untouchables should clean they should clean up after the other groups, and should be belittled. They should not be allowed to interact with the other groups. At the end of the skit, each group should share how they felt being part of the group that they were in. Facilitate a discussion with your students on whether or not the caste system was fair. Ask if there are signs of the caste system in sindh today.

ruler of Sindh, to punish the pirates, free the prisoners and return the goods and gifts, but he refused. So Hajjaj bin Yousuf sent Muhammad bin Qasim to attack the kingdom of Raja Dahir. Muhammad bin Qasim arrived in 711 AD at Debal with soldiers and weapons. They attacked Debal using the catapult and captured it. They freed the traders and their families Muhammad bin Qasim and his soldiers then conquered the rest of Sindh and Southern Punjab up to Multan. It became a province of the Arab Empire. It remained

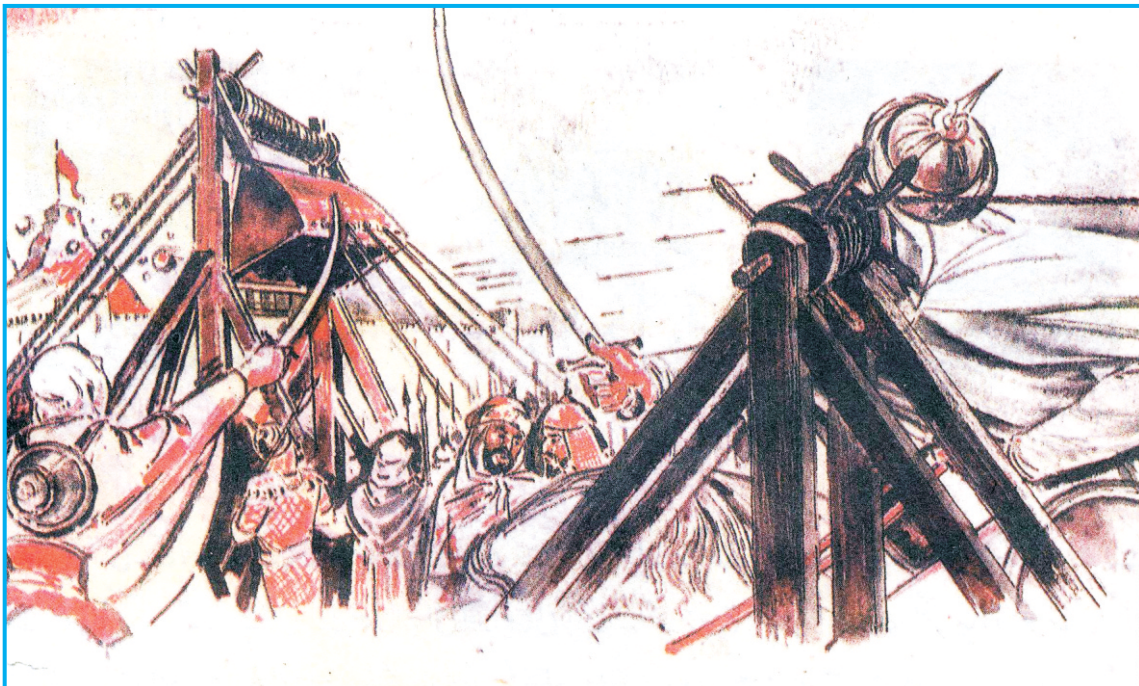


Fig 2.8 The catapult

a province for 312 years until 1014. During this time some people became Muslims. Trade between the Arabs and the subcontinent increased and ideas were exchanged, so the people learned a lot from each other.

After Muhammad bin Qasim, many different Muslim rulers governed Sindh. A time line of some of them is given in fig 2.9



Fig 2.9 Time line of different Muslim rulers of Sindh

There were many developments made in Sindh during the rule of the Muslims. A postal service was started.

Administrative reforms were made. Education literature and the arts were promoted. Mosques and forts were constructed. Canals were dug and schools were built.



Figs 2.10 A view of Shahjahan Mosque, Thatta and Umerkot fort, Umerkot

The British in Sindh

When the Mughals ruled Sindh, the British came to Sindh to trade. They were allowed to do business. Soon, however, the people of Sindh stopped trusting them and they were not allowed to continue their business in Sindh. The British were not happy about this.

In 1839 the British forcibly took over the control of Karachi from the Talpurs. In 1843, a battle was fought at Miani near Hyderabad in Sindh between the Talpurs and the British. The British won the battle and the whole of Sindh became a part of British India.

The British divided India into small units, so that it would be easier to rule. Sindh became part of the Bombay Presidency. This resulted in many changes. The Governor's office was now located in Bombay, not in Hyderabad. Most officials were not from Sindh, and did not understand the local ways of working. The people did not like this.

When the British ruled Sindh they built a modern transportation system of roads and railways. The telegraph was introduced. Canals were dug so that water from the River Indus could be used for farming. Schools and colleges were built to provide education. Courts and police stations were also built to keep law and order.



Kotri Railway Bridge



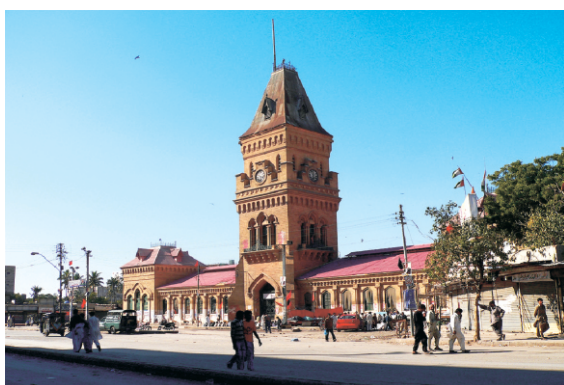
Sukkur Barrage



KMC building, Karachi



Session Court Building, Hyderabad



Empress Market, Karachi

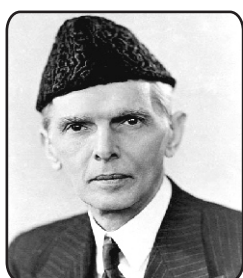


Frere Hall, Karachi

Fig 2.11 Developments in Sindh during British rule

Independence and the creation of Pakistan: Role of Sindh

Although there were some positive changes in Sindh, the people of Sindh were not happy. They wanted to rule themselves. They started an organization called the Sindh Muhammadan Association to struggle for their rights. In 1936, their struggle was successful. Sindh was separated from Bombay and made a separate province. In 1938, the Sindh Muslim League called for a separate country in which Muslims could rule themselves. On 23rd March 1940 at a meeting of the All India Muslim League in Lahore, it was decided that the places in India where mostly Muslims live, should join together to become a new country. We call this the Pakistan Resolution and celebrate this day every year as Pakistan Day. In 1943 the Sindh Legislative Assembly passed a resolution in favour of Pakistan. On 14th August 1947 Pakistan came into being.



Quaid-i-Azam
Muhammad Jinnah
Founder of Pakistan and first
Governor General of Pakistan



Abdullah Haroon
Leader of Khilafat Movement
and Sindh Muslim League



Maulana Din Muhammad Wafai
Published news paper
"Al-Waheed" in 1920 and played
significant role for the independence
of Homeland



Lady Nusrat Haroon
Played a active role
in Khilafat Movement



G.M Syed
Struggled for Pakistan and
through his efforts Sindh Assembly
passed resolution
in favour of Pakistan in 1943



Ghulam Muhammad Khan Bhurguri
First President of
Sindh Muslim League in 1918



Begum Ruqyya Shams-ud-Din
Played a prominent role in the
establishment of Pakistan

Fig: 2.12 Some people of Sindh who played a prominent role in the establishment of Pakistan

Sindh after Independence

Many changes took place in Sindh after the creation of Pakistan. Karachi, the capital of Sindh, was made the capital of Pakistan. The population increased as people came to work here. Irrigation was improved and agricultural production increased. New industries were developed. More children started going to school especially in the urban areas.



Kotri Barrage, Jamshoro



Jinnah International Airport, Karachi



Agriculture University, Tando Jam



Fauji Fertilizer Factory, Mirpur Mathelo

Fig: 2.13 Developments in Sindh after Independence

Summary

In this chapter , we have learnt that:

- The history of Sindh from ancient times (the Stone Age) to the present times. In each period of history the rulers, the way people lived and important developments have been identified.
- The role of Sindh in the independence and creation of Pakistan.

EXERCISE

A. Fill in the blanks

1. Look at the timeline on page 18 and fill in the blanks.
 - (i) Mehmood Ghaznavi conquered Sindh in_____ .
 - (ii) The Soomras ruled Sindh from_____ to_____ .
 - (iii) The Kalhoras ruled Sindh from_____ to_____ .
 - (iv) In 1591 Sindh was conquered by_____ .
 - (v) The Talpurs took control of Sindh from the_____
 - (vi) The Samas ruled Sindh from_____ to_____ .

B. Answer the following questions

1. Identify the effects of
 - i) Sindh coming under the control of Muhammad bin Qasim 712 AD on today.
 - ii) The conquest of Sindh by the British in 1843 on today.
2. Compare (similarities and differences) the life in the Indus Valley Civilization with life in a village in Sindh today.
3. Compare the life of the people in Sindh with the life of the people Punjab. Identify the similarities and differences in:
 - i) The food they eat.
 - ii) The clothes they wear.
 - iii) The festivals they celebrate.
 - iv) The games they play.
 - v) The languages they speak. You can put your answers in a table like the one below.

	Only in Sindh	Similar in Sindh and Punjab	Only in Punjab
Food			
Clothes			

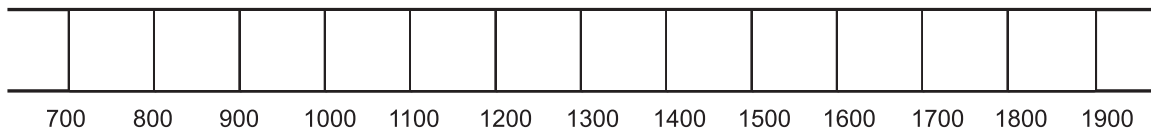
4. Why did the British first come to Sindh?
5. List the ways the people of Sindh have progressed since independence in 1947.

C. Make a table like the one below to show the social problems faced by the people in each historical period and the solutions they found for them. Identify the effects of the solutions. The first one is done for you.

Historical Period	Social Problems	Solutions	Effects of solutions
The Stone Age	Lack of food and shelter	<ul style="list-style-type: none"> ● Made better tools. ● Learned to grow crops and raise animals for food. ● Learned to make houses of wood and mud bricks. 	<ul style="list-style-type: none"> ● Still use the tools but they have been improved. ● Agriculture used to grow food for everyone. ● Most people live in villages, towns and cities today
The Indus Valley Civilization			

D. Practical work

1. Imagine that you are someone living in Moen-jo-Daro during the Indus Valley Civilization. Write a letter to a Class IV student living in Sindh today and tell him/her about your life.
2. Draw a timeline like this:



Use different color pencils on it to show:

- (a) The year Muhammad bin Qasim came to Sindh.
- (b) The year Mehmood Ghaznavi conquered Sindh.
- (c) The years Sindh was ruled by the Soomras.
- (d) The years Sindh was ruled by the Samas.
- (e) The years Sindh was ruled by the Kalhoras.

- (f) The years Sindh was ruled by the Talpurs.
 - (g) The year Sindh became a part of the British Empire.
 - (h) The years the British ruled Sindh.
 - (i) The year Pakistan came into being.
3. Draw a timeline to show major events in the district you live in from 1970 to today
- 4.a Draw a map of Sindh. Locate the following places on the map.
- (i) Moen-jo-Daro
 - (ii) Debal (Thatta)
 - (iii) Hyderabad
 - (iv) Miani
 - (v) Karachi
- 4.b Read the text to identify why they are important in the history of Sindh.

E. Inquiry

1. Find out about your family by writing down some questions to ask your parents such as when did you get married?. Where did you get married? Ask them to show you family photographs and look at them to see what you can learn about your family. Use the information you have collected to write a story about your family.
- 2.a Find out the history of your village / town / city. To do this, interview your parents or other elderly people who have lived in the locality for a long time. Write the history of the locality in which you live.
- 2.b Draw a map of your locality today showing some important places.

F. Extension Activities

1. Begin collecting information about the province of Sindh. Put it in a file or box adding materials throughout the year. At the end of the year, together with your classmates divide all the information you have collected into categories and make a display for your school. Invite the other classes to view the display. Explain what you have displayed to them.

Chapter 3

THE INTERACTION BETWEEN THE LAND AND THE PEOPLE OF SINDH

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Name the various physical features (plains, mountain etc.) in the province.
- Locate the physical features of the province on an outline map of the province.
- Represent in tabular form the physical features of their province, in tabular form, their location and importance for the people of the province.
- Define the terms population, census, migration.
- Explain the importance of a census.
- Identify the causative factors of population growth in the province.
- Identify thickly and thinly populated area of their province.
- State the reasons why volume of population varies in different provinces.
- List the major problems caused by over population.
- Compare the land features and the way people live on them.
- Explain how different processes engaged in by the people change the natural environment (e.g. deforestation, building, dams etc.).
- Explain how natural phenomena change the land.
- Identify how changes in the land affect people.
- Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data (e.g. minerals found, industries, City - population density).
- Conduct an inquiry about a geographic problem (waterlogging & salinity, deforestation, etc) of the province and share findings with classmates.

CHAPTER 3

THE INTERACTION BETWEEN THE LAND AND THE PEOPLE OF SINDH

The People of Sindh

We know that there are a large number of people living in Sindh. To find out how many people are living in Sindh, or the population of Sindh, we have to count every person living there. The process of counting all the people living in an area is called a census. In the next paragraphs we will learn how a census is conducted, and the importance of a census.

Census and its importance

To get an exact count of the total number of people living in an area, the government conducts a census. Special teams of people (enumerators) go from house to house and record the number of people who live in each house. They also collect other useful information like the age, sex, marital status (whether or not they are married), religion, language, level of education, number of family members employed and the type of work they do.

A census is important because governments use this information to make plans for the future. For example, knowing how many children of school going age there are, tells the government how many schools are needed and how many teachers need to be trained.

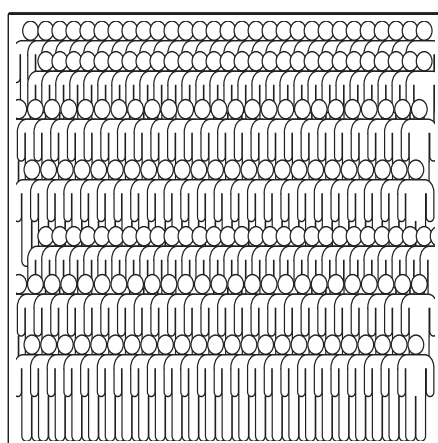
According to the 1998 census the population of Sindh is thirty million. Now the population of Sindh is estimated to be forty five million.

ACTIVITY

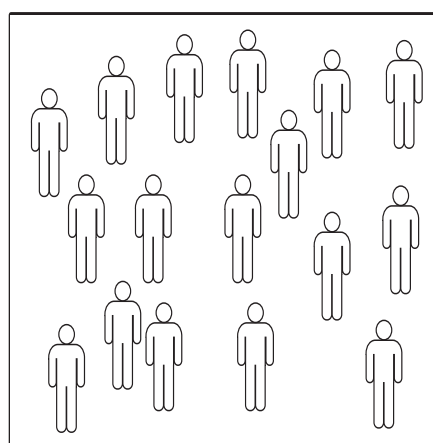
Conduct a census in your school. Develop a questionnaire to get information regarding the number of students in each class, their favourite subject and favourite TV programme. In groups of four to six students gather information from a few classes of the school. Put together the information gathered in your group. Present the data in the form of a graph to the whole class. Discuss how you think this information could be useful to the school.

Population Distribution

If there are a large number of people living in an area of one square kilometer then the place is said to be thickly populated. And if there are only a few people living in an area of one square kilometer then the place is said to be thinly populated. For example, Karachi has a larger number of people per square kilometer than the desert area of Thar. There are several factors that affect the size of the population of a place. Can you think of why Karachi is thickly populated and why Thar is thinly populated?



Thickly populated

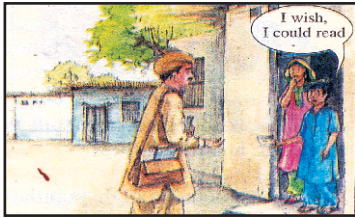


Thinly populated

Fig 3.1 Distribution of population

Teacher's Note Allow children to guess how the information will be useful to the school in the class. Make sure the children know how to draw a graph. If they do not teach them or ask the mathematics teacher to teach it to them.

The population of Sindh has grown very fast because of the low literacy rate, early marriages, preference for sons and lack of social security in old age.



Low literacy rate



Early marriage



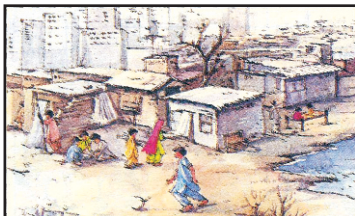
Preference for Sons



Social security for old age

Fig 3.2 Reason of quick growth of population

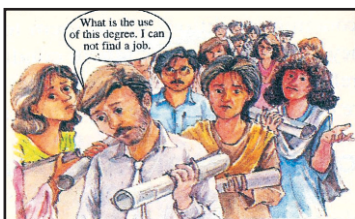
There are many problems caused by high population. Can you name some of them? Yes, shortage of living space, lack of education and health facilities, unemployment, shortage of water, food and electricity, increased tension and conflicts.



Shortage of living space



Decreasing health facilities



Unemployment



Water shortage

Fig 3.3 Problems caused by high population

The problem of high population can be overcome by educating people about these problems and by encouraging them to have small families.

Rural-Urban Migration

Look at figure 3.4. The map shows the urban and rural areas of Sindh. According to the 1998 census 48.5% of the population live in the cities (urban areas) and 51.5% live in the villages (rural areas). Every year many people migrate, that is, they move from the rural to the urban areas of Sindh.



Fig 3.4 The map shows the urban and rural areas and district wise population of Sindh

Note: Ref: 1998 Provincial Census report of Sindh.

Factors that cause people to migrate

There are many factors that cause people to migrate. These factors can be put into two groups: push factors and pull factors.

Push Factors

Push factors are factors that force people to move from the area in which they live to another. Figure 3.5 shows some of the factors that force people from the rural areas of Sindh to migrate to the urban areas of Sindh.



Flood

Drought

Fig 3.5 Push factors

Pull Factors

Sometimes people are not forced to leave the area in which they live but are attracted to another area because they think they will have a better life there. These factors are called pull factors. Figure 3.6 shows some of the factors that pull people to the urban areas of Sindh.



Education facilities

Opportunities for employment

Better health care facilities

Fig 3.6 Pull factors

Effects of migration on urban and rural areas.

Migration effects both urban and rural areas. In the urban areas:

- It puts a burden on facilities such as water, electricity and housing
- It puts a burden on services such as education, health and transportation
- It causes unemployment.



Fig 3.7 over crowded mini bus shows burden on transportation sources

In the rural areas:

- Family life is affected as men usually leave and there are less men left to do the work

In order to reduce rural to urban migration, rural areas must be provided with:

- Better civic facilities like water, electricity, housing and roads
- More services, such as education and health.
- More employment opportunities.



Fig 3.8 Farmers working in the fields

The Land of Sindh

In class 3, you learned that the land is not the same all over. This is also true of the land of Sindh. Look at the physical map of Sindh in figure 3.9. We can see several physical features. It has the Khirthar Mountains in the West. In the

East is the Thar Desert. In the middle are the plains through which the River Indus flows. Some of the southern part of Sindh lies along the Arabian Sea and is called the coastal area.

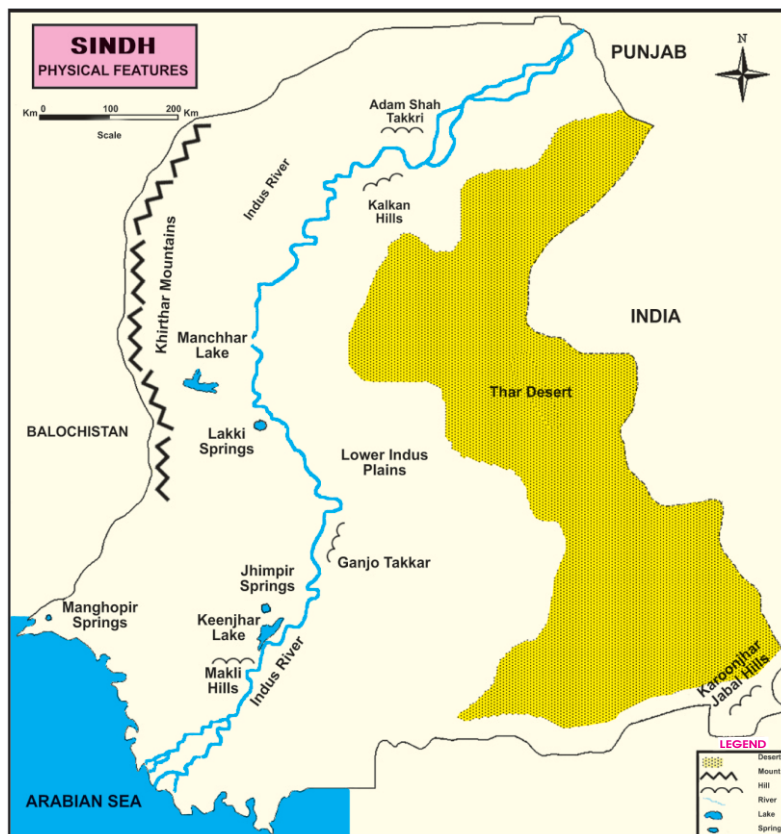


Fig 3.9 The physical features map of Sindh

The interaction between the land and the people

The Plains

A plain is land that is flat and low. Look at the physical map of Sindh in figure 3.9. You will see that the part of Sindh that lies between the Khirthar Mountains and the Thar Desert is a plain. It is called the Lower Indus Plain. The River Indus flows from north to south through this plain. This is because the Indus Plain slopes gently towards the sea. Where the Indus flows into the Arabian Sea it forms the Indus Delta.

The Indus Plains are irrigated by canals which are provided with water from the River Indus. This has made the land fertile. Most of the people of Sindh live on the plains. They



Village



Town / City

Fig 3.10 People living on the plains

live in many many villages, towns and big cities like Karachi Hyderabad and Sukkur. Many of them farm the land producing crops of rice, sugarcane, wheat and cotton.



Crop of grow sugarcane



Women picking cotton

Fig 3.11 The people growing crops in the plains

Others work in offices, sell things in markets and work in industries.



Trading in a market



Working in a sugar factory

Fig 3.12 The work people do in the plains

Rivers and Streams

A large, natural channel of water that flows from a mountain into the sea is called a river. Small, narrow rivers are called streams.

The River Indus

The River Indus is the largest river of Pakistan. It starts in the Himalaya mountains situated in Tibet and enters Pakistan near Gilgit. It flows through the Indus Plains before it flows



Fig 3.13 The River Indus

into the Arabian Sea. The River Indus provides us fresh water. People use the fresh water to drink, for household purposes, for agriculture and in industry. It also provides us with freshwater fish to eat and is also a means of transportation.

Streams

Besides the River Indus that flows all year round, there are a lot of streams that flow only during the rainy season. In Sindhi the word '*nai*' is used for a stream that flows only during the rainy season.



Fig 3.14 The Gaj Nai

There are many *nais* in Sindh. The *Nai* Baran flows from the Khirthar Mountains and falls into the River Indus at Kotri. The *Gaj Nai*, *Kanji Nai* and *Sita Nai* flow down the Khirthar Mountains into Manchhar Lake in Jamshoro district. These *nais* are important because they provide water for irrigation that is used to grow crops for us.

ACTIVITY

Find out the names of the rivers of Pakistan and three rivers of the world.

Mountains and Hills

Very high lands with steep slopes are called mountains. Hills are like mountains but they are not as high.

The Khirthar Mountains

All the mountain ranges in the western part of Sindh are known as the Khirthar Mountains. Of these ranges, the Lakki Range passes through Jamshoro district and suddenly ends near Sehwan. At the foothills of this mountain range there are many warm springs. Since water is available, small groups of people have settled here. When this area gets rainfall, people use it to grow crops.



Fig 3.15 Khirthar Mountains

In addition to these mountains, there are many hills in Sindh. Look at table 3.1

Name	Location	Importance	How people use it
Ganjo Takkar	Hyderabad	Limestone and orange coloured clay	Used to manufacture cement & in construction of buildings
Adam Shah Takkri	Sukkur	Tomb of Adam Shah Kalharo	
Makli Hills	Thatta	Tombs of kings, queens, saints and scholars	
Karoonjhar <i>Jabal</i> Hills	Nagarparkar	Granite	Used to decorate buildings
Kalkan	Rohri	Limestone	Used to manufacture cement

Table 3.1 Important hills in Sindh

Deserts

Deserts are large areas of sand where it is always hot and dry and where there is little vegetation.

The Thar Desert

A large area in the eastern part of Sindh is the Thar Desert. This desert consists of rocks, loose stones and sand. The



Women going to collect water



Camel caravan

Fig 3.16 People in the Thar Desert

sand dunes are generally 6 to 30 metres high. There is little vegetation. What vegetation there is, consists of acacia trees, shrubs and rough grasses. Some parts of the desert is irrigated and in these parts people grow some crops and raise goats.

ACTIVITY

Find out the names of deserts in other parts of Pakistan and the world.

Springs

A continuous natural flow of water from the ground is called a spring. The water of a spring may be cold or warm. In Sindh there are both cold and warm water springs. Look at table 3.2



Fig 3.17 Springs

Name	Location	Importance	How people use them
Lakki Springs	Lakki Shah Saddar Station in Jamshoro District	Warm water springs that contain sulphur	People bathe in the spring to cure some skin diseases
Jhampir Springs	Jhampir Railway Station in Thatta District	Warm water springs	People bathe in the spring to cure some skin diseases
Manghopir Springs	Karachi	Cold and warm water springs	<ul style="list-style-type: none"> ● People go for picnics to the cold water springs ● People bathe in the warm water spring to cure some skin diseases

Table 3.2 Cold and Warm water springs in Sindh

Lakes

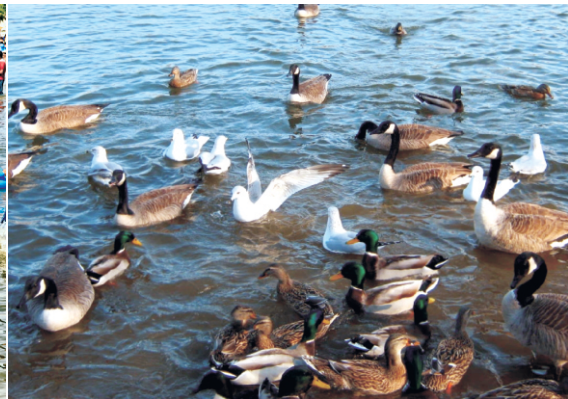
An area of water surrounded by land is called a lake. There are many lakes in Sindh.

Keenjhar Lake

The Keenjhar Lake is situated between Jhirk and Thatta. The Keenjhar Lake gets its water from the River Indus through Kotri Barrage. The lake contains several kinds of fish. Many water birds make their home here. People come here for picnics, boating and fishing. The famous folk story of *Noori-Jam Tamachi* is linked with this lake.



People picnicking at Keenjhar Lake



Water fowls at Keenjhar Lake

Fig 3.18 Two views of Keenjhar Lake

Manchhar Lake

Manchhar Lake is situated near Bubak town in district Jamshoro. This lake is 3 metres deep and 30 square kilometres wide in the dry season. During the rainy



Fig 3.19 People fishing at Manchhar Lake

season water from the Indus River flows into this lake. The lake then increases to cover an area of 500 square kilometres. It is a great place for fishing.

How the land changes

There are many changes to the land that are brought about by nature and by us. Some of the important ones are discussed below:

1. Land Pollution

We generate a lot of waste everyday from our homes and industries. The waste is dumped on the land. Some of the waste from our homes and most of the waste from industries contain poisonous substances which destroys the land.



Household waste



Waste from industries

Fig 3.20 Causes of Land pollution

2. Water pollution

We pollute water by dumping sewage from our homes, poisonous materials from industries and pesticides and fertilizers used in agriculture into the water. Polluted water causes a decrease in the number of fish, a lot of diseases and even the death of many people especially children who drink the water.



Industrial waste



Sewage

Fig 3.21 water pollution

3. Deforestation

The permanent destruction of natural forests is known as deforestation. As the population grows more land is needed for us to live and to grow food for us to eat so we cut down forests. Deforestation causes immediate loss of homes for wildlife, over time forest land turns in deserts. When forests on mountains are cut down it causes avalanches.



Trees being cut down causing loss of home to wildlife



Avalanches

Fig 3.22 Effects of Deforestation

4. Waterlogging and salinity

Our agricultural land is irrigated through a network of canals taken out from the River Indus. The water flowing in these canals slowly seeps into the ground and raises the level of the water underground. Mineral salts in the ground dissolve in the water. Sometimes, the water rises above the



Water logged land



Salinity soil

Fig 3.22 Land effected by waterlogging and salinity

land and the land gets covered with water. This process is known as 'waterlogging'. In the hot sun, the water evaporates, leaving a layer of salt on the ground. This is called 'salinity'. Crops cannot grow in waterlogged or saline soil.

5. Soil erosion

The surface layer of the land is called soil. Soil is composed of minerals, particles of rock and living organisms like earthworms. The few centimeters of topsoil upon which agriculture depends, has taken hundreds of years to develop. Heavy rain, floods and winds carry particles of the soil away making it useless for farming.

Summary

In this chapter , we have learnt that:

- The population of Sindh: how the population is distributed so that some parts are thickly populated and others are thinly populated, the reasons for the high growth in population and what can be done to reduce it, causes for migration from the rural to the urban areas and its effects on the urban and rural areas.
- The Land of Sindh is not the same all over. It is largely a plain with the River Indus flowing through it. It has the Khirthar Mountains in the west, the Thar Desert in the East, the coast of the Arabian Sea in the south.
- The people use the land and water for a variety of purposes such as farming, fishing and mining, building homes, offices, industries and markets and making various goods for sale in markets.
- Sometimes our use of the land and water causes problems such as land sand water pollution, water logging and salinity and deforestation. It is important that we learn to use these resources in a sustainable way.

EXERCISE

A. Fill in the blanks

- (a) The two famous lakes of Sindh are _____ and _____ .
- (b) The hill near Hyderabad is _____ .
- (c) The Khirthar Mountains lie in the _____ of Sindh.
- (d) The Indus Plains are irrigated through a network of _____ .
- (e) In the eastern part of Sindh lies the _____ Desert.

B. Answer the following questions

1. Name the physical features of Sindh.
2. The area of the province of Sindh is 1,40,914 sq. km and population of Sindh is estimated to be 45 million. The area of the province of Balochistan is 3,47,190 sq. km and population of Balochistan is estimated to be 0.82 million. Give two reasons for the difference in population.
3. Define the following terms in your own words.
 - a. Population
 - b. Census
 - c. Migration
4. Why is a census conducted?
5. In your own words give the meaning of push and pull factors. Are people pushed away from or pulled to your area? Give three examples to support your answer.

C. Make a table

1. Complete the table to show the location, importance and how people use each of the physical features of Sindh.

Physical feature	Location	Importance	How people use it

D. Practical Work

1. In small groups draw a map of Sindh on paper. Stick it on a hardboard. Using materials such as paper, clay, sand, make its physical features. Display it in your classroom.
2. Make a poster to inform people of the need to keep picnic spots clean.
3. Look at the map of the physical features of Sindh on page 33 and the map of the district population of Sindh on page 30. Compare them and answer the following questions: Why is Hyderabad thickly populated? Why is Dadu thinly populated?
4. Make a map of Sindh. Cut out straws to show the population of each district and stick them on the map near the name of the district

E. Inquiry

1. Do an inquiry to find out about a problem (waterlogging and salinity, deforestation, water pollution) in your area. Share your findings with your class.
2. Conduct a census of five houses in your neighbourhood. Identify the total number of people living in each house, their age, gender, education level, occupation and facilities of gas, electricity and water. Put your data in a graph, table or illustration. Share your data with the whole class. Discuss how this information could be useful to your neighbourhood.

F. Extension Activities

1. Find out about the story of Noori Jam Tamachi. Write it down. Draw pictures for the story. Put it together to make a story book. Keep it in the class library for others to read.

Chapter 4

WEATHER

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Define the term weather.
- Explain the factors that effect weather.
- Construct a table showing the instrument and units of measurement related to weather (temperature, pressure, wind speed and direction, humidity, precipitation).
- Make weather instruments from low cost and no cost materials.
- Compare temperature and rainfall of any two provinces in Summer and Winter.
- State the importance of forecasting, measuring and recording weather.
- Identify how daily weather conditions affect the human body, (food we eat, the clothes we wear, and our recreational activities.)
- Explain how common natural disasters occur (floods, earthquakes, cyclones, avalanches).
- Identify safety measures that can be taken in case of natural disasters.

CHAPTER 4

WEATHER

What is weather?

The Earth is surrounded by a layer of gases called the atmosphere. The change in the atmosphere of a place at a specific time is known as weather. The weather does not stay the same for long. It keeps on changing. What was the weather like yesterday? What is it like today?



Fig 4.1 The Earth surrounded by the atmosphere

Factors that affect weather

When describing the weather it is necessary to give information about the temperature, atmospheric pressure, winds, humidity, and precipitation (rainfall or snow).

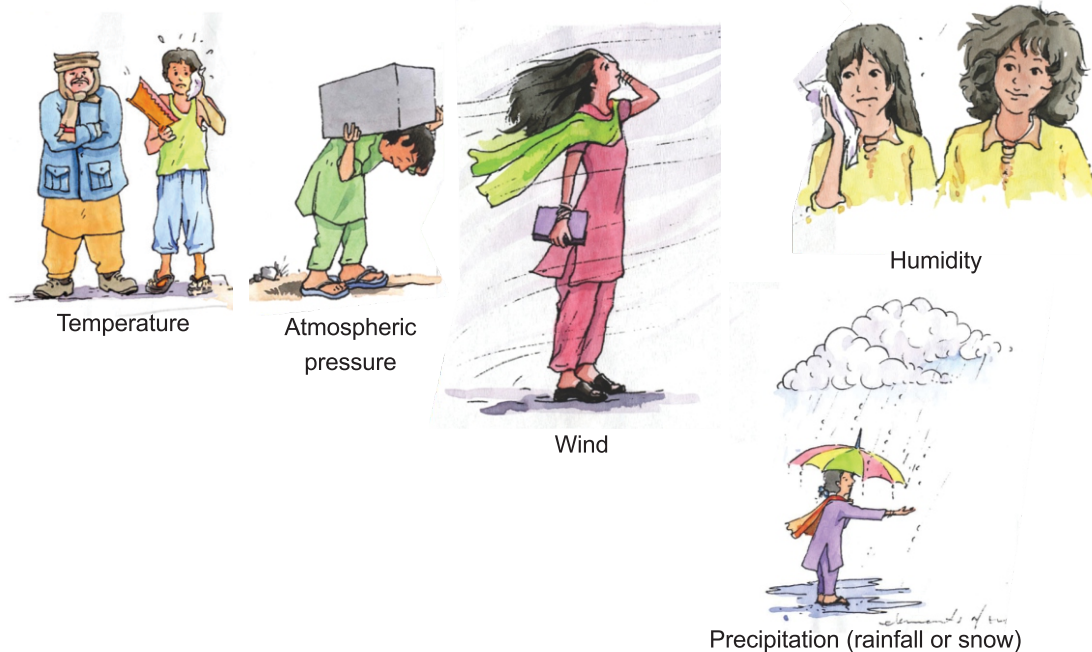


Fig 4.2 How elements of weather are experienced by human beings

Temperature

Temperature is the hotness or coldness of matter. Meteorologists study the hotness or coldness of the air, that is, the temperature of the air. Thermometers are used to measure temperature. Temperature can be measured in Fahrenheit ($^{\circ}\text{F}$) or Centigrade ($^{\circ}\text{C}$).

Today it is commonly measured in Centigrade ($^{\circ}\text{C}$). Figure 4.3 shows a simple thermometer.

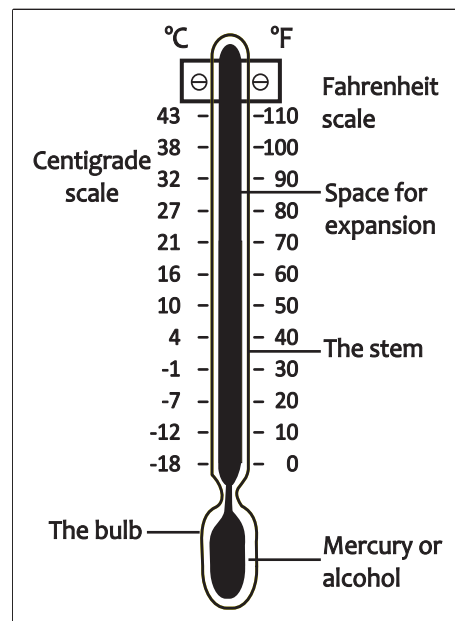


Fig 4.3 A simple thermometer showing a temperature of 21°C or 70°F .

ACTIVITY

Draw a diagram of a simple thermometer. Label it. Describe how the thermometer works and how you would read it. What are thermometers used for?

Atmospheric Pressure

The weight of the air pressing down on the Earth's surface is called atmospheric pressure. Atmospheric pressure is measured in millibars (mb), using an instrument called the barometer.

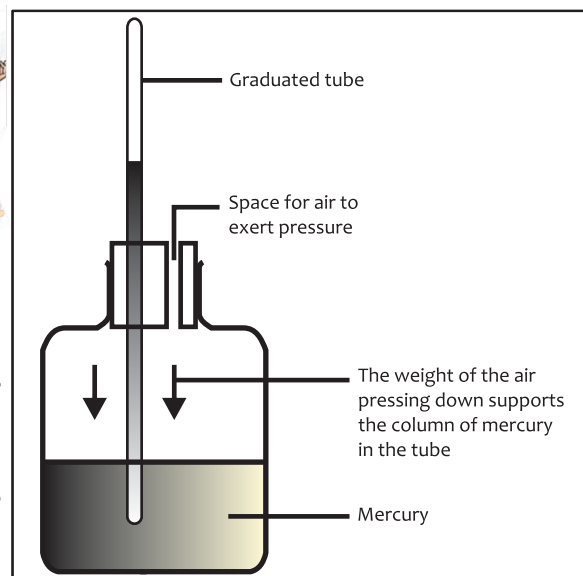


Fig 4.4 How a simple type of barometer works

Teacher's Note Bring a thermometer to school. Explain how it is used to measure temperature. Put it in warm water to show how the mercury climbs. Shake it to bring the mercury down.

Winds

The movement of the air across the Earth's surface is known as wind. Meteorologists are interested in two things about winds: their direction (which way air is moving); and their force (how fast air is moving).



Wind Direction

The direction of wind can be noted using a wind vane as shown in figure 4.5. A wind vane is usually placed on the top of a building, so that there is nothing to stop the movement of the wind.

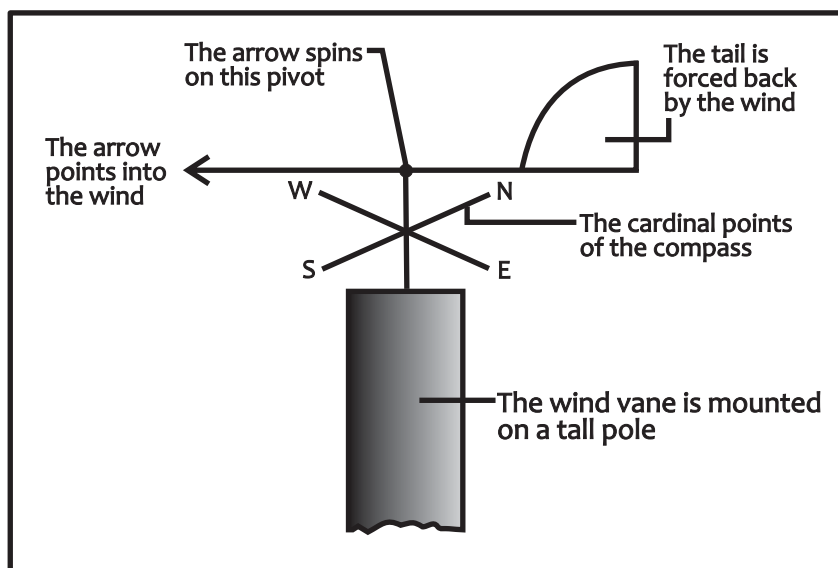


Fig 4.5 A wind vane with compass showing direction

The wind vane has a pointer which moves freely when the wind blows against the broad tail. It pushes the broad tail back until the arrow points directly into the wind. The cardinal points of the compass fixed beneath the wind vane help us to tell the direction of the wind.

Teacher's Note Please refer to the diagram when explaining how the wind vane shows the direction of the wind and how the anemometer records the speed of the wind. Have students make the wind vane and anemometer. Place them where there is nothing to stop the wind. Let students see how they work and note the directions and speed of the wind.

ACTIVITY

Make a wind vane. Put it at a place where the wind can catch it. Record the direction of the wind every morning for a week.

What you need?

- 1 sixteen inch piece of stick for the arrow
- 3 eight inch pieces of stick (2 for the compass and 1 to hold it up)
- An empty water bottle
- Sand
- Card paper

How to make it?

1. Make a half inch slit in each end of the sticks.
2. Cut out from the card paper N,E,S,W, the large piece for the tail and small piece as a pointer for the arrow. Fit them in the slits of wood as shown in figure 4.5.
3. Put a thin long nail through the middle of the arrow, the compass and into the piece of wood to be used to hold up the wind vane.
4. Put the stick into the bottle filled with sand.

Wind Speed

The speed of the wind is measured by using an anemometer (see figure 4.6) and is measured in knots (nautical miles per hour). The anemometer consists of a set of cups attached to a rotating shaft. The wind blowing into the cup pushes it back causing the shaft to spin. The movement of the shaft is recorded on the speedometer, which shows the speed of the wind.

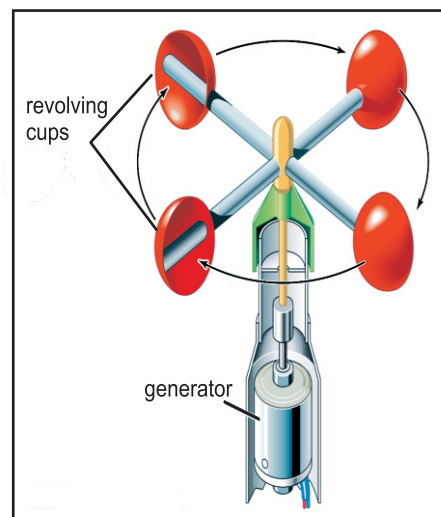


Fig 4.6 A diagram of a rotating cup anemometer

ACTIVITY

Make a rotating cup anemometer with the help of your teacher.
Explain how it works

What you need?

- 2 small rubber or plastic balls cut into half.
- 3, 8-inch pieces of wood (2 for the cups and 1 to hold it up)
- 1 nail
- An empty water bottle
- Sand
- 4 thumb tacks

How to make it?

1. Cut the rubber balls into half.
2. Fix them to the ends of 2 sticks with a thumb tack.
3. Put a nail through the two sticks and into the third stick.
Make sure that it can rotate.
4. Put the stick in the bottle filled with sand.



Humidity



The atmosphere also contains water vapour. Water vapour gets into the air by the process of evaporation (water changing from liquid into gas by heating) from the Earth's surface. The amount of water vapour in the atmosphere is known as humidity.

The humidity of the air depends to a great extent upon the surface over which the air has travelled. Air that has travelled a long distance over a sea or lake will pick up plenty of water vapour. It is therefore, likely to have a high humidity. Air that has travelled a long distance over land is likely to be much drier.

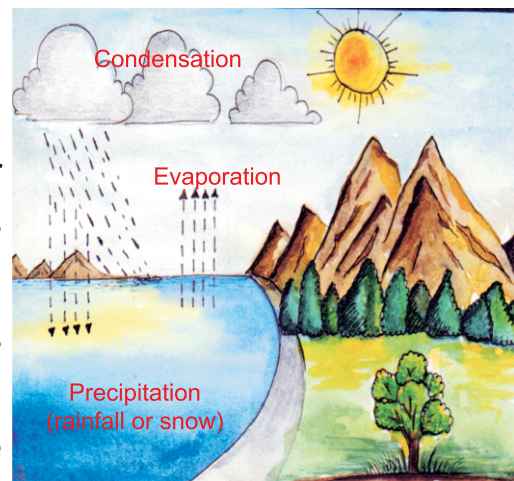


Fig 4.7 The watercycle

Precipitation (Rainfall or snow)

The water vapour in the atmosphere changes back into water when cooled. This process is called condensation. At first the drops of water are very small and light so they float in the atmosphere. Then they join together to form clouds. When more water vapour condenses, the clouds become too big and heavy to float in the air. The water falls back to the Earth's surface as rain or snow.



Fig 4.8 Rainfall and snow

When the temperature is high it rains. When the temperature is low it snows. This is called precipitation. Figure 4.9 shows a rain gauge, which is used to measure the amount of rainfall. The amount of rainfall is measured in millimeters (mm).

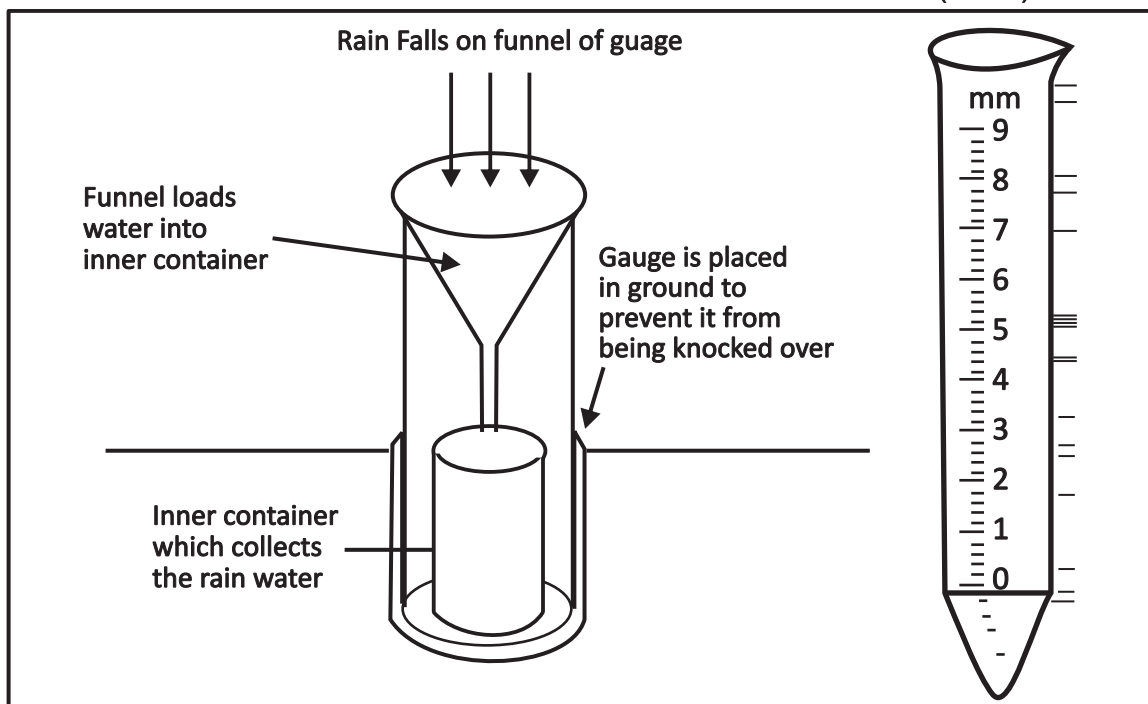


Fig 4.9 Diagrams of raingauge and measuring cylinder

ACTIVITY

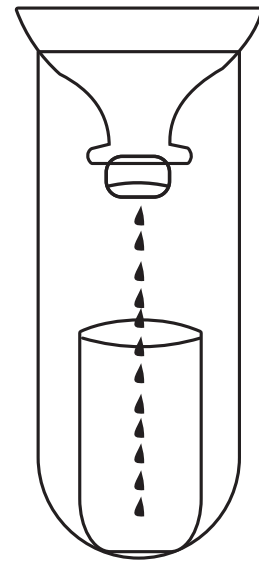
Make a rain gauge.

What you need?

- 1, one litre empty water bottle
- 1, fifty ml empty water bottle
- 1 scissor

How to make it?

1. Cut the large empty water bottle near the top.
2. Cut the top off the small bottle and place it in the large bottle.
3. Turn over the top of the large bottle to make a funnel and place it on the top of the large bottle.
4. Pour water into the funnel to see how rainwater collects.



Measuring, recording and forecasting weather

The study of the weather is known as Meteorology. The person who studies the weather is known as a meteorologist. A meteorological station (weather station) is a place where instruments for measuring the weather are kept. Meteorologists' measure and record the weather (temperature, humidity and rainfall) everyday. Meteorologists also forecast the weather. That is, they try to tell what the weather is going to be in the future. This helps us to dress appropriately for a hot or rainy day and also helps us prepare for storms.

Common natural disasters

Droughts and Floods

The weather also affects us negatively. Sometimes places have years of little or no rain. These dry periods are called droughts. Droughts make it difficult to grow crops and cause the death of animals. As a result there is a shortage of food or famine. Sometimes places get too much rain so that areas that are normally dry are now covered with water. This is called a flood. Floods destroy property and often causes loss of life. The province of Sindh suffered heavy losses of lives and properties due to floods in 2010



Flood



Drought

Fig 4.10 Two scenes of life during the flood and drought

Cyclones

Cyclones are severe storms that occur over the ocean near the tropics. They bring very strong winds and heavy rain. They cause loss of life and property. They also disrupt public services like roads and rail transport, electrical and water supplies.

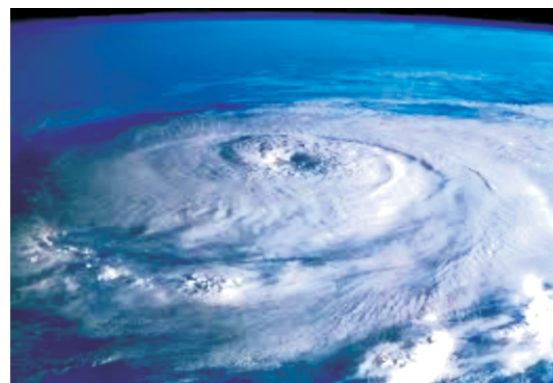


Fig 4.11 A view of cyclone

Do you Know?

Cyclones are called Hurricanes around the US. Cyclones are called typhoons near the South China Sea.

What to do Before an Earthquake

- Make sure you have a fire extinguisher, first-aid kit, a battery-powered radio, a flashlight, and extra batteries at home.
- Learn first aid.
- Learn how to turn off the gas, water, and electricity.
- Make up a plan of where to meet your family after an earthquake.
- Learn the earthquake plan at your school.

What to do after an Earthquake?

- Keep calm.
Check yourself and others for injuries. Provide first aid for anyone who needs it.
- Turn on the radio. Don't use the phone unless it's an emergency.
- Stay away from damaged areas and out of damaged buildings.
- Be careful around broken glass. Wear shoes to keep from cutting your feet.
- If you're at school, follow the emergency plan or the instructions of the person in charge.

- Make sure an adult checks the water, gas, and electric lines for damage. If any are damaged, they should shut off the valves. Check for the smell of gas. If you smell it, open all the windows and doors, leave immediately, and report it to the authorities (use someone else's phone).



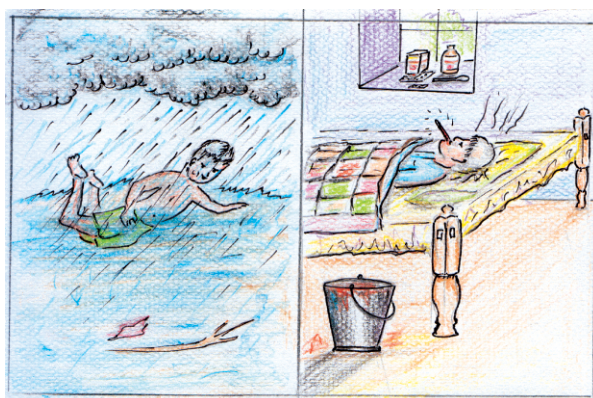
Before the Flood

- Find out how often your location is likely to be flooded.
- Be sure your family knows the flood warning system in your community.
- Listen to the daily weather report.
- Make an evacuation plan and make sure family members know their responsibilities.
- Designate an evacuation area for the family and livestock and make sure everyone knows it.
- Keep a stock of food which requires little cooking and refrigeration; electric power may be interrupted.

- Keep a transistorized radio and flashlight with spare batteries, emergency cooking equipment, candies, matches and first aid kit handy in case of emergency. Store supplies and other household effects above expected flood water level.

After the Flood

- Re-enter the dwellings with caution using flashlights, not lanterns or torches as things that could catch fire may be inside.
- Be alert for fire hazards like broken wires. Do not turn on any electrical appliances or equipment until the electric lines have been checked.
- Do not eat food and drink water until they have been checked for flood water contamination.
- Report broken utility lines (electricity, water, gas and telephone) to appropriate agencies authorities.
- Consult health authorities for immunization requirements.
- Do not play in flood water as you are likely to get sick.



Upon a cyclone warning

- Fill bins and plastic jars with drinking water.
- Prepare a list of belongings of your house.
- Fill fuel in your car/motorcycle and park it under a solid cover. Tie bullock carts, boats securely to strong posts in an area, which has a strong cover and away from trees. Fallen trees can smash boats and carts.
- Close shutters or nail all windows. Secure doors. Stay indoors.
- Pack warm clothing, essential medications, valuables, papers, water, dry food and other valuables in water-proof bags, to be taken along with your emergency kit.
- Listen to your local radio / TV, local community warning system for further information.
- In case of warning of serious storm, move with your family to a strong bricked building.
- In case of warning of cyclones of severe intensity, evacuate the area with your family, precious items and documents and emergency kit. Take special care for children, elders, sick, pregnant women in your family. Do not forget your emergency food stock, water and other emergency items. **GO TO THE NEAREST CYCLONE SHELTER.**

After the Cyclone

- Do not go outside until officially advised it is safe.
 - Check for gas leaks. Do not use electric appliances, if wet.
 - Listen to local radio for official warnings and advice.
 - If you have to evacuate, or did so earlier, do not return until advised. Use a recommended route for returning and do not rush.
 - Be careful of snake bites and carry a stick or bamboo
 - Beware of fallen power lines, damaged bridges, buildings and trees, and do not enter the flood waters.
- Heed all warnings.

Tips for avalanche survival

- Before crossing a slope where there is any possibility of an avalanche, fasten all your clothing securely to keep out rain/snow.
- If there is no alternative to cross a suspected slope, do so one person at a time to minimize risk.
- When descending or ascending a slope, try to stay as far to the sides of a potential avalanche chute as possible to decrease your chances of being caught if an avalanche runs.

- Be aware of the condition of those with you. If someone is tired, hungry, or cold they may not be using their best judgment.
- Remain constantly aware of changing weather or temperature conditions, particularly if your outing will last more than a few hours.
- Have avalanche rescue equipment, such as beacons and shovels in a back pack or car trunk.

Summary

In this chapter , we have learnt that:

- The Earth is surrounded by a layer of gases called the atmosphere and changes in the atmosphere at a specific place and time is called weather.
- The factors that affect weather are: temperature, atmospheric pressure, winds, humidity and precipitation (rain or snow).
- Meteorologists study the weather. They measure and record the weather every day and use it to tell us what the weather is going to be in the future (forecast) which helps us to dress appropriately for a hot or cold day and also to prepare for cyclones, storms, floods and earthquake.

EXERCISE

A. Fill in the blanks

- (i) The weather does not stay the _____ for long.
- (ii) Thermometers are used to measure _____.
- (iii) The _____ consists of a set of cups attached to a rotating shaft.
- (iv) The amount of water vapour in the atmosphere is known as _____.
- (v) Common natural disasters are _____, _____, _____, _____.

B. Answer the following questions

1. Define the term weather.
2. List the factors that effect weather.
3. How does the weather affect our dress, food and recreational activities?
4. What is the importance of measuring, recording and forecasting the weather?

C. Make and read tables

1. Make a table like the one below and complete it by filling in the necessary information. The first one is done for you.

Factor that affects weather	What does it tell us	Instrument used to measure it	Unit of measurement
Temperature	The hotness or coldness of the air	Thermometer	°C °F

2. Look at the table below. It shows the temperature and rainfall of Hyderabad and Lahore in July and December. Identify the differences between the temperature and rainfall of Hyderabad and Lahore in July and December.

Cities	Temperature in July	Rainfall in July	Temperature in December	Rainfall in December
Hyderabad	42 °C	20 mm	06 °C	02 mm
Lahore	45 °C	80 mm	02 °C	05 mm

D. Practical work

1. Draw the dress the people of your district wear, list the foods they eat, and the recreational activities they engage in during summer and winter.
2. Draw and label a diagram of the water cycle.

E. Inquiry

Identify three safety measures each to be taken during a flood earthquake and cyclone.

F. Extension Activities

Record the temperature for a month in your village, town or city. Identify the hottest day.

Chapter 5

THE WAY WE LIVE TOGETHER

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Explain the term culture with examples.
- Describe their family culture (language, food, dress, how the festivals are celebrated etc.).
- Compare their own family culture with that of a family in another country.
- Compare the culture of different provinces of Pakistan.
- Identify the ways in which the people of their province are similar and different with each other.
- Recognize that culture is dynamic and keeps changing over time.

CHAPTER 5

THE WAY WE LIVE TOGETHER

What is culture?

Culture is the way people live their lives. It includes:

- The way they dress
- The food they eat
- The language they speak
- Their religion
- The way they celebrate special occasions
- The games they play
- The way they build their buildings
- Their traditions and customs

ACTIVITY

Describe the culture of your family (language, food, clothes, festivals, games etc)

Factors that influence culture

There are many factors that influence the culture of a group of people. One factor which affects culture is the place where the group of people live. For example, people living on the mountains live differently from people living in deserts. Another factor which affects culture is the climate. For example, the dress, food, housing and recreation of people living in very

cold areas, is different from that of people living in very hot areas of the world. Yet another factor which affects culture is history. For example, people speak the language of their forefathers and mothers but with many new words in it. The dress they wear also keeps changing.



Fig 5.1 The change in dress in over time

Culture of Pakistan

Culture is what makes countries unique. Each country has its own culture. All over Pakistan the people speak Urdu, they like to eat biryani, they wear the shalwar kameez and like to play cricket. But there are also many differences because many different groups of people live in Pakistan. In addition to the shalwar kameez we will find men wearing pants and shirts and women wearing saris. All Pakistanis speak Urdu, their national language but most also speak another language such as Sindhi, Punjabi, Pushto, Balochi and Saraiki. Besides cricket, games

such as hockey, football, kabadi, golf are also played. All the Muslims in Pakistan celebrate Eid-ul- Fitr, Eid-ul- Azha and Eid Milad-un-Nabi. The Christians celebrate Christmas and Easter, the Hindus celebrate Holi and Dewali. They all celebrate Pakistan day and Independence day.

In this chapter we are going to learn about the culture of the people who live in the four provinces of Pakistan: Sindh, Punjab, Balochistan and Khyber Paktunkhwa.

Culture of Sindh

I am Abdullah, I live in the city of Hyderabad. I will tell you about the culture of the people of Sindh.

The people in Sindh speak Sindhi. A large number of people also speak Urdu and English. A small number of people also speak Gujrati and Kachhi. Both men



and women wear the shalwar kameez. The men cover their heads with a Sindhi topi while women cover their head with the dupatta. Ajrakl is also worn by the people of Sindh.

The daily food eaten in most Sindhi households is *chappati* or *chawal ki roti* and *sabzi* or *daal*. On special occasions such as weddings they eat Sindhi biryani, *haleem* and *fried pala*.



Sindhi Biryani



Haleem



Fried Pala

Fig 5.2 The Special dishes of Sindh

Malakhiro and *Kabbadi* are the famous sports of Sindh. Like the people in the other provinces the people of Sindh play cricket, hockey and skipping.



Fig 5.3 A scene of *Malakhiro*

In addition to celebrating many religious festivals, Sindhis also celebrate *Ekta* Day or (unity day).

Ekta Day is celebrated every year in December. Cities and towns in Sindh are decorated with the *Ajrak* for the day. Musical programs are organized where famous Sindhi singers sing Sindhi songs, which depicts their love for and progress of Sindh. Rallies are held to highlight the culture and values of Sindh.



Fig 5.4 Ways in which *Ekta* Day is celebrated

The Urs of Shah Abdul Latif Bhittai, Lal Shahbaz Qalandar and Hazrat Sachal Sarmast is celebrated each year. People from every village, town and city of Sindh and from other provinces of Pakistan attend the urs. During the Urs day celebrations, food fairs, open-air markets selling *Ajraks* and *Sindhi Topi*, sports competitions, are observed. In addition, together to discuss the life and read and explain the message of the Sufi saints.



Fig 5.5 The scenery, the Urs of Shah Abdul Latif Bhittai

A Horse and Cattle Show is organized at Jacobabad. The main features are camel and horse races, dances, tent pegging and bull racing. Colorful stalls are set up to sell food and traditional Sindhi artifacts.



Fig 5.6 A scene of horse and cattle show

Sindhis value hospitality. They warmly welcome guests. They like to live together in the joint family system.

Culture of the Punjab

I am Shireen, I live in the city of Lahore. I will tell you about the culture of the people of the Punjab.



Punjab is the biggest province of Pakistan because the largest number of people live here. The people of Punjab speak Punjabi. A large number of people speak Saraiki. Like the people in the other provinces, most by peoplespeak Urdu and many speak English too.

The traditional dress of Punjabi men is the Punjabi Kurta and *Tehband* but most wear the kurta and shalwar. Like women in the other provinces, the women in Punjab wear the shalwar, kameez and dupatta.

"Sarson ka saag" and "Makai ki roti" is a speciality of the Punjab. Yougurt is served with every meal. In the hot summer yougurt is mixed with milk to make *lassi*.



Sarson ka saag and Makai ki roti



Lassi

Fig 5.7 Traditional dishes of Punjab

Like all Pakistanis, Punjabis love cricket. On weekends you will see young boys playing cricket in every street. *Kabbadi* is a traditional sport of the Punjab.



Fig 5.8 Kabbadi

In the Punjab, festivals like Basant and Basakhi are celebrated. Like Sindhis, the Punjabis also celebrate the urs of Sufi saints.



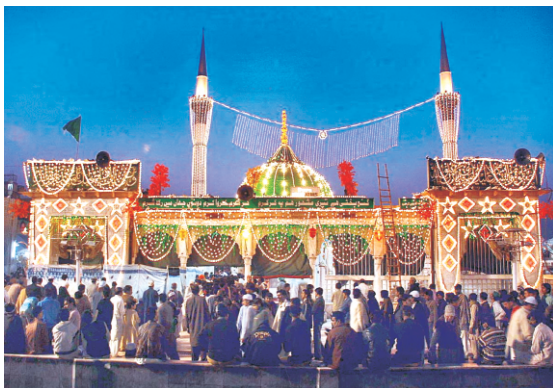
Basant



Basakhi

Fig 5.9 Basant and Basakhi festivals are celebrated in Punjab

The most important urs are of: Data Ganj Buksh at Lahore, Baba Farid Ganj Shakar at Pakpattan, Hazrat Bahaudin Zakria at Multan and Hazrat Bulleh Shah at Kasur.



Urs of Data Ganj Buksh



Urs of Baba Fareed

Fig 5.10 The view of the Urs of Data Ganj Buksh and Baba Fareed

Like Sindhis, the Punjabis also hold a Horse and Cattle Show at Lahore. It is the biggest festival where sports, exhibitions, and livestock competitions are held.



Horse dance

Camel dance

Fig 5.11 The horse and cattle show at Lahore

Culture of Balochistan

I am Amin, I live in the city of Quetta. I will tell you about the culture of the people of the Balochistan.

Balochistan, which means “the land

of the Baloch” is the biggest province in area, but the smallest in the number of people living here. Most people speak Balochi. A large number of people speak Pashto. Like the people in the other provinces, some speak Urdu and English too.

The Baloch men wear shalwar kameez and *pagh* (turban) on their heads. The shalwars are very large and the kameez is long. The *pagh* is made of three meters of cloth and is wrapped around the head. The women wear shalwar kameez and dupattas. The front of the loose dress is embroidered in bright colours and has a large pocket from the waist down. They keep their heads covered with the dupatta.



Balochis love to eat the lamb-skewed Sajji and Dampukht on special occasions. The daily food eaten in most Balochi households is *chappati / chawal ki roti* and *sabzi* or *daal*.



Fig 5.12 The special dishes of Balochistan

Popular games include *chauk*, *Ji* and wrestling. Wealthy Balochis like horse racing, shooting and hunting. *Buzkashi* is a festival celebrated to show the bravery of the Baloch. Two teams on horse-back use their skills to snatch a goat. The team that captures the goat wins.



Fig 5.13 The famous sports of Balochistan

Culture of Khyber Pakhtunkhwa

I am Anila. I live in Peshawar. I will tell you about the way of life of the people living in Khyber Pakhtunkhwa.



Most people speak Pashto.

A small number of people speak Hindko and Chitrali. Like the people of the other provinces, some speak Urdu and English too. Pakhtun men and women wear the shalwar kameez. The men wear a turban or a *pakul* hat on their heads. Women wear embroidered frocks and cover their heads with fancy chadars.

The Pakhtuns love to eat *Sajji*, *Chapli Kabab* and a special *Roti*.



Sajji



Chapli Kabab



Special Roti

Fig 5.14 The lovely dishes of Pakhtuns

Wrestling, *kabbadi*, horse, ox and pigeon races, and stone lifting are some of the sports played here.



Kabbadi



Ox race



Stone lifting

Fig 5.15 The famous sports of Pakhtuns

Like the other provinces of Pakistan, Khyber Pakhtunkhwa has some traditional festivals which are celebrated every year with great enthusiasm and enjoyment. The famous ones are the Shandur Polo Festival, the Horse and Cattle Festival and Joshi, Uchau and Caumus are celebrated by the Kailash tribes that live in the Kailash Valley in District Chitral.

The Shandur polo festival is held every year in Chitral. The tournament is held on Shandur Top, the highest polo ground in the world. During the polo festival, a camping village is set up.



People playing polo at the Shandur Polo Festival

In addition to the polo tournament, the festival also includes folk music and dancing.

The Horse and Cattle Show Festival is held near the city of Dera Ismail Khan at the end of March each year. There are a lot of activities including cattle races, games and folk dances. There are many stalls of local crafts for all to see and enjoy or buy to take home while attending the festival.



Horse and Cattle Festival

JOSHI is celebrated in May to mark the arrival of spring. People celebrate Joshi by decorating their homes, wearing new clothes and dancing and singing. The Uchua festival takes place in mid August and the Caumus festival takes place in December. At both, dancing and singing is an important part of the festival.



Kailash women dancing Joshi (spring) Festival

Summary

In this chapter ,we have learnt that:

- Culture is the way of life of a particular group of people living in a particular place. There are many factors that influence culture such as climate and history. Culture is dynamic, it does not stay the same but keeps changing over time.
- The people of Pakistan share many aspects of culture such as they speak Urdu, wear the shalwar kameez, and like to play cricket. But there are also many differences because many different groups of people live in Pakistan each of which speak a different language, have a different way of making the shalwar kameez and enjoy playing other games such as hockey, football and kabadi.
- The culture of each of the provinces of Pakistan. While there is a shared culture in the province there are also differences. It is important that we learn to respect each person and their culture.

EXERCISE

A. Fill in the blanks

1. The Ajrak is traditional to _____ .
2. Punjabis like to eat _____ and _____ .
3. The national game of Pakistan is _____ .
4. Two famous festivals of Khyber Pakhtunkhwa are _____ and _____.
5. Two famous Sindhi sufi poets are _____ and _____ .

B. Answer the following questions

1. Define the word culture.
2. Describe the culture of the group you belong to.
3. Identify the similarities and differences between two groups of people (two cultures) living in Sindh.
4. List the factors that influence culture, give an example of each.

C. Make and read tables

1. In the given table below, compare the culture of different provinces of Pakistan.

	Similarities				Differences			
	Sindh	Punjab	Balochistan	Khyber Pakhtunkhwa	Sindh	Punjab	Balochistan	Khyber Pakhtunkhwa
Language								
Dress								
Food								
Sports								
Festivals								

D. Practical Work

Ask students to bring in something that shows their culture; food, a dress, a game or a musical instrument. Ask each student in turn to come up and talk about the item they have brought.

E. Inquiry

Collect information about a family living in another country. Compare (similarities and differences) the way your family lives with that of the family living in the other country. Write five sentences to show how both families are similar and five sentences to show how both families are different.

Chapter 6

THE PROVINCIAL GOVERNMENT

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Define the terms society, democracy, law, government, rule and give examples.
- Identify the reasons for a provincial government.
- List the main branches of the provincial government (legislature, judiciary and executive).
- Describe the formation of the provincial assembly.
- Conduct an election to select the class monitor.
- Describe the work of the executive branch of the government.
- Identify the functions of a court
- Explain the role of a judge in a court
- Demonstrate understanding of the working of a court through a role play.
- Collect information about the role of the branches of the provincial government (through newspaper, books, and elders) and present the information in a written report.
- Describe how local and provincial government institutions serve to provide citizens with their rights.
- Define the term citizens.
- Identify the ways people become citizens.
- State the importance of rights of citizens of a country.
- List important rights and responsibilities of citizens.
- Identify the ways in which individuals can behave as responsible citizens at provincial level (demonstrate responsible citizenship (provincial))
- identify the groups that citizens form to protect and promote their rights (professional associations, welfare institution (etc.).

CHAPTER 6

THE PROVINCIAL GOVERNMENT

People living together form a society. The people of a society live and work together for the good of each other. When people live together there are many matters that affect them all. They choose from among themselves a few people to deal with these matters. This group of people is called the government.

In Pakistan, people choose from among themselves through elections a group of people to deal with matters that affect the whole country. This group of people is called the federal government (we will learn about the federal government in class 5). In Pakistan there is also a government for each of its four provinces. This government deals with the matters that affect the province. It is called the provincial government. The provincial government is also chosen by the people, who vote for them in elections.

In this chapter you will learn how the provincial government is formed and the work that it does.

A provincial government is formed to:

- Reduce the burden of the federal government
- Give people the power to vote for a person to speak for them in the legislature
- Provide more facilities to the people
- Provide quick justice to the people
- Maintain law and order
- Protect the rights of the people

Do you Know?

Every country has a constitution. A constitution is a system of laws and rules according to which the country is governed. It describes the powers and relationships between the branches of government. It also lists the rights and duties of citizens.

The provincial government has three branches:

- The legislative branch
- The executive branch
- The judicial branch

Look at figure 6.1. It tells us what each branch of the government does.

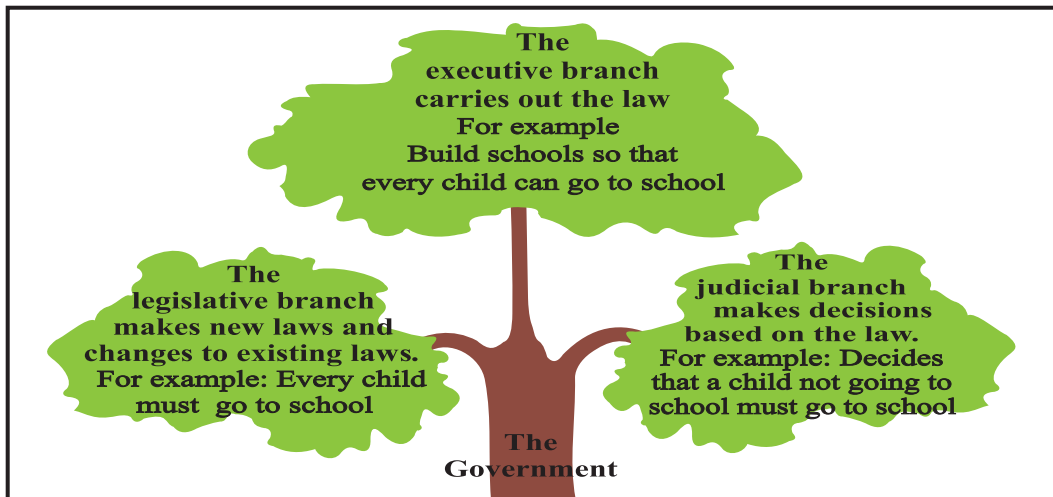


Fig 6.1 The branches of Government

The Legislative branch

The legislative branch of the provincial government is called the Provincial Assembly. The Provincial Assembly makes new laws and changes existing laws for the province. Because the laws made affect all the people of the province, the members of the Provincial Assembly are chosen by the people through elections.

How are they elected? Usually political parties take part in elections. Each party puts up candidates for elections. On

the day of the elections, all the voters vote for the candidate of their choice. After the elections the votes are counted. The candidate who gets the most votes becomes a Member of the Provincial Assembly (MPA).

Do you Know?

*Democracy is a form of government in which the people rule directly or through the people they choose in elections
Laws are rules made by the government
Rules are statements that tell you what is allowed and what is not allowed*



Fig 6.2 People casting their votes



Fig 6.3 Sindh Assembly building and a view of the Provincial Assembly of Sindh in session

ACTIVITY

Conduct elections to choose the monitor for your class.

The Executive branch

The executive branch carries out the laws. It consists of the Governor, the Chief Minister and a number of ministers. The Chief Minister is the head of the Provincial Government. The Chief Minister cannot carry out all the laws and do all the work of the government alone. The Chief Minister chooses other members of the Provincial Assembly as ministers. Each Minister looks after one government department. For example, the Minister for Education looks after the Department of Education and Literacy.

In each government department there are civil servants who are employed to work for the government. It is their job to provide government services to all the people of the province.



Fig 6.4 Government employees performing various duties

ACTIVITY

Find out who are the Ministers for health, education and literacy and culture. Select one of the departments and find out what it is doing to ensure people their rights to health care, education, play and recreation.

The Judicial Branch

The main work of the judicial branch is to interpret the law. This means the judges awards punishment for the acts of violation of law and wrongdoings . This is the work that judges do in courts. All the courts and judges in the province are part of the judicial branch.

Oftentimes people disagree with each other. They try to solve the disagreement between themselves by talking, negotiating or asking someone to mediate. Sometimes this does not work so they go to court. The courts that deal with disputes between people are called civil courts.

Sometimes, people do things that are against the law. They commit crimes such as robbing or killing people. The courts that deal with crimes are called criminal courts.

ACTIVITY

In groups of 6 write and act out a role play to show how the court works and judges decide cases.

Citizens

A citizen is a person who lives in a particular country. Citizens enjoy all the rights provided by the government and have some responsibilities. Most of us were born and live in Pakistan, so we are citizens of Pakistan. As citizens, we have many rights such as the right to education, the right to play and the right to safety. We also have some responsibilities, to study hard and do well in school, to keep the parks and playgrounds where we play clean and to obey the traffic rules when crossing the road.

As mentioned above, most of us are citizens of Pakistan because we were born in Pakistan to parents who are Pakistanis. You may know of some family members who have gone abroad, lived there for a few years and become citizens of that country. This is another way of becoming a citizen. Yet another way is by getting married to a citizen of another country.

Rights and Responsibilities of Citizens

As you read in the 'Do you know' box on page 82. The constitution of Pakistan lists the rights and duties of the citizens.

Some of the rights we have as citizens are as under:

- The right to life and liberty.
- The right to dignity and equality.
- The right to education.
- The right to own property.
- The right to believe and practice one's own religion.
- The right to preserve and promote one's own language and culture.
- The right to travel or live in any part of Pakistan.
- The right to join with others to form an association.
- The right to speak and express oneself.

Along with these rights, citizens have some responsibilities. A few responsibilities are written as laws and we must fulfill them:

- The responsibility to obey the laws of the country .
- The responsibility to pay taxes .

Other responsibilities come from doing what is right and fair to the others who live with us in our society. Some of these responsibilities are:

- The responsibility to respect others.
- The responsibility to keep our neighbourhood clean.
- The responsibility to take care of public property.
- The responsibility not to say something that is hurtful to others.
- The responsibility to help those in need.

ACTIVITY For each of the responsibilities given above, write one thing you can do to fulfill your responsibility as a citizen of the province of Sindh.

To make sure citizens have access to basic facilities. The government has built schools and hospitals and developed parks and playgrounds throughout the province. The government, however, has not been able to provide these services for everyone. Therefore, citizens have formed groups to provide facilities to many people. Some of these groups like The Citizens Foundation and Sindh Graduates Association have set up schools all over Sindh. Edhi, Chhipa and Aman Foundation provide ambulance services. The SOS Children's Villages provide homes to orphaned and abandoned children.



Fig 6.5 SOS children's village Karachi



Fig 6.6 Chhipa Ambulance

The Edhi foundation was established by **Molana Abdul Sattar Edhi**. It has rendered many charitable services for the prosperity of the people an over the country, Such as providing shelter to homeless men, women and children where as a great care and food is given to them. In addition to this they are given vocational training so they can stand on their feet. Arrangements for marriage and dowry for poor and orphan girls are also being made.



The charitable Services of **Molana Edhi** are not only rendered in this country but also in aboard that are the prominent features of his personality and are eternal example of Services of mankind.

Edhi Shahib had devoted his whole life for the cause of humanity. Nation and the country are proud of his Services and simplicity.

ACTIVITY

A. Match each word in Column A to its definition in column B.

Words	Definitions
Citizen	A form of government in which the people rule directly or through the people they elect
Democracy	A person living in a country with rights and responsibilities
Government	A rule made by the government of a city, province or country
Law	A statement that tells you what is allowed and what is not allowed
Rule	People living together in a community
Society	The people who are in charge of making the laws

Summary

In this chapter we have learnt

- People living together in a province are all affected by many matters. They elect from among themselves a group of people to deal with these matters. These people form the provincial government.
- A provincial government is formed to reduce the burden of the Federal Government, to give people the power to vote for a person to speak for them in the provincial assembly, provide people their rights and maintain law and order.
- The provincial government has three branches: the legislative branch that makes the laws; the executive branch that carries out the laws; and the judicial branch that interprets the laws.
- A citizen is a person who is born and lives in a particular country. Other ways to become citizens are by living in another country for a number of years, or marrying a citizen of another country.
- Citizens have a number of rights and responsibilities. The rights and responsibilities of Pakistani citizens are listed in the Constitution of Pakistan. It is the duty of the government to ensure citizens their rights and the duties of the citizens to fulfill their responsibilities.

EXERCISE

A. Fill in the blanks

1. The _____ government has three branches.
2. The executive branch carries out the _____ .
3. The main work of the _____ branch is to interpret the law.
4. Laws are made by the _____ .
5. The courts that deal with crimes are called _____.

B. Answer the questions

1. List three school rules.
2. Name the three branches of government. What is the main task of each branch?
3. In steps tell how the provincial government is formed.
4. Describe the work of the executive branch of the government.
5. What is the work of a judge? Why is the work of a judge important?
6. List three rights you have as a citizen of Pakistan? State one responsibility for each right.
7. Why is it important to fulfill your responsibilities?
8. List three things you can do to make your province a better place?

C. Make and read tables

1. **Collect and write the correct information in the given table. (Get help from your parents, teachers, newspaper, books and the internet).**

Branch	Who are the members?	What do they do?	What is the importance of their work?
Legislative			
Executive			
Judicial			

D. Practical Work

1. In small groups, cut out three big branches from card paper to make a tree. On each branch write the name of one branch of government, the main work it does and give an example.
2. You are on the playground and you find a piece of trash. Draw a picture of what a good citizen would do.

E. Inquiry

1. Find out about two (2) people one male and one female in your district who is doing / did something that benefitted others. Prepare a fact file on them by filling in the blanks.

Male	Female
Name_____	Name_____
Father's Name_____	Father's Name_____
Mother's Name_____	Mother's Name_____
Date and place of birth _____	Date and place of birth _____
Education _____	Education _____
Profession_____	Profession_____
What they did for others _____	What they did for others _____
Date and place of death _____ (if dead)	Date and place of death _____ (if dead)

Chapter 7

MEANS OF COMMUNICATION

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Identify the forms of communication.
- Trace the history of any one modern form of communication.
- Identify the advantages and disadvantages of any one modern form of communication.
- Explain the ways in which computers have made communication easier.
- Design a postcard and write a message and post it to a friend.
- Use a telephone directory to identify the telephone numbers of emergency services in your area (police, fire brigade, ambulance).

CHAPTER 7

MEANS OF COMMUNICATION

“Communication” is a process of sending a message to others and in reply receiving a message from others. People send messages to others for many reasons, such as to keep in touch, to share ideas and opinions. We send a message to others by speaking, writing, or by making signs.

Means of communication

There are many means of communication. We can speak face-to-face or on the phone. We send letters by post and important messages by telegram. Nowadays, we can communicate with others using computers which have been connected to each other to form “The Internet”. We can talk to people and send letters by e-mail (electronic mail) to others via the internet almost immediately. In this chapter, we will study about the traditional as well as the modern means of communication.

Speaking face-to-face

The most common way of communicating is by speaking face-to-face. Speaking also requires listening. Look at tables 7.1 and 7.2 below to learn how to speak clearly and listen actively.

Speaking clearly	Listening activity	
<ul style="list-style-type: none">● Put your ideas down on paper before speaking● Speak loud enough for everyone to hear you● Do not speak too fast or too slow, use expression● Look at your audience	What you can do? <ul style="list-style-type: none">● Look at the person who is speaking● Note down the main points● Nod your head	What you can say? <ul style="list-style-type: none">● Ask questions● Answer questions● Respond appropriately (laugh if the speaker makes a joke)

Table 7.1 Skill of speaking clearly

Table 7.2 Skill of listening actively

Teacher’s Note While discussing any topic in class get students to practice speaking clearly and listening actively using the behaviours given in the tables 7.1 and 7.2

There are some people who cannot speak. They communicate with each other using sign language. Look at figure 7.3 for some common signs.



Fig 7.3 Some signs language and children communicating using sign language

ACTIVITY

Learn a few of the signs and use them to communicate with your friends.

The Telephone



Another means of speaking to others is by telephone. The invention of the telephone made it possible to talk to relatives, friends or business people anywhere in the world. Nowadays, most people use mobile phones. We can also make telephone calls using a computer via the internet.

ACTIVITY

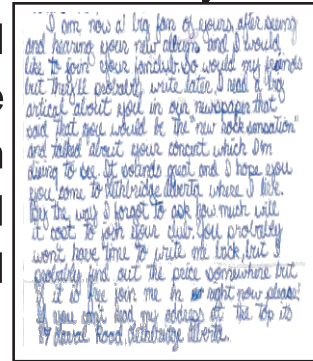
List the advantages and disadvantages of mobile phones.

Do you Know?

Alexander Graham Bell invented the telephone in 1876. It is a system that converts sound into voices. Mobile phones are the modern form of it.

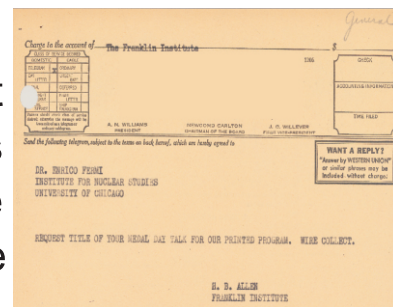
Letters

Letters are a common way of communicating in writing. People write letters to share important events and do business. We send and receive letters through the post office. The letters coming from within the country and from foreign countries first come to a central post office. They are sorted out there according to geographical areas. The letters are then given to the postman of each area who delivers them from door to door. Today people write and send letters via the internet, called electronic mail or e-mail for short.



Telegram

People use the telegram to send urgent messages to others. The telegram is usually delivered on the same day to the person who is so for. It therefore costs more to send a telegram than a letter.



ACTIVITY

Write the main message in the letter in figure 7.3 in 2-3 sentences suitable for a telegram (see figure).

Fax

People also use fax machines to send written messages. To send a fax

- Put a hand-written or typed message in the fax machine
- Dial the fax number of the person the fax is for. The fax machine will indicate whether the message has been received or not.



The Internet

The first personal computers were very simple machines. They only provided a quick way to do some of the things that could be done using other machines. But, as the use of personal computers increased, the need to connect them together to share information and resources became important. The network of many computers across the world is what we call “The Internet”.

The Internet has made communication very easy. People use it to:

- Chat with other “chatters” around the world
- Send e-mail to relatives and friends and for business purposes
- Talk to others over the internet phone
- Skype with them (see them while talking)

The internet is also used for social networking (to keep in touch with friends and acquaintances). People start personal accounts on facebook and twitter. On facebook people upload pictures and leave messages for friends who write comments or answer messages. On twitter people upload pictures and write short messages or comment on other people's messages using a maximum of one hundred and forty (140) letters.



Different logos of internet and website cover pages

Summary

In this chapter , we have learnt that:

- Communications is a process of sending to and receiving messages from others. There are many means of communication: speaking face-to-face, the telephone, letters, fax and the internet.
- The internet is an important means of communication today. It has made communication very easy as we can chat, send e-mails, use the internet phone or skype (see people we are talking to). We can also use the various social media sites such as facebook and twitter to keep in touch with friends and acquaintences.

EXERCISE

A. Fill in the blanks

- (i) We can speak _____ or on the phone.
- (ii) Now a days, most people use _____ to talk to others.
- (iii) We send and receive letters through the _____ and by _____.
- (iv) The internet has made _____ very easy.

B. Answer the following questions:

1. List the different means of communication.
2. Explain the ways in which computers have made communication easier.

C. Make and read tables

1. Make a table like the one below. List the means of communication and write two advantages and two disadvantages of each.

Means of Information	Advantages	Disadvantages

D. Practical Work

1. Design a postcard. Draw a picture on one side, write a message to a friend on the other side and post it.
2. Make a personal telephone directory. Write the names of your friends in alphabetical order and write their telephone number next to them.
3. Find out the telephone numbers of the following emergency services in your area: Police, Fire Brigade, Hospital, Ambulance. (Call each of them to check if the phone number you have is correct). Make a list of them and put it up in a place in your home where everyone can see it.

E. Inquiry

1. With the help of your teacher, parents, older brothers and sisters and the internet find out the history of the mobile phone or the computer. Make a timeline giving the date of its invention and developments till today.

Chapter 8

GETTING ALONG WITH OTHERS

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Define the terms conflict and peace.
- Identify the possible consequences of peace and conflict.
- Understand that their attitude may result in peace or conflict.
- Identify ways to create peace.
- Recognize that conflicts are inevitable and can be managed (dealt with positively)
- Identify ways of resolving conflicts.
- Explain that communication is a way for resolving conflict.
- Use problem solving method to suggest solution to a personal (home, school) problem.

CHAPTER 8

GETTING ALONG WITH OTHERS

We all live together in many communities; family, school, neighbourhood. It is in these communities that we learn to cooperate, to communicate our thoughts and feelings with others and to learn to live with those who are similar and those who are different from us. When we communicate clearly, when we respect others and work together to solve problems we promote peace. Sometimes, however, we have conflict with others because our needs and wants, beliefs and values are different. For example, there is only one pencil and both you and your sister / brother want it because you both need it. As there is only one pencil. There may be a conflict.

ACTIVITY

List all the communities you belong to.

What is Conflict?

Conflict, is a normal and natural part of our lives. Conflict itself is not good or bad. But, how we respond to conflict will determine whether it is good or bad. Let us take the example above. Both you and your little sister / brother need the pencil to do homework. You could fight and because you are older and stronger you get the pencil but your little brother / sister is now crying and is very angry with you. Your response to the conflict has made the conflict bad. Your little brother / sister is very sad and angry. Now let us look at the same example again.

You being the older brother/sister help your younger brother/sister with the homework so it is completed quickly and then use the pencil to complete your own homework. Your response to the conflict has ensured peace as both you and your brother/sister are happy.

Causes of conflict

The causes of conflict can be divided into three groups: conflicts related to resources, power (the ability to influence others) and values. For example, if two children are fighting over the use of the only available pencil (as in the example above), the conflict would be caused by limited resources. If a child is bullied by another child the conflict would be due to an abuse of power. If a rich child is picking on a poor child because the child is poor, then he/she has been taught to believe that the poor are inferior to the rich, the cause of the conflict is differences in values. It is usually easier to deal with resource and power conflicts than with conflicts based on values.

ACTIVITY

For each cause of conflict: resources, power and values, give one example of conflict from your home, school or neighbourhood.

Responses to conflict

As you have learnt above, conflict is a normal and natural part of our lives. How we respond to conflict determines whether it is constructive or destructive. Communication is a constructive response to conflict. Violence is a destructive response to conflict. Non-violent or constructive ways of dealing with conflict often lead to positive change. For

example, dealing with a conflict by talking to your friend will make you better friends and dealing with a conflict over an unequal distribution of water by having everyone stand in line and get water in turn are constructive and positive solutions to conflict. Violent or destructive ways of dealing with conflict always lead to more violence. For example, dealing with a conflict by fighting will make your friend your enemy and killing someone because their beliefs or values are different from yours, just leads to more killing.

Ways of resolving conflict

There are six ways to resolve conflict.

COMMUNICATE

Misunderstandings can cause conflict. Talking things over might help take care of the conflict.

NEGOTIATE

When two or more people decide to work out a conflict themselves to find a solution that works for both. They usually follow a set of steps:

Step 1. One side presents their point of view.

Step 2. The other side presents their point of view.

Step 3. Both sides decide on whose view has the strongest points.

MEDIATE

Sometimes people want to resolve a conflict on their own but have trouble doing so. They ask someone, who is not involved in the conflict, to help. The person called to help is called a mediator. The mediator uses a set of steps to help both people

understand each other and make a decision based on that understanding. The role of the mediator is not to make a decision but to help the people who are involved in the conflict come to a decision themselves.

ARBITRATE

In arbitration, the person called in to help is called the arbitrator. The arbitrator makes the decision for the people involved in the conflict. Thus, when people ask an arbitrator to help they have to agree to do whatever the arbitrator says.

LITIGATE

When people cannot resolve a conflict themselves they go to a court. Both sides hire lawyers who will try to convince the judge that the people they represent are right. The judge hears both sides and then decides who is right according to the law and what the solution should be. Both sides are legally bound to do what the judge decides. They do however, have the opportunity to appeal.

LEGISLATE

To legislate is to make something a rule or law. Sometimes a conflict happens again and again. In order to ensure the conflict does not recur existing laws are changed or new laws are made.

Learning the skills of communication

Communication has an important part to play in resolving conflict or making the conflict worse. Communication is not just talking and listening; but talking and listening that helps us understand the other person. Communication skills help us express ourselves clearly and listen so that we can make ourselves understood as well as understand others. Communication skills involve:

1. Active Listening

Learning active listening skills by learning how to encourage, clarify, restate, reflect and summarize, in order to listen and understand better.

Encourage – Show interest in what the person is saying and encourage him/her to keep talking. For example, “I would like to hear more about that Sarah.”

Clarify – Ask questions if you need to understand what has been said or are confused. For example, “I'm not sure what you meant by that, please explain it again.”

Restate -- Repeat the basic ideas in your own words to show that you have heard or understood what was said. It is important to restate the main points briefly. For example, “You would like Karim to be friendlier towards you, is that right?”

Reflect -- Show that you understand how the other person feels. For example, “You were very hurt when Sarah and her friends started ignoring you.”

Summarize – Restate the main points to review and to pull together important ideas. Summarizing is a good technique to use when people seem to say the same thing again and again and you want to get them back on track. For example, “Let me summarize what I have heard so far.”

2. Speaking assertively

Learning how to speak assertively can help the other person know how we are feeling without being confrontational and leads to further discussion. For example, if you were to find out that your colleague, as usual, has taken your pen from your desk and not returned it, you could confront him / her by saying “Why are you always taking my things?” Or you could use an assertive statement like “I become frustrated when materials are taken from my desk because they are not there when I need them”. Assertive statements invite discussion as opposed to confrontation.

ACTIVITY

Write an “I message” like the one done for you

<p>1. <u>Ali Roman</u> I feel <u>Angry</u> _____ (be specific)</p>	<p>1. _____ I feel _____ _____ (be specific)</p>
<p>2. <u>Abdul Rehman</u> When you <u>take my pen without asking</u> _____ (give details of the behaviour or circumstances)</p>	<p>2. _____ When you _____ _____ (give details of the behaviour or circumstances)</p>
<p>3. <u>Abdul Rehman</u> Because <u>when I need the pen it is not there for me</u> _____ (this is the hard one: the “why”)</p>	<p>3. _____ Because _____ _____ (this is the hard one: the “why”)</p>

3. Asking open-ended questions

Asking open-ended questions in a conflict situation can help us obtain more information about what is important to the other person(s). It is important to note that open-ended questions help us learn more about the persons involved and what they want, so as to help deal with the conflict. Read the box and open ended questions below

Amjad and Asad are friends in the same class. Amjad wanted a new pencil box but was not able to get one. When Asad brought his new pencil box to school and showed it to Amjad , Amjad told him it was ugly.

Asad : Not as ugly as your pencil box!

Amjad: Your pencil box is uglier

Amjad: takes Asad's new pencil box and throws it on the ground. It breaks and the contents spill all over the room.

Asad moves towards Amjad and tries to hit him. Amjad moves away. Asad grabs him by his shirt and it tears.

Amjad yells: 'You are going to buy me a new shirt'.

Open-ended questions:

- (i) What did Amjad want?
- (ii) How did Amjad feel when he saw Asad's new pencil box?
- (iii) What did Amjad do?
- (iv) What did Asad want?
- (v) How was Asad feeling about his new pencil box?
- (vi) What did Amjad do?

Summary

In this chapter , we have learnt that:

- We live together with others in many communities: family, school, neighbourhood, city/village. Sometimes, we have conflict with others because our needs and wants, beliefs and values are different. Conflict is a normal and natural part of our lives. Conflict itself is not good or bad. But, how we respond to conflict determines whether it is constructive or destructive.
- The three main causes of conflict are related to resources, power and values.
- There are six ways to constructively resolve conflict: communicate, negotiate, mediate, arbitrate, litigate and legislate. As children, we generally use the first three.
- Communication is important and therefore the skill of communicating, that is learning to listen actively, speak assertively and ask open-ended questions has been taught to you. You must practice them to develop your communication skills.

EXERCISE

A. Fill in the blanks

- (i) _____, is a normal and natural part of our lives.
- (ii) Communication is a constructive response to _____ .
- (iii) Conflict can be resolved in _____ ways.
- (iv) In mediation, the person asked to help is called a _____.
- (v) There are _____ main causes of conflict.

B. Answer the following questions

1. Define the terms peace and conflict.
2. List three (3) possible consequence of dealing with conflict constructively in society.
3. List three (3) possible consequence of dealing with conflict destructively in society.
4. Name the 6 ways of resolving conflict.
5. Identify three (3) ways to create peace:
 - i) At home,
 - ii) At school,
 - iii) In your community.

C. Make and read tables

1. Complete the table given below:

Feelings	How I behave	Behaviour is Positive or Negative
Happy		
Angry		
Jealous		
Peaceful		
Hurt		

D. Practical Work

1. Divide the class into groups of 4. Give each group one of the conflict situations, (given below) and one conflict resolution strategy (Communication, negotiation, mediation and arbitration) to be used to resolve it. Ask them to write a role play depicting the conflict and its resolution.

- Gul and Kavita are arguing over who would get to use the box of colour pencils.
- Rehan, Aslam and Mir are responsible for coming up for a topic for a class debate. Each has a different idea and they can't decide which topic to go with.
- Seema is upset because her best friend, Rehana, ignored her in break time and was sitting with Shazia.
- Mehreen has accused Sheeba of cheating from her during a Social Studies Test.
- Zia and Gul are playing on the same cricket team but they both want to bat. They start yelling at one another other.
- Maria is being teased by a few children in her class and she hates it. She complains to her teacher about it.

E. Inquiry

1. Find out from two adults their views on peace. Ask them the following questions and note down their answers:
 - (i) What words or images come to mind when you hear the word peace?
 - (ii) How would you define peace?
 - (iii) Name two peace loving people?
 - (iv) What characteristics make them peace loving?
 - (v) What do you think a world at peace would look like?
 - (vi) What are some of the things you do to make the world more peaceful?
2. Identify one conflict in your community. With the help of the adults do the following:
 - (i) Describe the conflict.
 - (ii) Identify the consequences of the conflict.
 - (iii) Identify what can to be done to resolve the conflict constructively.

Chapter 9

GOODS AND SERVICES

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Define the terms 'economic choice' and 'opportunity cost'
- Identify economic choice and opportunity cost from personal examples (such as having to choose between buying an ice-cream and a packet of chips).
- Explain cause and effect resulting from economic decisions. (spending money for buying a book to buy an ice-cream).
- Recognize that governments make economics choices because of limited resources.
- Identify the goods and services used in their daily life.
- Compare price, quality and features of similar goods and services used in their daily lives (chips, sweets, transport, and health services)

CHAPTER 9

GOODS AND SERVICES

What are goods and services?

We have learnt in class three that 'goods' are the things or objects we can buy, which we can feel and touch, like apples, toys and books. Goods are also called commodities or products.

We have also learnt that sometimes we buy things that cannot be touched. These are called 'services'. A 'service' is the performance of any duty or work done for another person. They are mostly professional activities. For example, we buy services such as haircuts, education, repairs, health and travel.

We all buy, use and exchange goods and services. Some people work in factories, where they use resources to make 'goods' for us. Some examples are biscuits made from wheat and clothes made from cotton. Some people provide 'services' for us. Some examples are teachers, doctors, tailors, carpenters, plumbers, and bankers.

ACTIVITY

Identify which of the following are 'goods' and which are 'services'.

- (i) Flowers (ii) Paint (iii) Baker making biscuits
- (iv) Bicycle (v) Nurse giving an injection
- (vi) Gardener cutting grass (vii) Book
- (viii) Painter painting a building (ix) Barber cutting hair
- (x) Scissors.

People and firms that use resources to make goods and services are called producers. People and firms that buy the goods and services from the producers are called consumers.

Getting value for money

When we shop for goods and services, we often need to look at the price. While price is important it is also important to look at the quantity and quality of each good or service we are buying. By comparing the prices of similar quantities of a good we can get the best value for money.

Which is the better bargain 2 dozen bananas for Rs.120 OR 3 dozen bananas for Rs.195? To find the answer, divide the cost by the amount to find the price per unit:

Rs. 120 divided by 2 = Rs. 60 per dozen.

Rs. 195 divided by 3 = Rs. 65 per dozen.

Besides comparing price and quantity, we also need to compare quality. Look at the examples in boxes 9.1 And 9.2 below to identify which good and which service is the best value for your money.

Price of Good	Quantity	Quality
Potato Chips costing Rs.5	50 grams	Good and tasty
Potato Chips costing Rs.10	125 grams	Good and tasty
Potato Chips costing Rs.5	75 grams	Very salty and oily

Fig 9.1 Box price of goods

Price of Service	Quantity	Quality
School van costing Rs.1,000	For one month of pick and drop	Safe, clean, pick and drop from home, comes on time everyday
Public bus costing Rs.20 per day. Rs. 10 to go and Rs. 10 to come	Daily going to and coming home from school	Bus stop ½ kilometre from home, when going to school bus is empty but when returning it is crowded, bus does not come on time so pay Rs. 2 fine for being late
Rickshaw costing Rs. 1,500	For one month of pick and drop	Safe, clean, dependable, pick and drop from home, comes on time.

Fig 9.2 Box price of service

Yes, you are right Rs. 10 for 125 gms of good and tasty chips is the best value for money. Which is the service get that gives us the best value for money?

ACTIVITIES

1. Choose one good which you use in your daily life. Compare price, quality and features of three similar goods to complete the following table:

Price of Good	Quantity	Quality

2. Choose one service which you use in your daily life. Compare price, quality and features of similar services to complete the following table:

Price of Service	Quantity	Quality

An economic choice

You have only ten rupees to spend in recess. A cold drink costs ten rupees. A packet of chips also costs ten rupees. Can you buy both? What will you do? You will make a choice as to what to buy with your limited money.

As resources and income are limited so people cannot have all the goods and services they want. They have to make choices. They must choose some things and give up others. Just like in school when you had ten rupees to spend in recess, you had to decide what to buy a cold drink or a packet of chips. Deciding between two or more possible alternative goods or services; is called an economic choice.

Just like you had to choose between buying a cold drink or a packet of chips because your resources (money) was limited, so also your parents have to make choices between the goods and services they buy because their resources are limited. For example, they may choose to buy good food rather than go to the movies. Just like you and your family make choices so does the government. The government has

to make choices about where to spend its limited resources. If it chooses to spend it on defence it may not have enough to build schools to make sure all children receive an education.

Opportunity cost

In the example given at the beginning of the chapter, if you choose to buy a cold drink, you will be giving up the chance or opportunity of buying a packet of chips. The packet of chips will be your 'opportunity cost' for choosing to buy a cold drink. The next best alternative or option that must be given up when a choice is made is called 'opportunity cost'. Not all alternatives, just the next best choice.

The opportunity cost of a choice is what you gave up to get it. It is the value of the opportunity lost. For example, Anil has two choices; he can buy either an apple or an orange. He chose the apple. His opportunity cost is the orange he could have chosen but didn't. He gave up the opportunity to take the orange by choosing to take the apple.



Fig: 9.1 Economic choice and opportunity

ACTIVITIES

1. You have only Rs.200 to spend and you have two choices: you can eat at a nice restaurant or buy two books. If you spend the Rs.200 on buying two books, what will be the opportunity cost of that choice? What could be the effect of this decision on your future life?
2. You have only two hours of free time. You could either watch TV or play a game out doors . If you choose to spend your time watching TV, what will be the opportunity cost of that choice? What will be the effect of this decision on your future life?

Summary

In this chapter , we have learnt that:

- We buy goods and services. Goods are the things that we can feel and touch like books and pencils and services are the performance of work or duty for others such as education and health care.
- When we buy goods or services we must compare price, quantity and quality to make sure we get the best good or service for money paid.
- We all want to buy many goods and services but because the money we have is limited we have to make a choice. Deciding between two or more possible alternative goods or services; is called an 'economic choice'.
- When making a choice, the next best option that is given up is called 'opportunity cost'. The opportunity cost of a choice is what you gave up to get it. It is the value of the opportunity lost.

Teacher's Note Help students understand that in Activity 1 the opportunity cost of that choice is the delicious meal you did not choose. In Activity 2 the opportunity cost of choosing to watch TV is the time you could have spent getting exercise and playing with friends.

EXERCISE

A. Fill in the blanks

- (i) People buy, use, and exchange _____ and _____.
- (ii) A _____ is a physical item that can be bought, touched, and used.
- (iii) A _____ is the action done for people who pay for it.
- (iv) Three goods which I see around me in my classroom now are _____, _____ and _____.
- (v) Two services which I use are _____ and _____.

B. Answer the following questions

1. What is a 'good'? Name 2 goods you use in your daily life.
2. What is a 'service'? Name 2 services you use in your daily life.
3. Differentiate (differences) between a good and a service?
4. You watched your favourite show instead of studying for a spelling test. Name the choice and the opportunity cost.

C. Make and read tables

1. Write the role / functions of the following in the given table with the help of your class teacher / parents.

Name	Role / functions
Factory	
Shopkeeper	
Consumer	
Producer	
People	
Hospital	

D. Practical work

1. Draw and colour pictures of any three services which you use every day at home.
2. Draw and colour pictures of any three goods which you use everyday at school.

E. Inquiry: Goods and Services We Use Everyday

Make a list of every single thing you have done since yesterday morning. Write these events in order. Identify which goods you used and which services you used during the day.

Teacher's Note For the inquiry remind students to include even the “little” or “boring” things such as brushing teeth and waking up.

THE HOLY PROPHET MUHAMMAD*(Sall-Allah-o-Alaihi-Wasallam)*

In this chapter we will learn about

- The life and teachings of the Holy Prophet Muhammad
(Sall-Allah-o-Alaihi-Wasallam)

The Holy Prophet Muhammad *(Sall-Allah-o-Alaihi-Wasallam)* was born in 571A.D. in Makkah. He belonged to the Banu Hashim family of the tribe of Quraish. His father Hazrat Abdullah died six months before his birth. His grandfather, Hazrat Abdul Muttalib gave him the name Muhammad (Highly Praised). It was a custom among well-to-do Arab families to give their children to women from the countryside. These women nursed the children and the children enjoyed the healthy atmosphere of the countryside and learnt Arabic. In keeping with this custom his mother, Bibi Amina gave him to Bibi Haleema Sa'dia of the Bano Sa'd tribe. She loved him very much and brought him up with great care and affection. He lived with Bibi Haleema for sometime and then rejoined his mother at Makkah.

When the Holy Prophet Muhammad *(Sall-Allah-o-Alaihi Wasallam)* was only six years old, his mother, Bibi Amina died. He then lived with his grandfather Hazrat Abdul Muttalib. After two years his grandfather died and his uncle Hazrat Abu Talib took care of him.

When the Holy Prophet Muhammad *(Sall-Allah-o-Alaihi Wasallam)* was a young boy he looked after flocks of sheep and herds of camel. When he grew up he became a trader. He was very honest and fair in his dealings. Therefore, the people of

ACTIVITY

Why was Prophet Muhammad *(Sall-Allah-o-Alaihi-Wasallam)* given the title of “*Al-sadiq*” and “*Al-Amin*”?

Makkah called him “Al-Sadiq” (the honest) and “Al-Amin” (the trustworthy). Hearing of his honesty and trustworthiness a noble and wealthy lady of Makkah, Hazrat Bibi Khadijah (*Razi-Allah-o-Ta'ala Anha*) asked him to take responsibility of her business. On his first trip to Syria his honest dealings helped him to make a profit beyond what Hazrat Khadijah (*Razi-Allah-o-Ta'ala Anha*) had expected. He gave her an accurate account alongwith the profit. She was so impressed by his honesty and truthfulness that she sent him a proposal of marriage. He accepted and married her when he was 25 years old.

At the time of the Holy Prophet Muhammad (*Sall-Allah-o-Alaihi-Wasallam*) the people of Arabia worshiped idols. They also told lies, stole, drank wine and gambled. They used to fight and kill each other on minor matters. They were very displeased when a girl child was born and often buried the child alive. The Holy Prophet Muhammad (*Sall-Allah-o-Alaihi-Wasallam*) never liked these evil practices. He used to go to a cave, named Hira, near Makkah to meditate. One day the angel Gabriel (*Alaihissalam*) appeared to him in the cave. He gave him Allah's Message. Gabriel told him that Allah had chosen him to be His Prophet. At that time he was forty years old.

The Holy Prophet Muhammad (*Sall-Allah-o-Alaihi-Wasallam*) on receiving Allah's Masage asked the people to give up their evil practices. He told them to stop worshipping idols and to worship Allah. The people of Makkah became very angry at what he asked them to do. Even his close relatives became his enemies. When he and his followers had suffered a great deal at their hands, Allah ordered him to migrate from Makkah to Madina. This migration is known as Hijrah.

In Madina the people started accepting Islam and their number grew day by day. The Holy Prophet (*Sall-Allah-o- Alaihi-Wasallam*) laid the foundation of a mosque named Masjid-e-Nabavi. The enemies of Islam did not leave him in peace even in Madina. In the second year of Hijrah they gathered a large

army and fought a battle with him at a place called Badr. The Muslims were 313 in number while the enemy numbered 1000 men, yet the Muslims won the battle. Thereafter, the Muslims were forced to fight several battles but each time the enemies of Islam were defeated.

The Holy Prophet Muhammad (*Sall-Allah-o-Alaihi Wasallam*) lived a very simple life. He wore simple clothes and ate whatever he got. He did all his work by himself. He was kind and forgave people for their wrongs. He loved children and often played with them. He helped the poor and needy. He cared for and respected his neighbours.

In the tenth year of Hijrah the Holy Prophet Muhammad (*Sall-Allah-o-Alaihi-Wasallam*) performed his last Haj and addressed the people who had gathered at Arafat.

“O people! Your Allah is One. No one is like Him or equal to Him. Neither an Arab is superior to a non-Arab, nor is a non-Arab superior to an Arab. Neither is a white person in anyway superior to a black, nor is a black superior to a white.

No doubt, in the eyes of Allah, the most noble amongst you is the most pious amongst you”.

“All human beings are the off-spring of Adam and the very existence of Adam is that he sprang from dust”.

“As human beings, there is no difference between the weak and the strong, the poor and the rich, and the ruler and the ruled. Your lives, property and honour are sacred and inviolable amongst one another”.

“O you people! A Muslim is another Muslim’s brother and thus all Muslims are brothers among themselves”.

“Do not go astray and leave the right path. Remember! Soon you shall appear before Allah and answer to Him about all your deeds. Every sinner is responsible for his own sins. A

ACTIVITY

The Holy Prophet (*Sall-Allah-o-Alaihi-Wasallam*) lived a very simple life. List the way you can make your life simpler.

son shall not be held responsible for the sins of his father, nor shall a father be punished for the sins of his son”.

“I have left amongst you that which, if you hold fast to it will never let you go astray. That is the Holy Book of Allah and my *Sunnah*”

The following year the Holy Prophet Muhammad (*Sall-Allah-o-Alaihi-Wasallam*) died at the age of sixty-three on 12th *Rabi-ul-Awwal*, 11A.H.

All Muslims should follow the teachings of their beloved Prophet and should try to become true Muslims in words and deeds.

EXERCISE

A. ANSWER THE FOLLOWING QUESTIONS

1. When and where was the Holy Prophet (*Sall-Allah-o-Alaihi-Wasallam*) born?
2. Why did the people of Makkah oppose the Holy (*Sall-Allah-o-Alaihi-Wasallam*)?
3. What message do we get from the last sermon of the Holy Prophet (*Sall-Allah-o-Alaihi-Wasalam*)?

B. PRACTICAL WORK

1. Find Makkah and Madina on the map of Saudi Arabia.
2. Celebrate Eid Milad-un-Nabi (*Sall-Allah-o-Alaihi-Wasallam*) in your school.

C. EXTENSION ACTIVITY

1. Invite a religious scholar to speak on the life and teachings of Hazrat Muhammad (*Sall-Allah-o-Alaihi-Wasallam*).

THE RIGHTLY GUIDED CALIPHS

In this chapter we will learn about the rightly guided caliphs

- Hazrat Abu Bakr Siddique (*Razi-Allah-o-Ta 'ala Anhu*)
- Hazrat Umer Farooq (*Razi-Allah-o-Ta 'ala Anhu*)
- Hazrat Usman Ghani (*Razi-Allah-o-Ta 'ala Anhu*)
- Hazrat Ali (*Razi-Allah-o-Ta 'ala Anhu*)

HAZRAT ABU BAKR SIDDIQUE (*Razi-Allah-o-Ta 'ala Anhu*)

Hazarat Abu Bakr Siddique (*Razi-Allah-o-Ta 'ala Anhu*) was chosen as the first Caliph after the death of the Holy Prophet Muhammad (*Sall-Allah-o-Alaihi-Wasallam*). He was a friend and childhood companion of the Holy Prophet (*Sall-Allah-o-Alaihi-Wasallam*). He was a trader by profession and was respected by the people of Makkah. When the Holy Prophet (*Sall-Allah-o-Alaihi-Wasallam*) announced his Prophet hood, Hazrat Abu Bakr Siddique (*Razi-Allah-o-Ta'ala Anhu*) immediately accepted Islam. He preached Islam despite the strong opposition of the Quraish.

When the Holy Prophet (*Sall-Allah-o-Alaihi -Wasallam*) related the event of *Mi'raj*, the non-believers told Hazrat Abu Bakr “Your prophet is saying strange things. He says that he visited the heavens and returned to Makkah overnight”. Hazrat Abu Bakr Siddique (*Razi-Allah-o-Ta 'ala Anhu*) asked, “Did he really say, what you're telling me?” They said, “Yes it was he who said these things to us”. On hearing this, Hazrat Abu Bakr Siddique (*Razi - Allah-o-Ta 'ala Anhu*) at once said, “If these things have been related by him, they are true beyond any doubt. I testify that whatever he has said is true”. It was on this occasion that he was given the title of “Al Siddique” (the verifier of the truth) by the Holy Prophet (*Sall - Allah-o-Alaihi-Wasallam*).

During the battles with the enemies of Islam, Hazrat Abu Bakr Siddique (*Razi-Allah-o-Ta'ala Anhu*) always remained in the company of the Holy Prophet (*Sall-Allah-o-Alaihi-Wasallam*) and gave him valuable suggestions. He gave his beloved daughter Hazrat Aisha Siddiquah (*Razi-Allah-o-Ta'ala Anhu*) in marriage to the Holy Prophet (*Sall-Allah-o-Alaihi Wasallam*). Whenever the Muslims were in need of financial help, he sacrificed all he had so as to provide them the necessary help.

After the death of the Holy Prophet (*Sall-Allah-o-Alaihi-Wasallam*), the Muslims chose him as their first caliph. He took the responsibility at this most important moment. He said to the Muslims: "In my sight, the powerful and the weak are alike, and to both I wish to render justice. As I obey Allah and His Prophet (*Sall-Allah-o-Alaihi-Wasallam*), obey me. If I neglect the laws of Allah and His Prophet (*Sall-Allah-o-Alaihi-Wasallam*), I have no right to your obedience".

During his Caliphate he had to face several problems. Some people claimed to be prophets and some Muslim tribes stopped paying Zakat. He faced both these challenges with courage and strength and dealt successfully with them.

Hazrat Abu Bakr Siddique (*Razi-Allah-o-Ta'ala Anhu*) was a kindhearted person. He was very simple in his habits. He helped the poor and shared their sorrows and troubles. He used to not only milk his own goats but also milked the goats of his neighbours.

As a caliph he received a very small amount of money as salary. When he was dying, he felt uneasy for having taken public money. He ordered that one of his properties be sold and refunded the entire amount that he had received as salary.

ACTIVITY

What qualities of Hazrat Abu Bakr (*Razi-Allah-o-Ta'ala Anhu*) do you want to develop yourself?

He died on 21st Jumad-us-Sani, 13 A.H. and was buried beside the grave of the Holy Prophet (Sall-Allah-o-Alaihi-Wasallam). At the time of his death he was sixty- three years old.

HAZRAT UMER FAROOQ (Razi-Allah-o-Ta'ala Anhu)

Hazrat Umer Farooq (Razi-Allah-o-Ta 'ala Anhu) was chosen as the second Caliph of Islam after the death of Hazrat Abu Bakr Siddique (Razi-Allah-o-Ta 'ala Anhu).

When the Holy Prophet (Sall-Allah-o-Alaihi-Wasallam) started preaching Islam he was one of its leading enemies but later he accepted Islam. At that time forty men and eleven women had accepted Islam. After he became a Muslim, Islam became very strong. The Holy Prophet (Sall-Allah-o-Alaihi-Wasallam) asked the believers to assemble and openly offer their prayers. During his Caliphate, the Muslims won many battles and many countries were added to the Islamic state. He built mosques and appointed Imams and teachers so that no one would remain illiterate. He fixed a very low amount as salary for himself from the Government Treasury (Bati-ul-Mal). He often said:

“I must get from the Bait-ul-Mal only that amount which is sufficient for me and my family to live”. Accordingly only two dirhams were fixed as his monthly salary. Besides his salary he was allowed two pairs of clothes each year, one for the summer and the other for the winter. It was very difficult for him and his family to live on such a small amount and he often had to borrow to meet his needs. He ate very simple food. His meals consisted of three loaves of bread.

Sometimes they were dipped in olive oil and sometimes he ate them with milk.

Hazrat Umer Farooq (*Razi-Allah-o-Ta 'ala Anhu*) is famous for his justice. The rich and the poor were equal in the eyes of the law. All the Governors used to come to Madina for Hajj. If anyone had any complaint against them they could make it. Those Governors who did not decide matters fairly were punished. Hazrat Umer Farooq (*Razi-Allah-o-Ta 'ala Anhu*) used to walk around the city at night to see the condition of the people and help those in need. He used to say that even if a dog died hungry on the bank of River Euphrates, Umer will be answerable to Allah for that.

Presented below are some of his quotes which have a strong message for all of us:

- Doing ones duty is the best prayer.
- Allah shows mercy to those who show mercy to others.
- Three things will create love for you in the heart of your brother. when you meet him, greet him first; call him by the name, which he likes the most; and give him a seat when he comes to a meeting place.
- Seek knowledge and in the process you learn patience, self-respect and a sense of responsibility.

Hazrat Umer Farooq (*Razi-Allah-o-Ta 'ala Anhu*) remained the Caliph for ten and a half years. One day at the time of fajr prayer, a slave killed him. He was buried besides the grave of Hazrat Abu Bakr Siddique (*Razi-Allah-o-Ta 'ala Anhu*).

ACTIVITY

Hazrat Umar Farooq (*Razi-Allah-o-Ta 'ala Anhu*) was a very just caliph. Identify three incidents that show how just he was.

HAZRAT USMAN GHANI (Razi-Allah-o-Ta'ala Anhu)

Hazrat Usman Ghani (Razi-Allah-o-Ta 'ala Anhu) was chosen as the third Caliph after the martyrdom of Hazrat Umer Farooq (Razi-Allah-o-Ta 'ala Anhu). He was a close friend of Hazrat Abu Bakr Siddique (Razi-Allah-o-Ta'ala Anhu). When Hazrat Abu Bakr Siddique (Razi-Allah-o-Ta 'ala Anhu) invited him to accept Islam, he agreed and became a Muslim. He was thirty - four years old at that time.

Hazrat Usman Ghani was a very rich merchant but led a simple life. He spent generously to promote Islam and supported the Muslims financially. During the lifetime of the Holy Prophet (Sall-Allah-o-Alaihi-Wasallam) when weapons and money were needed for a battle against the enemies of Islam he provided weapons for ten thousand soldiers, donated one thousand Camels, seventy horses and one thousand dirhams. When the Muslims at Madina faced a shortage of water, he bought a well from a Jew for Twenty thousand dirhams and allowed all the Muslims to use it free of charge. The Holy Prophet (Sall-Allah-o-Alaihi-Wasallam), therefore, gave him the title of “Ghani” meaning very generous.

Hazrat Usman Ghani (Razi-Allah-o-Ta 'ala Anhu) loved the Holy Prophet (Sall-Allah-o-Alaihi- Wasallam) very much. The Holy Prophet (Sall-Allah-o-Alaihi-Wasallam) loved him too. He gave his daughters in marriage to Hazrat Usman Ghani (Razi-Allah-o-Ta 'ala Anhu) one after the other. He is known as “Zun-noorain”.

He took part in all the battles against the enemies of Islam, except for the battle of Badr. He could not take part in that battle because his wife was seriously ill.

ACTIVITY

Why did Prophet Muhammad (Sall-Allah-o-Alaihi-Wasallam) give Hazrat Usman Ghani (Razi-Allah-o-Ta'ala Anhu) the title of “Ghani” . Give reasons to support your answer.

The Islamic state spread further as a result of the many victories during the Caliphate of Hazrat Usman Ghani (Razi-Allah-o-Ta 'ala Anhu). He got accurate copies of the Holy Quran made, fixed official seals on them and sent them to various places in the Muslim world. Thus he spread the message of Allah far and wide.

The first six years of the Caliphate of Hazrat Usman Ghani (Razi-Allah-o-Ta'ala Anhu) passed very peacefully. Then the enemies of Islam started spreading lies about him. He always replied to their complaints politely and with great kindness. But one day when he was sitting in his house reading the Quran they entered and killed him.

HAZRAT ALI (Razi-Allah-o-Ta'ala Anhu)

Hazrat Ali (Razi-Allah-o-Ta 'ala Anhu) was chosen as the fourth Caliph after the martyrdom of Hazrat Usman Ghani (Razi-Allah-o-Ta 'ala Anhu).

Hazrat Ali (Razi-Allah-o-Ta 'ala Anhu) was the son of Hazrat Abu Talib and the uncle of the Holy Prophet Muhammad (Sall-Allah-o-Alaihi-Wasallam). He was brought up in the loving care of the Holy Prophet (Sall-Allah-o-Alaihi-Wasallam). He was the first among the children to accept Islam.

Hazrat Ali (Razi-Allah-o-Ta 'ala Anhu) took part in all the battles fought during the lifetime of the Holy Prophet (Sall-Allah-o-Alaihi-Wasallam) and showed great courage. He won the fort of Khyber with his bravery and courage. The Holy Prophet (Sall-Allah-o-Alaihi-Wasallam), therefore, gave him the title of "Asadullah" which means "The Lion of God". He was often consulted on very important matters by the Caliphs before him. Hazrat Ali (Razi-Allah-o-Ta 'ala Anhu) married the Holy Prophet's dearest daughter Hazrat Fatimah. They had two

ACTIVITY

Find out three quotations of Hazrat Ali (Razi-Allah-o-Ta'ala Anhu) about Knowledge.

sons, Hazrat Imam Hasan (Razi-Allah-o-Ta'ala Anhu) and Hazrat Imam Hussain (Razi-Allah-o-Ta'ala Anhu). They were blessed with the gifts of bravery and sacrifice, the two most important qualities of the character of Hazrat Ali (Razi-Allah-o-Ta'ala Anhu).

Hazrat Ali (Razi-Allah-o-Ta 'ala Anhu) led a very simple life. He always gave everything he had to the poor and needy in the name of Allah. No beggar was sent away from his door empty-handed. He had no servant. He used to do all his work with his own hands. He spent most of his time praying to Almighty Allah and often fasted.

Because of the lies spread by the enemies of Islam, differences developed among the Muslims and they started fighting with each other. Hazrat Ali (Razi-Allah-o-Ta'ala Anhu) tried his best to keep the Muslims united. During the fifth year of his Caliphate, while he was offering prayers in the mosque, one enemy attacked him and wounded him badly. On the third day of the attack, that is, 21st of Ramazan, he died from the injuries. His tomb is in Najaf-e-Ashraf in Iraq.

EXERCISE

A. ANSWER THE FOLLOWING QUESTIONS

1. How did Hazrat Abu Bakr Siddique (Razi-Allah-o-Ta'ala Anhu) get the title "Siddique"?
2. Choose one quote of Hazrat Umer Farooq (Razi-Allah-o-Ta'ala Anhu). Say why you chose it. How could you apply it in your life?
3. Describe the services of Hazrat Usman Ghani (Razi-Allah-o-Ta'ala Anhu) for Islam?
4. What qualities of Hazrat Ali's (Razi-Allah-o-Ta'ala Anhu) character do you like the most? why?

5. Fill in the table.

Name of Caliph	Title given by the Holy Prophet Muhammad (Sall-Allah-o-Alaihi-Wasallam)	Reason why the title was given?

B. PRACTICAL WORK

1. The rightly guided Caliphs all lived a simple life. Think of one thing you can do to simplify your life. Try to do it and keep a record of your efforts.

C. EXTENSION ACTIVITY

1. Invite an Islamic Scholar to give the class a lecture on the lives and achievements of the rightly guided Caliphs of Islam.

Chapter 12

OUR HEROES AND HEROINES (OLD AND YOUNG, PAST AND PRESENT)

Students Learning Outcomes (SLOs)

After completion of this chapter all the students will be able to:

- Identify examples of personal virtue in past and present key personalities of the province.
- Identify contributions (social, political, religion) of key personalities for the development of the province.
- Define heroism.
- Identify the qualities of the personalities (social, political, religious) that we admire.
- Understand the importance of heroism in our daily lives.
- Explain how individual beliefs, culture, time and situations change our choices of heroes/heroines.
- Identify how common people, male and female in different circumstances become heroes and ideas

CHAPTER 12

OUR HEROES AND HEROINES: OLD AND YOUNG, PAST AND PRESENT

Everyone has heroes/heroines in their lives. These are people who do good deeds and ask for nothing in return. Because of their good deeds and selflessness we look up to and admire them.

ACTIVITY

Think and write down the answer to the following questions: Who are your heroes/heroines? Why do you admire them? What qualities do they have?

You most probably listed your parents, a teacher or a friend. Or you may have listed a cricketer or a social worker. Yes, everyday people can be heroes/heroines too. Like our family members, people who look out for us and our communities such as teachers, social workers and police officers. You most likely wrote that you look up to and admire them because they did something to help you or to help somebody else or they did their best in a difficult situation. The qualities you listed down most likely include kindness, thoughtfulness, determination and unselfishness.

Heroes/heroines are people who help and do things for others, who do their best in difficult situations and who try to change things for the better. There are two factors that lead to people acting heroically:

- The circumstances they find themselves in
- How they react to these circumstances (i.e the qualities and characteristics of the person involved.)

Anyone could become a hero/heroine if they tried to help people, stand up for what is right or do something to care for the environment. Children like you can become heroes / heroines by doing very little things that can make a difference. If you do something to make your school, your community or your country better it is very likely that others will follow you. Heroes/heroines usually have qualities of courage, bravery, determination, selflessness. Most heroes / heroines gain recognition for their deeds and are very much honored.

Heroes/heroines do not remain the same, the people who we think of as heroes/heroines change. Changes in our beliefs, culture, time and situation change our choice of heroes / heroines. When Amjad was young his hero was superman. When he got older he learnt that superman was not a real person but just a made up character. He began to admire Dr. Adib Rizvi as the work he was doing in the Sindh Institute of Urology and Transplantation (SIUT) was saving peoples lives. Zeba was a young girl when she was young she wanted to be a doctor as doctors made a lot of money. Then she met Dr. Ruth Pfau who was working with lepers and making great efforts to eradicate the disease of leprosy from Pakistan. She decided to become a doctor and do work like Dr. Ruth Pfau. Same as at the age of four (4) Iqbal Masih was sold as a slave for Rs.1000 to the owner of a carpet making factory. He escaped at the age of eleven (11) and started going to school to fulfill his dream to study. He spoke on behalf of the children who were left behind in the carpet factory and for working children everywhere. He spoke out against child labour in Pakistan

and was honoured for his work in support of child rights. After two years of freedom, Iqbal was shot and killed in his home village. Iqbal's story inspired people around the world, one of them was Craig, a twelve (12) year old boy in Canada. Craig heard about Iqbal's story in the news. He gathered a group of his friends together and started an organization called "Free the children". The goal of the charity was to free children from abuse and exploitation and to show the world that children are smart enough and capable of changing the world.

ACTIVITIES

Find out about a young person in your area who has done something that has helped a lot of other people.

Let us learn about some of our old and young heroes/heroines.

HAZRAT SACHAL SARMAST

Hazrat Sachal Sarmast was born in 1739 in the village of Daraza Khairpur. His real name was Abdul Wahab Farooqui but he was called Sachal, Sachay Dino and Sachoo. Sachal means "truth" and Sarmast means "mystic or saint".



Hazrat Sachal Sarmast's father died when he was very young. He was raised by his uncle saint maian Abdul Haque who became his spiritual guide.

Hazrat Sachal Sarmast lived a simple, humble and holy life. He chose to live in solitude and eat simple meals of daal and yogurt. He is known as 'Shair-e-Haft Zaban' (Poet of Seven Languages) because he wrote poetry in Arabic, Sindhi, Seraiki, Punjabi, Urdu, Persian and Balochi. Through his

poetry he spread the message of love for humanity.

Hazrat Sachal Sarmast died in 1827. His tomb was built by Mir Rustam Khan Talpur, the then ruler of Khairpur. Every year on the 14th of Ramzan his anniversary (urs) is celebrated with great zeal and fervour. His poetical works are sung by local singers in Sindhi and Seraiki. His shrine is in Daraza, Khairpur.

HYDER BAKSH JATOI

Hyder Baksh Jatoi was born in a small village in Larkana district, in 1901. After completing his education Hyder Baksh Jatoi joined the Sindh Revenue Department as Head Munshi. He was a hard worker and was honest and so very quickly he was promoted and became Deputy Collector, a very important position in the British government. Later in 1945 he resigned from this position and became a member of the " Hari Committee" (Hari- is a Sindhi word which means farmer). He joined this committee as he wanted to improve the conditions of the farmers in Sindh. His hard work for the farmers resulted in the passing of the Sindh Tenancy Act in 1950. This act gave the haris the right to half of the produce of the land. It clearly described the rights of the landlords and tenants. To create awareness among the farmers of their rights he started a newspaper called "HARI HAQDAR." He was also a poet and writer. He died on the 21st of May 1970. On the 23rd of March the government of Pakistan awarded him the national award of Hilal-e-Imtiaz. This award was given because of his services for the improvement of the conditions of the farmers in Sindh.



LADY NUSRAT HAROON

Nusrat Khanum was born in Iran on 9th February, 1896. She moved with her family from Iran to Bombay and then to Karachi. In 1914 she married Abdullah Haroon.

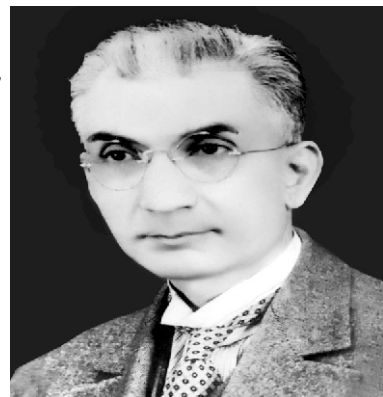


Lady Nusrat Haroon liked to be punctual and dislike any form of flattery. She was always ready to help the needy, was kind to her friends and tolerant towards her enemies. During the Khilafat Movement, Seafield, her house in Karachi became a guest house for the members of the movement. She herself took charge of housing and feeding all the guests.

Lady Nusrat Haroon travelled extensively all over the sub-continent with her husband. Both were committed to improving the lives of the poor and needy. They set up educational institutions and welfare organizations. Lady Nusrat Haroon wanted especially to improve the lives of women and children. She therefore established and help manage the Haji Abdullah Haroon Orphanage, Lady Nusrat Haroon Maternity Home, Gul-e-Rana Nusrat Industrial Home and APWA Cottage Industries Shop.

ALLAMA I. I. QAZI

Allama I.I. Qazi was born on the 19th of April, 1886 in the village of Pat Sharif in Dadu. He received his school education from Hyderabad and higher education from Aligarh University. He then went to London to study law. On his return he was



appointed as a Judge in Hyderabad. He resigned from the post because many people tried to influence his judgments.

Allama I.I.Qazi loved to learn. He visited many countries and lived for some time in England, France and Germany. He gained a lot of knowledge from teachers in these countries and learned their languages.

Allama I.I Qazi was the first head of Sindh University. He worked very hard for its development. He played an exemplary role for the staff and the students as he did not do anything for personal gain but everything for the welfare of the staff and students. This famous scholar of Sindh died on the 13th of April 1968 and was buried in Sindh University, Jamshoro.

BENAZIR BHUTTO

Benazir Bhutto was born on 21 June 1953. She was the eldest daughter of Zulfikar Ali Bhutto, a former Prime Minister of Pakistan and the founder of a political party in Pakistan called the Pakistan People's Party (PPP). In 1982, when she was only 29 years old, Benazir Bhutto became the Chairperson of the PPP, making her the first woman in Pakistan to head a major political party. As a chairperson she played a active role for restoration of democracy in the country. Due to the efforts of Mohtarma Benazir Bhutto democracy was restored in the country. In 1988, she became the first woman elected to lead a Muslim state and the first female Prime Minister of Pakistan. She held office until October 1990. She was once again elected to the office of Prime Minister in 1993, an office she held until November



1996. Benazir Bhutto lost the elections in 1997 and went into self-imposed exile in Dubai. After nine years of self-exile, she returned to Pakistan on 18 October 2007, to take part in elections to be held in early 2008. While campaigning for the elections she was assassinated on 27 December, 2007 in Rawalpindi.

Shaheed Mohtarma Benazir Bhutto was not only the political leader of Pakistan but she was an international leader. Speeches, lectures and articles delivered by her in America, U.K. and various other western countries of the world are reflection of her intellect, political maturity and sign of her international leadership. In recognition of her services for restoration of democracy and struggle for human rights she was given an award by the United Nations in 2008.

MALALA YOUSAFZAI

Malala Yousafzai was born on 12 July 1997 in Mingora, Swat. Malala was a student in school when the Taliban started stopping girls from going to school. In early 2009, at the age of 12, Malala wrote a blog detailing her life under Taliban rule, their attempts to take control of the valley, and her views on promoting education for girls.

On 9 October 2012, Malala was shot in the head and neck in an attempt by the Taliban to kill her while she was returning home from school in a school van. For many days after the attack, she remained unconscious and in critical condition, but later her condition improved enough for her to be sent to Birmingham, England, for intensive rehabilitation.



Malala has won many awards for her courage and at each award ceremony she speaks of the importance of education and the need to promote education, especially the education of girls.

ACTIVITIES

Find out the names of 5 awards Malala Yousafzai has won.

ARFA KARIM

Arfa Abdul Karim Randhawa was born on 28 February 1995. In 2004, at the age of nine years she became the youngest Microsoft Certified Professional. She kept the title until 2008.

In 2011, at the age of sixteen while Arfa was studying at the Lahore Grammar School she suffered an epileptic seizure that damaged her brain. She was admitted to the Combined Military Hospital in critical condition. Bill Gates, chairman of Microsoft, on learning about Arfa contacted her parents and offered to help with setting up a panel of international doctors to assist in her diagnosis and treatment. Although she received the best treatment, Arfa could not survive. She died in the hospital on 14 January 2012. Her funeral, was attended by the Chief Minister of Punjab, Shahbaz Sharif. The next day he announced that the name of Lahore Technology Park would be changed to Arfa Software Technology Park.



Arfa represented Pakistan on various international forums including the TechEd Developers Conference. She also

received the President's Award for Pride of Performance. She was invited by Bill Gates to visit the Microsoft Headquarters in the USA.

MARIA TOOR PAKAY

Maria Toor Pakay is a young girl from South Waziristan. South Waziristan has been greatly affected by unrest and violence but despite this she continues to play squash. In early August 2007 she was given the Salaam Pakistan Award by the President of Pakistan. In addition she has won an under 13 title and a nomination as 'WISPA' Young Player of the Year 2007. Her achievements bring great pride and honour to our country.



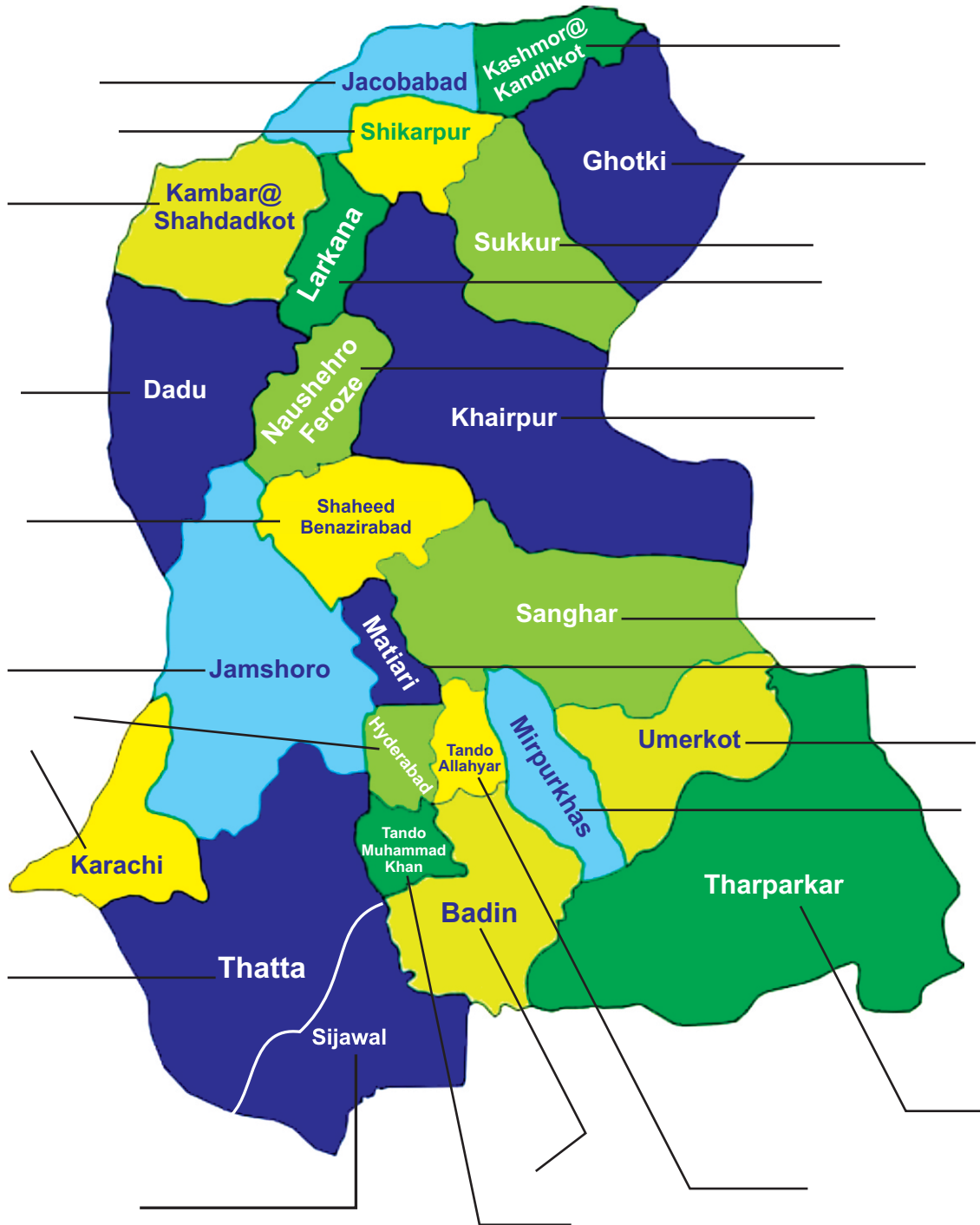
Summary

In this chapter , we have learnt that:

- We all have heroes and heroines in our lives. Heroes and heroines are people who help and do things for others, who do their best in difficult situations and who try and change things for the better.
- Two factors that lead people to act heroically are: the situations they find themselves in and how they react to them.
- Our heroes and heroines, young and old, from the past and today demonstrate qualities of kindness, thoughtfulness, determination and unselfishness..

EXERCISE

- A. Find out the names of an important personality from each district of Sindh. Write their name on the blank space.



B. Complete the table for the personalities you have studied above

Name of Personality	What made him/her a hero /heroine? (what did he/she do for others or what adversity did he/she overcome)	Qualities he/she has	Qualities I have/I can develop

C. Answer the following questions:

- (i) Define the term heroism.
- (ii) Name three people who are your heroes/heroines.
- (iii) List three (3) qualities of your heroes/heroines
- (iv) Why are these people your heroes/heroines
- (v) Identifies the contribution of Allama I.I. Qazi, Lady Nusrat Haroon and Hyder Bux Jatoi for the development of Sindh.

D. Practical work

- (I) Make a book of heroes/heroines. Write the name of a hero/heroine on each page. Paste a picture of them and write a few lines about what made them a hero/heroine.

E. Inquiry

Find out about a hero/heroine of your choice. Make a fact file about him/her.

Name _____

Date and place of birth _____

Thing(s) that he/she did that make him/her a hero/heroine _____

Qualities that he/she has _____
