

**Dawood Public School**  
**Course Outline 2019-2020**  
**Social Studies**  
**Grade III**

**Books:**

Mackay Frances, Christine Moorcroft. (2013). World Watch 3 and Skill Book; Social Studies for Primary Schools by Frances Mackay Christine Moorcroft; Oxford.

**Monthly Course Distribution**

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## Syllabus Content

August 2019

Chapter 12: Being a Good Citizen

Pages no: 77-83

Content	Learning Objectives
<p><b>Fair Play:</b> When people are treated in a way so that they have an equal chance or an equal part of something.</p>	<ul style="list-style-type: none"> <li>● Define the terms:                             <ul style="list-style-type: none"> <li>➤ citizen</li> <li>➤ fair</li> </ul> </li> <li>● Express ideas regarding fairness in daily life.</li> </ul>
<p><b>Kindness:</b> Treating people well and thinking about what they need and how to help them.</p>	<ul style="list-style-type: none"> <li>● Define the term 'kindness'.</li> <li>● Discuss why the value of kindness is very important.</li> <li>● Discuss how a society might be if people were not kind to one another.</li> <li>● Identify some ways in which people can be kind to one another.</li> </ul>
<p><b>Honesty:</b> The quality of being truthful.</p>	<ul style="list-style-type: none"> <li>● Define the term 'honest'.</li> <li>● Differentiate between honesty and dishonesty.</li> <li>● Share some experiences to highlight the benefits of truthfulness.</li> <li>● Discuss the effects of honesty on society.</li> </ul>
<p><b>Respect for others:</b> Due regard for the feelings, wishes, or rights of others.</p>	<ul style="list-style-type: none"> <li>● Define the term 'respect'.</li> <li>● Develop awareness about the impact of respecting each other.</li> <li>● Differentiate between respect and disrespect.</li> </ul>
<p><b>Rules</b> Rules tell us what you should and should not do.</p>	<ul style="list-style-type: none"> <li>● Define the term 'rules'.</li> <li>● Discuss the importance and effects of rules.</li> <li>● Share some experiences to highlight the importance of rules.</li> <li>● Design some rules for given scenarios.</li> </ul>
<p><b>Grooming and Behaviour</b> It is important to appear well groomed with clean clothes, polished shoes and a happy behavior at all times.</p>	<ul style="list-style-type: none"> <li>● Develop an awareness for good manners:                             <ul style="list-style-type: none"> <li>➤ how to walk without a slouch and sit up straight</li> <li>➤ how to listen carefully to everyone and pay attention to elders</li> <li>➤ how to talk politely with everyone</li> </ul> </li> </ul>

**Key words:**

citizen, fair, kindness, honest, respect, rules, slouch

**Practice Questions:**

1. Describe the qualities of good citizens.
2. How is the young girl helping the old lady in the given picture?

**Activity:**

- Students will engage in role play to demonstrate the importance and benefits of honesty, kindness and discipline.
- Students will watch videos highlighting the values of a good citizen - such as honesty, kindness, obeying rules.

August 2019

**Chapter 7: The Indus Valley**

Pages no: 41-47

Content	Learning Objectives
<p><b>Location of Indus Valley:</b> Lies on the banks of river Indus in India, Afghanistan and Pakistan. The Indus Valley Civilization was larger than modern day Pakistan.</p>	<ul style="list-style-type: none"> <li>• Name the largest river of Pakistan.</li> <li>• Identify the 'source' and 'mouth' of the River Indus.</li> <li>• Define the terms:               <ul style="list-style-type: none"> <li>➤ civilization</li> <li>➤ source of river</li> <li>➤ mouth of river</li> <li>➤ river valley</li> </ul> </li> <li>• Develop an understanding of the feature 'river valley'.</li> <li>• Describe the location of the Indus Valley.</li> <li>• Explain how the River Indus was useful for the people of the Indus Valley.</li> </ul>
<p><b>Early civilizations of Indus Valley:</b> The Indus Valley has been found as one of the earliest civilizations in human history. Areas of life were discovered at many places, including Harappa and Mohenjo-Daro.</p>	<ul style="list-style-type: none"> <li>• Discuss the meaning of 'early civilization'.</li> <li>• Develop awareness for the changes that have taken place to alter lifestyles.</li> <li>• Discuss the characteristics which make a 'civilization'.</li> <li>• Identify, on a given map of Pakistan, the location of the following:               <ul style="list-style-type: none"> <li>➤ Harappa</li> <li>➤ Mohenjo-Daro</li> <li>➤ Mehrgarh</li> </ul> </li> <li>• Identify the position of River Indus on the map of Pakistan.</li> </ul>

<p><b>Settlement of People in Indus Valley:</b> Different objects such as jewelry, coloured stones etc were found along the River Indus. This indicated the remains of the village Mehrgarh.</p>	<ul style="list-style-type: none"> <li>• Define the term 'remains'.</li> <li>• Name the Stone Age village found in Balochistan.</li> <li>• Discuss how Balochistan has progressed since the time of Stone Age.</li> </ul>
<p><b>Life style of the Indus Valley people:</b> The people of the Indus Valley were discovered to have lived in brick houses, planned streets and buildings. The city had high walls which helped the in-charges to check all activities of its people. Stores for grains were found which showed that the people did trading.</p>	<ul style="list-style-type: none"> <li>• Define the terms: <ul style="list-style-type: none"> <li>➤ planned city</li> <li>➤ officials</li> <li>➤ trading</li> </ul> </li> <li>• Describe the houses of the Indus Valley Civilization.</li> <li>• Differentiate between modern houses and those of the Indus Valley Civilization.</li> <li>• Name the profession which archaeologists found for the people of Indus Valley.</li> </ul>
<p><b>Archaeologist:</b> A person who describes the places of past, their religion, languages, lifestyle etc.</p>	<ul style="list-style-type: none"> <li>• Define the term 'archaeologist'.</li> <li>• List some things which archaeologists might find and study.</li> <li>• Identify objects from The Indus Valley Civilization.</li> </ul>
<p><b>Religious beliefs:</b> People of Indus Valley worshipped statues according to the guidance of their priest. Statues of gods and goddesses were found in their houses.</p>	<ul style="list-style-type: none"> <li>• Define the term 'priest'.</li> <li>• Identify the Priest-King statue from Mohenjo-Daro.</li> <li>• State the objects of worship of the people the Indus Valley.</li> <li>• Develop awareness that there are multiple religions in the world.</li> <li>• Develop awareness that all religions have scholars who help and guide the people.</li> </ul>
<p><b>The end of the Indus Valley Civilization:</b> At about 3000 BC this great civilization began to fall.</p>	<ul style="list-style-type: none"> <li>• Differentiate between BC and AD.</li> <li>• Define the term 'ruins'.</li> <li>• Differentiate between 'ruins' and 'remains'.</li> <li>• List some of the reasons for the end of the Indus Valley Civilization.</li> </ul>

<p><b>Key words:</b> civilization, ancient, remains, planned city, officials, trading, archaeologist, priest, ruins, source, mouth</p> <p><b>Practice Questions:</b> 1. Identify the image seen in the picture.</p>
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2. What were the reasons for the decline of the Indus Valley Civilization?

**Activity:**

- Students will be shown a documentary on the Indus Valley Civilization.
- Students will engage in Play Dough Activity to make seals.

September 2019

Chapter 5: Maps

Pages no: 29-35


Content	Learning Objectives
<p><b>Making plans:</b> A plan is a drawing of something.</p>	<ul style="list-style-type: none"> <li>• Define the terms:               <ul style="list-style-type: none"> <li>➤ map</li> <li>➤ plan</li> <li>➤ symbol</li> <li>➤ key</li> <li>➤ features</li> <li>➤ landform</li> <li>➤ cartography</li> </ul> </li> <li>• Differentiate between a plan view and a side view.</li> <li>• Differentiate between physical features and landforms.</li> <li>• Develop an awareness about cartography and cartographers.</li> <li>• Read the key of a map or a plan.</li> <li>• Identify the symbols on a map or a plan.</li> </ul>
<p><b>Finding places on a map:</b> Grid squares help us to find the exact location of any place or an object on a map. Maps are useful for different professions.</p>	<ul style="list-style-type: none"> <li>• Locate given places on a map.</li> <li>• Locate features on a map.</li> <li>• Name some professions which would use maps in their work.</li> </ul>
<p><b>Using compass directions:</b> A compass tells us about directions and helps us to find our way to different places.</p>	<ul style="list-style-type: none"> <li>• Name the four directions as shown on a compass.</li> <li>• Develop awareness about directions without the use of a compass.</li> <li>• List some ways of telling direction without the use of compass.</li> <li>• Point out the four directions from the classroom:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ with the use of compass</li> <li>➤ without the use of compass</li> <li>• State how a compass is useful.</li> <li>• Discuss some scenarios where a compass may be required.</li> </ul>
<p><b>Physical maps and satellite maps:</b>  Maps that show features are called physical maps.  Satellite maps show us what the world looks like from space.  Islamabad became the capital city of Pakistan in 1967 replacing Karachi, exactly after twenty years of independence of Pakistan. It is located in the North East of Pakistan, south of the Margalla Hills.</p>	<ul style="list-style-type: none"> <li>• Define the terms: <ul style="list-style-type: none"> <li>➤ physical map</li> <li>➤ satellite map</li> </ul> </li> <li>• Develop an understanding that features include: <ul style="list-style-type: none"> <li>➤ Desert</li> <li>➤ Mountain Range</li> <li>➤ River</li> <li>➤ Sea</li> </ul> </li> <li>• Read the physical map of Pakistan by using the given key.</li> <li>• Label the following in a given map: <ul style="list-style-type: none"> <li>➤ capital city</li> <li>➤ provinces</li> <li>➤ provincial capital cities</li> <li>➤ the neighbouring countries of Pakistan</li> <li>➤ directions</li> </ul> </li> </ul>
<p><b>Aerial photos:</b>  Aerial photos show us what a place looks like from above.</p>	<ul style="list-style-type: none"> <li>• Define the term 'aerial photo'.</li> <li>• State why aerial photos are useful.</li> </ul>

**Key words:**  
map, plan, symbol, key, feature, landform, cartography, cartographers, physical map, satellite map, aerial photos

**Practice Questions:**

1. Label the map: Satellite/ Physical
2. Label the capital city of Pakistan and state which direction of Pakistan it is located?




**Activity:**

- Students will use a compass to experience the concept of directions in physical form as well as on a map.
- Students will take a round of the school building to practice the directions.
- Students will observe the plan view of the school garden from the school building.

Content	Learning Objectives
<p><b>Earn to live:</b> People work to earn money, and money is used to buy goods and services.</p>	<ul style="list-style-type: none"> <li>• Develop an understanding for how people live in different places.</li> <li>• Develop an understanding that people must earn a living.</li> <li>• Describe some of the purposes of earning money.</li> </ul>
<p><b>What are goods and services?</b> Goods are things that can be bought or sold. We can see and touch goods. For example: rice, fish, books, cars, machinery etc. Services are actions that people do: For example hairdressing, catering, teaching, nursing, serving in offices, shops and restaurants etc.</p> <ul style="list-style-type: none"> <li>• Sialkot is famous for the sports goods industry.</li> <li>• Faisalabad is important for all the textile mills.</li> <li>• Most of the country's citrus fruits and mangoes are grown in Sargodha.</li> <li>• Karachi is the technological hub of Pakistan.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the following terms: <ul style="list-style-type: none"> <li>➤ goods</li> <li>➤ services</li> </ul> </li> <li>• Name some cities of Pakistan which are famous to produce different goods.</li> <li>• State what is the goods expertise of Sialkot.</li> <li>• State what makes Faisalabad famous.</li> <li>• State which part of the country produces most fruits around the year.</li> <li>• Describe 'technological hub'.</li> </ul>
<p><b>Service – Communications:</b> Communications means passing on news or information through letter, phones, email, social media such as Face book, twitter, instagram, snapchat, radio, television, newspaper, magazines.</p>	<ul style="list-style-type: none"> <li>• Define the term 'communication'.</li> <li>• Name some platforms of social media.</li> <li>• List the popular media sites for the twenty first century.</li> <li>• Discuss the difference between radio and Facebook.</li> </ul>
<p><b>Service – Banks:</b> Most people keep their money in banks where it is safe .Money can be taken out from the bank or by ATM when it is needed.</p>	<ul style="list-style-type: none"> <li>• Develop the understanding about the services of banks.</li> <li>• List the names of some banks of Pakistan.</li> <li>• State the abbreviation of Automatic Teller Machine.</li> <li>• Discuss why people keep money in the banks.</li> </ul>

<p><b>Community services:</b></p> <p>The government provides services to citizens. These include medical care, police security, fire brigades, city council and schooling.</p> <p>A 'tax' is an amount of money that citizens pay the government so that it can provide these public services.</p> <p>Without taxes, the government cannot pay the people who provide these services to the community.</p>	<ul style="list-style-type: none"> <li>• List some of the services provided by the government to citizens.</li> <li>• State which services are provided by the following: <ul style="list-style-type: none"> <li>➤ hospital</li> <li>➤ police</li> <li>➤ fire brigade</li> <li>➤ city council / city government</li> <li>➤ school</li> </ul> </li> <li>• Develop an understanding for how a government gets money to run the country.</li> <li>• Describe the services which a city council is responsible to provide.</li> </ul>
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<p><b>Key words:</b> Goods, services, machinery, communications, Automatic Teller Machine</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do people get information or news?</li> <li>2. Observe the given picture and suggest which service does the fire brigade provide us?</li> </ol> <div style="text-align: center;">  </div> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Students will share experiences about online services.</li> </ul>
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October 2019

Chapter 8: Gandhara

Pages no: 48-54

Content	Learning Objectives
<p><b>An Ancient Kingdom: Gandhara:</b></p> <p>The kingdom of Gandhara was located in the area which is now in northern Pakistan and eastern Afghanistan, mainly in Peshawar.</p> <p>We can see collection of Gandhara art in Taxila, the main city of Gandhara which was located on the Silk Road.</p> <p>Silk Road is a track that went through high mountains and river valleys used by early traders of China for trading silk.</p>	<ul style="list-style-type: none"> <li>• Define the terms: <ul style="list-style-type: none"> <li>➤ kingdom</li> <li>➤ mountain passes</li> </ul> </li> <li>• Identify the location of Gandhara on a map.</li> <li>• Describe the location of Gandhara.</li> <li>• State what is the 'Silk Road'.</li> <li>• State why "Silk Road" is called by this name.</li> <li>• Define the following: <ul style="list-style-type: none"> <li>➤ Buddhism</li> <li>➤ Budha</li> <li>➤ Buddhist</li> <li>➤ Stupa</li> <li>➤ monk</li> <li>➤ monastery</li> <li>➤ excavation</li> </ul> </li> <li>• Name the main city of Gandhara.</li> <li>• Name the founder of Buddhism.</li> </ul>



	<ul style="list-style-type: none"> <li>• Name the religion of the people of Gandhara.</li> <li>• Name and compare the places of worship for the religions of the world.</li> <li>• Discuss the names of some countries where Buddhism may be in current practice.</li> </ul>
<b>Buddhism:</b> Teachings of Prince Siddhartha Gautama.	<ul style="list-style-type: none"> <li>• State some biographic facts about Prince Siddhartha Gautama.</li> <li>• Identify the statue of the founder of Buddhism.</li> <li>• Name the title given to Prince Siddhartha Gautama.</li> </ul>
<b>Gandhara Art:</b> Archaeologists found arts & craft from Gandhara. These included carved pictures, statues and pottery etc.	<ul style="list-style-type: none"> <li>• Develop awareness about the similarities between Indian and Ancient Greek art.</li> <li>• Identify and name the Greek kings who visited Gandhara.</li> </ul>

**Key words:**

kingdom, mountain pass, Buddhism, Buddha, Buddhist, stupa, monastery, excavation, Greek

**Practice Questions:**

1. Where is Gandhara located?
2. Identify the image as seen in the picture.



**Activity:**

- Students will be shown a documentary on Gandhara.

**November 2019**

**REVISION FOR MID-YEAR EXAMINATION**

**December 2019**

**MID-YEAR EXAMINATION**

**January 2020**

**Chapter 9: Ancient Egypt**

**Pages no: 55-62**

Content	Learning Objectives
<b>Egypt and the River Nile:</b> Egypt lies in the north east of the continent of Africa. River Nile is the main source of water which flows through the desert and drains in Mediterranean Sea.	<ul style="list-style-type: none"> <li>• State the location of Egypt.</li> <li>• Define the term 'desert'.</li> <li>• Name the river that flows through Egypt.</li> <li>• List some ways in which the River Nile was useful for the Ancient Egyptians.</li> <li>• Develop awareness that all rivers have similar uses.</li> </ul>

<p><b>Living in the Desert:</b> The houses in Ancient Egypt were built with bricks made from mud mixed with straw.</p>	<ul style="list-style-type: none"> <li>• Describe the ways in which the Ancient Egyptians kept their houses cool.</li> <li>• Differentiate between life in a city and life in a desert.</li> <li>• Name some other deserts in the world.</li> </ul>
<p><b>Pyramids and Mummies:</b> Egyptians made mummies of their dead. They believed that a person's spirit would go on to another life after their death. The rich and strong Pharaohs were buried in their pyramids with their personal belongings.</p>	<ul style="list-style-type: none"> <li>• Define the following terms: <ul style="list-style-type: none"> <li>➤ soul house</li> <li>➤ mummy</li> <li>➤ pyramid</li> <li>➤ pharaoh</li> <li>➤ temple</li> <li>➤ slave</li> </ul> </li> <li>• Describe the Ancient Egyptian beliefs about life after death.</li> <li>• State who the Ancient Egyptians worshipped.</li> <li>• State why the Pyramids were built.</li> <li>• Develop awareness that great Pyramids are a wonder of history.</li> </ul>
<p><b>Pharaoh:</b> The Pharaoh was the King of ancient Egypt. Tutankhamen became a Pharaoh when he was nine years old and died when he was almost eighteen. Ramesis II was also known as the Great Sphinx. Hatshepsut was the first female Pharaoh. Cleopatra was the last female Pharaoh. Egypt holds important history which tourists go to see.</p>	<ul style="list-style-type: none"> <li>• Describe why the Pharaohs liked to keep slaves.</li> <li>• Develop awareness that slavery is disrespectful for all people.</li> <li>• Develop awareness for the importance of each of the following Pharaohs: <ul style="list-style-type: none"> <li>➤ Tutankhamun</li> <li>➤ Ramesis II</li> <li>➤ Hatshepsut</li> <li>➤ Cleopatra</li> </ul> </li> <li>• List the wonders which Egypt offers to tourists.</li> </ul>
<p><b>Hieroglyphs:</b> Egyptian writing was pictorial which is known as 'hieroglyphs.' They used leaves of Papyrus plant to make a type of paper. Many writing materials were invented long before paper and have been used in history:</p> <ul style="list-style-type: none"> <li>• clay</li> <li>• papyrus</li> <li>• wood</li> <li>• slate</li> <li>• parchment (prepared animals skin)</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'hieroglyph'.</li> <li>• Name the plant which Ancient Egyptians used to make paper.</li> <li>• Develop awareness for the various times in history where people wrote on things besides paper.</li> <li>• Name some material which might be used for writing instead of paper.</li> </ul>

<p><b>Key words:</b> Soul house, Pyramids, Mummy, Pharaoh, slave, temple, hieroglyph</p> <p><b>Practice Questions:</b> 1. Identify the Pharaoh as seen in the picture.</p>
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2. State why was he famous.

**Activity:**

- Students will draw pyramids and write small facts about them.

February 2020

Chapter 10: Ancient Greece

Pages no: 63-69

Content	Learning Objectives
<p><b>Location of Greece:</b> Greece is in the continent of Europe. The capital of Greece is Athens.</p>	<ul style="list-style-type: none"> <li>• Develop awareness for 'continents'.</li> <li>• Identify the continents on a World Map.</li> <li>• Name the seven continents in the world.</li> <li>• Name the continent where Greece is located.</li> <li>• Name the capital of Greece.</li> </ul>
<p><b>Traders and sailors:</b> The Greek were traders. They traded olives and olive oil to other lands and got wheat, corn and cloth in return. Greeks were also sailors who built big trading ships and small fishing boats. Landlocked countries are those that are completely surrounded by land, for example: Afghanistan, Bhutan, Hungary etc. A coastal country is a country where land meets the sea or ocean, for example: Pakistan, India, Canada, Thailand etc.</p>	<ul style="list-style-type: none"> <li>• Define the following term:               <ul style="list-style-type: none"> <li>➤ cargo</li> <li>➤ trader</li> </ul> </li> <li>• State the term used for the people who belong to Greece.</li> <li>• Name the crop Greece is famous for.</li> <li>• Identify different types of sea vessels.</li> <li>• Describe the uses of the different types of sea vessels.</li> <li>• Develop awareness about 'landlocked' countries and 'coastal' countries.</li> </ul>
<p><b>Gods and Goddesses:</b> The Greek worshipped many gods and goddesses. They believed these gods and goddesses lived in temples at the top of Mount Olympus. The beliefs of Ancient Greek were based on myths and legends.</p>	<ul style="list-style-type: none"> <li>• State who the Greek worshipped.</li> <li>• State why 'Mount Olympus' was important for the people of Ancient Greece.</li> <li>• Name the stories which formed Greek beliefs.</li> </ul>
<p><b>The wooden horse of Troy:</b> It is a story about how Greek soldiers played a clever trick on Trojans to win the battle.</p>	<ul style="list-style-type: none"> <li>• Develop awareness about the story of the wooden horse of Troy.</li> <li>• Discuss the effects of playing a trick on people.</li> <li>• Differentiate between funny tricks and mean tricks.</li> </ul>
<p><b>The Olympic Games:</b> The Olympic Games are held after every four years each time in a new country. These Games were first held more than 2700 years ago in</p>	<ul style="list-style-type: none"> <li>• Discuss how nations come together to compete at the Olympic Games.</li> <li>• Name some of the competitions which are part</li> </ul>

<p>Greece in a place called Olympia. They held competitions of chariot racing, short and long jumps, horse racing, etc. The five ring symbol for the Games are representative of each continent</p>	<p>of the Olympic Games.</p> <ul style="list-style-type: none"> <li>Define the terms: <ul style="list-style-type: none"> <li>➤ stadium</li> <li>➤ athlete</li> </ul> </li> <li>State when Olympic Games were held for the first time.</li> <li>Name the first venue for the Olympic Games.</li> <li>List some differences between modern Olympic Games and old ones.</li> </ul>
<p><b>Athens:</b> Athens was the largest and the capital city of Greece with no king. People of Athena chose their leaders by voting. They used white and black stones as their votes. The chosen leaders would meet at Acropolis to decide on matters.</p>	<ul style="list-style-type: none"> <li>Define the term 'vote'.</li> <li>State what was used in the system of voting in Athens.</li> <li>Name the hill where the Athens leaders would meet.</li> </ul>

**Key words:**  
cargo, Troy, Trojans, Olympic Games , athlete , stadium , voting ,Olympia, Persian, remains, statue, temple

**Practice Questions:**

- Why are the Olympic rings interlocked? What does it mean?
- Identify the image as seen in the picture. Describe the purpose behind its construction.



**Activity:**

- Students will work in groups to relate parts of the story of the wooden horse of Troy.

February 2020

Chapter 3: Mountains

Pages no: 13 - 20

Content	Learning Objectives
<p><b>What are mountains?</b> Mountains are areas of high land consist of different parts.</p>	<ul style="list-style-type: none"> <li>Define the following terms: <ul style="list-style-type: none"> <li>➤ mountain</li> <li>➤ base</li> <li>➤ slope</li> <li>➤ summit</li> <li>➤ valley</li> <li>➤ foothills</li> </ul> </li> <li>Label the different parts of a mountain.</li> </ul>
<p><b>Mountain ranges:</b> A group or chain of mountains close together is called a mountain range. Famous mountain ranges of each continent are:</p> <ul style="list-style-type: none"> <li>Asia: The Himalayas <ul style="list-style-type: none"> <li>➤ Highest peak of the world, Mount Everest is located in this range.</li> </ul> </li> <li>Africa: Atlas</li> <li>Europe: Alps</li> <li>South America: Andes <ul style="list-style-type: none"> <li>➤ Longest range of the world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Define the term 'mountain range'.</li> <li>Name the mountain ranges in each continent</li> <li>Name the highest mountain peak of the world and the mountain range where it is located.</li> <li>Develop awareness that the Margalla Hills in Islamabad are the foothills of the Himalayan Range.</li> <li>Name the longest mountain range of the world.</li> <li>Name the continent where the longest</li> </ul>

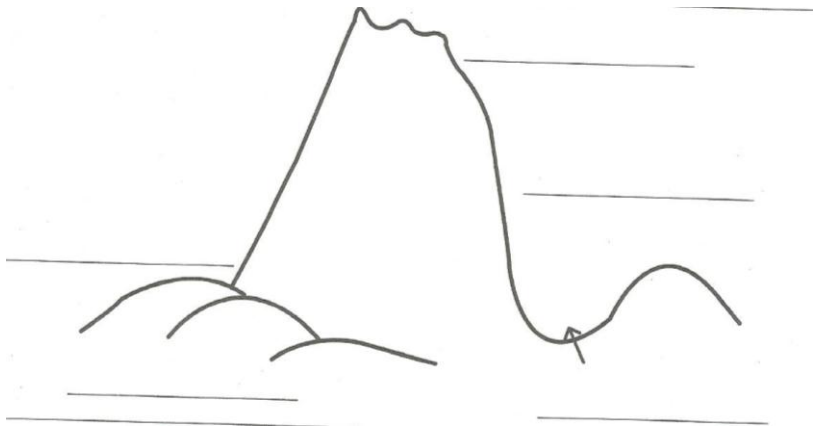
<ul style="list-style-type: none"> <li>• North America: Rockies</li> <li>• Australia: The Great Dividing Range.</li> </ul>	<p>mountain range of the world is located.</p>
<p><b>Mountain Passes:</b></p> <p>A mountain pass is a route through a mountain range.</p> <p>Two of the famous mountain passes in Pakistan are:</p> <ul style="list-style-type: none"> <li>• Khunjerab Pass in Gilgit Baltistan</li> <li>• Khyber Pass in Peshawar</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'mountain pass'.</li> <li>• Name the country connected to Pakistan through the Khyber Pass</li> <li>• Name the country connected to Pakistan through the Khunjerab Pass.</li> </ul>
<p><b>Life in the mountains:</b></p> <p>Many people around the world live on or near mountains. They use natural resources for their needs.</p> <p>Most homes in the mountains are built from adobe bricks which are made from soil which is dried hard in the sun.</p> <p>Hunza is a mountainous area of Pakistan. The weather here allows many fruits to grow. Farmers build terraces to grow crops.</p> <p>The mountains are also rich in minerals and gem stones.</p>	<ul style="list-style-type: none"> <li>• Define the following terms: <ul style="list-style-type: none"> <li>➤ natural resources</li> <li>➤ terraces</li> <li>➤ mining</li> </ul> </li> <li>• List the natural resources which are found in mountains in Pakistan.</li> <li>• Describe an 'adobe house'.</li> <li>• Describe some difficulties which are faced by people living on mountains.</li> <li>• List some fruits grown in Hunza.</li> <li>• State why the people of Hunza are some of the healthiest people in the world.</li> </ul>
<p><b>Animals living in the mountains of Pakistan:</b></p> <p>The snow leopard, markhor and musk deer are found in the mountains of Northern Pakistan. All three are endangered species.</p> <p>Markhor is the national animal of Pakistan.</p>	<ul style="list-style-type: none"> <li>• Name some of the animals which are found in the mountains of Pakistan.</li> <li>• Name the national animal of Pakistan.</li> <li>• Identify, from pictures, some of the animals found in the mountains of Pakistan.</li> </ul>
<p><b>Living in the mountains in Peru:</b></p> <p>Peru is a country in South America. The people of Peru built terraces on the mountain slopes to grow their crops.</p>	<ul style="list-style-type: none"> <li>• Name the continent where Peru is located.</li> <li>• Locate Peru on a world map.</li> <li>• Compare the mountains of Hunza with those in Peru.</li> </ul>
<p><b>Mountain animals in Peru:</b></p> <p>Alpacas and llamas are readily found in Peru and are used for milking and transportation of goods. Some animals have become endangered in Peru like Andean Condor, yellow tailed woolly monkey, jaguar and mountain tapir.</p>	<ul style="list-style-type: none"> <li>• Identify llamas and alpacas from given pictures.</li> <li>• List and name some of the endangered animals of Peru.</li> </ul>
<p><b>Why animals become endangered.</b></p> <p>The loss of animal habitat by the destructive lifestyles of human beings often leads to animals becoming endangered.</p>	<ul style="list-style-type: none"> <li>• Define the terms: <ul style="list-style-type: none"> <li>➤ endangered species'</li> <li>➤ extinct</li> <li>➤ habitat</li> </ul> </li> <li>• Develop awareness about the difference between 'extinct' and 'endangered'.</li> <li>• Develop awareness for why some animals around the world are endangered.</li> <li>• Develop an awareness of animals which are extinct.</li> <li>• Discuss how wildlife can be protected</li> <li>• Discuss what the world may be like if there were no animals.</li> </ul>
<p><b>Uses of mountains:</b></p>	<ul style="list-style-type: none"> <li>• Define the following terms:</li> </ul>

People visit mountains to enjoy. They participate in camping, hiking, climbing, skiing and trekking which results in erosion.	<ul style="list-style-type: none"> <li>➤ erosion</li> <li>➤ trekking/hiking</li> <li>• List some of the reasons that attract people to mountains.</li> </ul>
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**Key words:**  
mountain, hill, base, slope, summit, valley, mountain range, mountain pass, terrace, mining, erosion, adobe, natural resources, habitat, endangered, trekking, hiking

**Practice Questions:**

1. Define mountain.
2. Label the different parts of a mountain.



**Activity:**

- Students will gather information with pictures about any famous mountain of the world and display it on a chart.

March 2020

Chapter 11: Ancient China

Pages no: 72 - 76

Content	Learning Objectives
<p><b>The Great wall of China:</b> China is in the continent of Asia, to the North East of Pakistan. The Great Wall is one of the seven Wonders of the World.</p>	<ul style="list-style-type: none"> <li>• Locate China on the world map.</li> <li>• State the location of China.</li> <li>• Identify the old and new Great Wall of China on a given map.</li> </ul>
<p><b>Building the Great wall of China:</b> Rulers of lands built walls because they wanted to know who and what was coming into or going out from their kingdoms and to protect the lands from enemies. The oldest part of the Wall is made from earth and stones. Wind, rain and people wore out the most parts of the old walls. Later the Wall was built by cutting stones in right size and shape. World Heritage Sites are places which have been identified as historically significant. These are looked after by authorities. Some of these are:</p> <ul style="list-style-type: none"> <li>• The ruins of Taxila</li> <li>• Mohenjo Daro</li> <li>• Lahore Fort</li> <li>• Shalimar Gardens</li> <li>• Historical Monuments at Makli</li> </ul>	<ul style="list-style-type: none"> <li>• Develop awareness that the Great Wall of China is a Wonder of the World and attracts lots of tourists.</li> <li>• State how old the Great Wall of China is.</li> <li>• State the reasons for building the Great Wall of China.</li> <li>• Discuss the meaning of World Heritage Site.</li> <li>• Develop awareness about some of the World Heritage Sites.</li> </ul>

<ul style="list-style-type: none"> <li>• Thatta</li> </ul>	
<p><b>The first emperor of China:</b> Kin Shi Huang won many battles and took over all the kingdoms. He made a huge empire, so he became the emperor of China about 2200 years ago.</p>	<ul style="list-style-type: none"> <li>• Define the following terms: <ul style="list-style-type: none"> <li>➤ Empire</li> <li>➤ Emperor</li> </ul> </li> <li>• Describe the first emperor of China.</li> </ul>
<p><b>The Terracotta Army:</b> Historians discovered statues of an entire army when digging a well. Near his tomb, it was believed that this army must have been made by Kin Shi Huang who had wanted his tomb to be guarded from robbers. Perhaps he believed in life after death. He was a powerful emperor who may have wanted to continue feeling powerful even after his death.</p>	<ul style="list-style-type: none"> <li>• Define the term 'terracotta'.</li> <li>• Describe how the Terracotta army was discovered.</li> <li>• State where the Terracotta Army was found.</li> <li>• State how many soldiers, chariots and horses were there in Terracotta Army.</li> </ul>
<p><b>Silk from Ancient China:</b> The first people to make silk were the Chinese. They saw that the caterpillar of a moth that lived in China spun silk thread to make a cocoon. The Silk Road was the route taken by traders who took the silk to be sold.</p>	<ul style="list-style-type: none"> <li>• Define the following terms: <ul style="list-style-type: none"> <li>➤ moth</li> <li>➤ silkworm</li> <li>➤ silk</li> <li>➤ cocoon</li> </ul> </li> <li>• Complete the life cycle of a silk moth.</li> <li>• Develop awareness that the Silk Road took its name from this history and is till today a commonly used route.</li> </ul>

**Key words:**

Empire, emperor, terracotta, moth, silkworm, silk, cocoon

**Practice Questions:**

1. Identify the wall seen in the picture.



2. Who built the wall and why?

**Activity:**

- Students will make a Chinese paper with coloured paper and will decorate it.

**April 2020**

**REVISION FOR FINAL EXAMINATION**

**May 2020**

**FINAL EXAMINATION**

