

BANGLADESH AND GLOBAL STUDIES

Class

5



National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board
as a Textbook for Class Five from the academic year 2013

Bangladesh and Global Studies

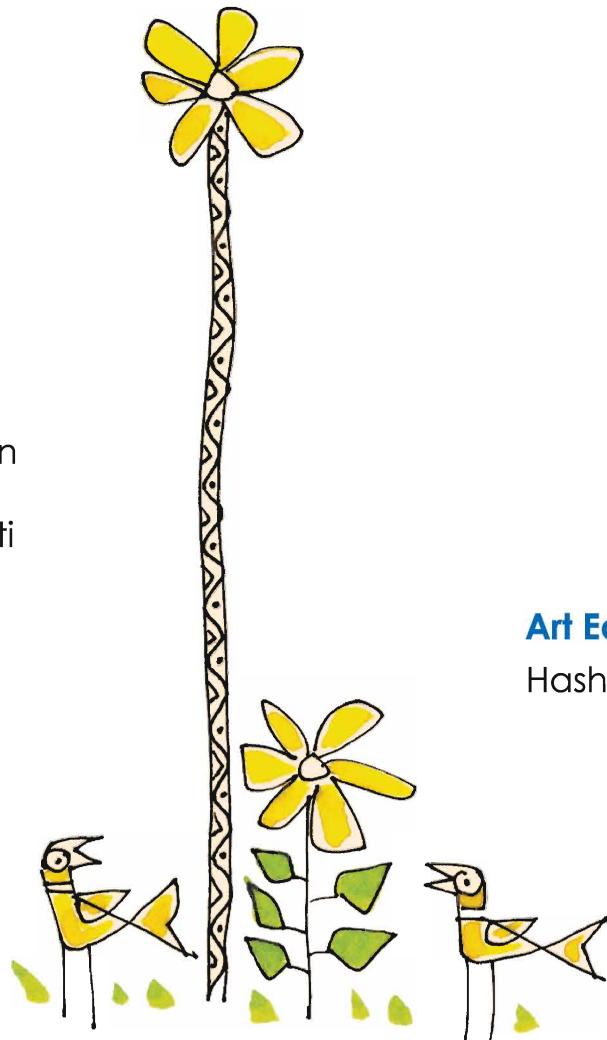
Class Five

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Preface

A child is a great wonder. There is no end to the thinking about his/her world of wonder. A child is a subject of contemplation for educationists, scientists, philosophers, child specialists and psychologists. The fundamental principles of children education outlined in the National Education Policy 2010 have been defined in the light of these contemplations. The curriculum for primary education has been revised to develop a child on the potentials of his/her innate amazement, unbounded curiosity, endless joy and enthusiasm keeping in view the all-round development of children's potentials. The aims and objectives of primary education were modified in the revised curriculum of 2011.

The content of the textbooks for **Bangladesh and Global Studies** is totally relevant to today's children in Bangladesh, including topics on; society and environment in Bangladesh; tradition and culture; the history of the War of Liberation; basic needs, children's rights, duties and responsibilities; the sense of cooperation and compassion respectful to the culture and occupations of others; proper use and maintenance of resources; disaster management; population and human resources. To be mentioned the biography of the Father of the Nation, the true history and information of the War of Liberation have been depicted correctly.

To make the young learners interested, enthusiastic and dedicated, Bangladesh Awami League Government under the dynamic leadership of the Honorable Prime Minister Sheikh Hasina has taken initiatives to change the textbooks into four colors, and make them interesting, sustainable and distributed free of cost since 2009. The textbooks of Pre-primary, Primary, Secondary, Ibtedaie, Dakhil, Dakhil Vocational and SSC Vocational level are being distributed free of cost across the country which is a historical initiative of the present government.

My sincere acknowledgement and thanks to all who had helped in different stages of composition, edition, rational evaluation, printing and publication of the textbook. Though all cares have been taken by those concerned, the book may contain some errors/lapses. Therefore, any constructive and rational suggestions will be highly appreciated for further improvement and enrichment of the book. We will deem all our efforts successful if the young learners for whom it is intended find it useful to them.

Professor Narayan Chandra Saha
Chairman
National Curriculum and Textbook Board, Bangladesh

Introduction

This textbook, Bangladesh and Global Studies, is intended to teach children about the world around them. Its contribution to the curriculum represents a combination of values, knowledge and skills:

- its values are those of the culture of Bangladesh, derived from the country's political liberation, its religion and its territory
- its knowledge base combines the disciplines of geography, history and the study of society
- it includes the skills of enquiry and research, organizing information, and objective analysis of social behaviour and physical conditions.

Pupils are now familiar with the layout of the textbooks for this subject. But their reading skills are still not completely fluent, and they will need help in following the activities in the textbook. The teacher's support is therefore vital to bring the content to life. Every effort has been made to make the text and activities engaging, appropriate and accessible to Year 5 pupils. A Glossary is provided at the end of the book to help develop pupils' vocabulary in this subject.

Chapters

The content is divided into 12 chapters, grouped into themes of society, individual behaviour, geography, history and culture. The curriculum for Bangladesh and Global Studies specifies Attainable Competences per chapter, determining the purpose of study of each chapter, and these are elaborated in the Teacher's Edition.

Topics

Each chapter is divided into 2-6 topics, each of which focuses on a particular aspect of the chapter. The topics are presented as double-page spreads, with text on the left page and questions and activities on the right page. This makes it easier for the teacher to integrate the learning activities with the text, and easier for the pupil to find the text to which the activities refer.

Lessons

Each topic should take two lessons, which gives a total of 96 lessons in the year. The first lesson of each topic covers the reading text and Speaking activity, and the second lesson of the topic covers the Writing, Extension and Check activities. The curriculum for Bangladesh and Global Studies also specifies Learning Outcomes for each chapter. These are allocated by lesson in the Teacher's Edition, to help the teacher fulfil the appropriate outcomes.

Activity pages

The questions and activities are given equal space to the text because they are an essential part of the learning process. Pupils do not learn just by reading and memorization; they learn by asking and answering, by organizing information, and by finding out.

It is recommended that the teacher starts by establishing pupils' current understanding, and then uses reference to local examples wherever possible. The sequence of questions and activities progresses in difficulty through each topic, and develops and practises the following range of skills:

- **Speaking activities:** to encourage pupils to share their ideas and show their learning in a less formal way. Most activities encourage speaking in the whole class, with the teacher writing pupils' suggestions on the board. This also helps pupils to spell the words they might use in their own writing activities.
- **Writing activities:** again these usually progress in difficulty: from making lists, to dividing information into categories, to writing complete sentences.
- **Extension activities:** these offer opportunities for further development of the topic, e.g. through drawing or research that takes learning beyond the page. While these activities may take time to plan and administer, it is important to make time for them, as they will often provide pupils with the most memorable learning experiences.
- **Check questions:** these provide formative assessment at the end of each topic. They cover the range of multiple choice, fill the gap, matching and short answer questions.

The questions and activities require a range of whole class work, small groups, pairwork and individual activities. The teacher should consider how best to organize the class for these different groupings, so that pupils will quickly know how to get started on each kind of activity.

Skills matrix on p.vi of the textbook provides a summary of the skills developed through this range of questions and activities for each topic.

Assessment

Before the Glossary, a final section of short and long answer questions, chapter by chapter, is provided as practice material for summative assessment.



Skills matrix

Topic	Speak	Write	Extend
1.1	Concepts	Chronology	Research
1.2	Comprehension	Comprehension	Research
1.3	Discussion	Research	Analysis
1.4	Discussion	Comprehension	Research
1.5	Discussion	Descriptive writing	Research
1.6	Role play	Role play	Imagination
2.1	Comprehension	Comprehension	Research
2.2	Discussion	Analysis	Research
2.3	Analysis, discussion	Analysis	Research
2.4	Concepts	Chronology	Research
3.1	Discussion	Descriptive writing	Presentation
3.2	Reflection	Descriptive writing	Imagination
3.3	Reflection	Comprehension	Letter writing
3.4	Debate	Comprehension	Chronology
4.1	Reflection	Comprehension	Numerical analysis
4.2	Discussion	Comprehension	Numerical analysis
4.3	Discussion	Comprehension	Numerical analysis
4.4	Analysis	Letter writing	Numerical analysis
4.5	Discussion	Presentation	Research
5.1	Observation	Comprehension	Descriptive writing
5.2	Presentation	Letter writing	Imagination
5.3	Application	Application	Application
5.4	Debate	Application	Research
6.1	Discussion	Comprehension	Research
6.2	Observation	Comprehension	Letter writing
6.3	Analysis	Comprehension	Application
6.4	Discussion	Presentation	Research
7.1	Concepts	Application	Role play
7.2	Discussion	Application	Research
7.3	Discussion	Application	Role play
7.4	Discussion	Reflection	Role play
8.1	Numerical analysis	Persuasion	Application
8.2	Analysis	Chronology	Presentation
8.3	Analysis	Letter writing	Research
9.1	Discussion	Presentation	Application
9.2	Analysis	Analysis	Presentation
9.3	Application	Letter writing	Presentation
9.4	Concepts	Presentation	Research
10.1	Analysis	Application	Role play
10.2	Discussion	Letter writing	Role play
11.1	Concepts	Study skills	Presentation
11.2	Observation	Study skills	Reflection
11.3	Observation	Study skills	Drawing
11.4	Discussion	Study skills	Reflection
11.5	Concepts	Presentation	Map skills
12.1	Debate	Comprehension	Application
12.2	Discussion	Application	Application
12.3	Analysis	Letter writing	Presentation

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Chapter 1

Our Liberation War

1

Outbreak of war

The War of Liberation is a glorious event in the history of our nation. Through this war, we earned independence for Bangladesh. After the British left India in 1947, two sovereign countries were created: India and Pakistan. Pakistan comprised East and West Pakistan, and ever since 1947, the rulers of West Pakistan tormented the East. In protest, a number of attempts at resistance took place, listed below.



Bangabandhu Sheikh
Mujibur Rahman



Syed Nazrul
Islam



Tajuddin
Ahmad



Captain
M. Mansur Ali



A.H.M

Kamaruzzaman

1952	Language Movement
1966	Six-Point Programme
1969	Mass Upsurge
1970	Awami League's victory in general election
25 March 1971	Barbaric attacks by Pakistani armed forces, met with protest and resistance
26 March 1971	Beginning of Liberation War after the declaration of independence by Bangabandhu

As soon as war was declared, the first Government of Bangladesh was formed on 10 April 1971. It was known as the Mujibnagar Government. It took its oath on 17 April at Aambagan in the Bodyanathkhola village former Meherpur sub-division (now Meherpur district). Bangabandhu Sheikh Mujibur Rahman was declared the President of Bangladesh. But since he was in prison in Pakistan, vice president Syed Nazrul Islam became the acting president. The other key members of this government were Tajuddin Ahmad (Prime Minister of Bangladesh), Captain M. Mansur Ali (Minister of Finance and Planning) and A.H.M Kamaruzzaman (Minister of Home Affairs, Relief and Rehabilitation). This government played a crucial role in conducting the war, raising support at home and abroad, and sustaining public opinion. After the formation of Mujibnagar Government the war of liberation accelerated. This government led people from every sphere to free the country from the enemy.



A | Speak

Discuss with your teacher:

- What was the war of liberation?
- How is the war of liberation still significant to Bangladesh?



B | Write

Draw a **timeline** for the period of rule from West Pakistan, 1947-1971. Show peaks in the line for each of the resistance movements.



C | Extend

Ask the older members of your family what they remember about the period of rule from West Pakistan.



D | Check

What three things did the Mujibnagar government do?

1 _____

2 _____

3 _____

2 Military in liberation war

The military organisation of the war was set up on 11 July 1971, and was called the **Muktibahini**. It was led by General Osmani as Commander-in-Chief; his deputy was Group Captain A.K. Khondoker. The conventional forces were divided into 3 brigades:

- K force under Major Khaled Mosharrof
- S force under Major K M Shafiullah

• Z force under Major Ziaur Rahman. But for unconventional guerrilla warfare, the country was divided into 11 fighting sectors, as below.



Sector 1: Chattogram, Chattogram Hill Tracts and Noakhali

Sector 2: Noakhali, Cumilla, some parts of Faridpur and Dhaka Districts.

Sector 3: Moulovibazar, Brahmanbaria, Narayanganj and some parts of Keraniganj

Sector 4: Sylhet Sadar and the northern parts of Sylhet and all the central southern parts of Hobiganj.

Sector 5: Northern parts of Sylhet

Sector 6: Rangpur and Thakurgaon districts

Sector 7: Rajshahi, Dinajpur, Pabna and Bogura districts

Sector 8: Kushtia, Jashore, Khulna, Barishal and Patuakhali district.

Sector 9: Barishal, Patuakhali and Khulna and some parts of Faridpur.

Sector 10: It was an exceptional sector. There was no regional demarcation. The soldiers of this sector attacked the enemy hide through water ways and coastal sea regions.

Sector 11: Tangail and some parts of Mymensingh.

The regular fighting force of thirty thousand soldiers was called the **Mukti Fouz**. They fought alongside one lac guerrilla fighters and civilian resistance in a joint Muktibahini of military and civilian freedom fighters.

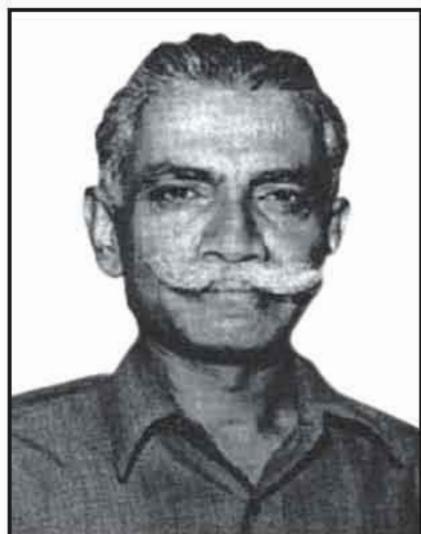
**A | Speak**

Discuss with your teacher:

- 1 Why were the forces divided into regular and guerrilla troops?
- 2 Why was Bangladesh divided into 11 sectors?
- 3 In which sector was your part of the country?
- 4 What was the main task of sector 10?

**B | Write**

Write a paragraph to describe how the Mukti Bahini was organised.



General Muhammad
Ataul Goni Osmani

**D | Check**

Complete the sentence:

The Mukti Bahini was _____

3

Freedom fighters

The entire country was mobilised to fight the war. Every social background and every ethnic group was involved. Women helped the freedom fighter providing them with foods, shelter and information receiving training many women directly participated in the war. Besides, immigrant Bangalees of different countries actively worked for the liberation war. Cultural activists also played their part, raising awareness through writing, art and performances.



Freedom fighters

In each of the 11 sectors the guerrilla forces had their instructions:

- Action groups carried arms and took part in frontal attacks
- Intelligence groups gathered information about the enemy's movements

The country's favourite song was 'Joy Bangla Banglar joy'; 'Joy Bangla' was the favourite slogan to the freedom fighters.

**A | Speak**

Discuss with your teacher all the things women did to help fight the war. Did any of your teachers or anyone you know participate in these ways?

**B | Write**

Write the lyrics of 'Joy Bangla Banglar joy', and then sing it with the class.

**C | Extend**

Read the blogspot answer of a school answering the question 'How did ordinary people participate in the liberation war?'

It became very necessary, the role of civil people; to fight for the freedom of the country. Ordinary people came forward to help the freedom fighters. The male members actively took part in liberation war. Some helped the freedom fighters secretly. Many women took training and they fought frontal war. During the war numerous common people stood beside the freedom fighters by taking risks of their lives. They inspired the freedom fighters to keep fighting by helping them with food and other essentials. Women played very vital roles in performing the tasks. The ethnic minorities of this country actively participated in this war. Only the Razakaar went against the fighters.

What would you add to their answer?

**D | Check**

Write your own short answer:

How did ordinary people participate in the liberation war?



Pakistani atrocities

Upon the directives of President Yahya on the night of 25th March, 1971 the Pakistani army attacked different places of Dhaka city including Rajarbagh police Lines, EPR Head Quarters Pilkhana, residential halls of the students as well as residents of Dhaka University teachers. When attacked the police members of Rajarbagh police Lines resisted with their 3 not 3 guns but they could not survive in front of the modern weapons of the occupying force. They also attacked other big cities in the country during that dreadful night. The code name of the attack was "Operation Searchlight". Many innocent people including students, teachers, police and EPR members were killed, which was nothing but a genocide. Thirty lac people were martyred in the nine month long liberation war. More than one crore people had to take shelter in India as refugees leaving their home and belongings.



Hardinge Bridge of Bangladesh was destroyed in the war

It has to be said that some Bengalis joined the opposition. These included organisations called the Shanti Committee, Razakaar, Al Badr and Al Shams. These traitors betrayed the freedom fighters by telling the Pakistanis the names of the residences, giving directions, translating Bangla language and helping in the destruction.

Finally, in December 1971, Pakistan made a plan to deprive Bangladesh of many of its intellectuals. Between 10 and 14 December many professors, doctors, teachers, artists, journalists and poets were captured and murdered. In memory of these intellectuals, 14 December is observed as Martyred Intellectuals Day (Shahid Buddhijibi Dibosh).



A | Speak

In small groups, discuss any accidents you have known at home. Why did they happen? What could you have done to avoid them?



B | Write

Write a description of an accident that happened to you, or one you heard about. How did you treat it? Write how to avoid such an accident in future.



C | Extend

Make a list of what each item in the first aid box is for.



D | Check

Complete the sentence.

A first aid box helps us _____

3 Staying safe on the roads

There are many accidents on the roads, so we must be careful at all times. Learn these three rules about crossing the street safely.

Walk on the pavement and not in the middle of the road.



Cross the road at the zebra-crossing, after looking carefully both ways.



Use the bridge to cross the road.



Road Accident rate in Bangladesh is higher than other developing countries. Most often cars, buses and trucks are driven recklessly. It is necessary to take caution against the vehicles like trucks, buses and private cars at the time of road crossing.



Discuss with your teacher this road safety code, called the Green Cross Code.

- 1 Find the safest place to cross.
- 2 Stop at the bend or just before reaching the end.
- 3 Look for traffic and listen.
- 4 If traffic is coming, let it pass.
- 5 When it is safe go straight across, and do not run.



Write a letter to your local newspaper asking drivers to be more careful of child pedestrians.



Divide the class into 5 groups: pedestrians, car passengers, motorbike riders, bus passengers, cyclists. Each group discusses and presents two ways to reduce the number of accidents in their category.



What kinds of road user can you see in the photos opposite?

- 1 _____
- 2 _____
- 3 _____



Our duties to the state

As a citizen, we have many duties and responsibilities to the state. Here are some of the duties, with examples.

To receive state education	It is our duty to receive education given by the state.
To be loyal to the state	We should know our country's recent history, and respect the efforts it took to gain liberation.
To obey laws	To help society run smoothly, we should obey all our laws, or expect punishment.
To pay taxes	We must give a share of our income to help the government pay for all the services it gives us.
To vote	It is a great duty of a citizen to vote.
To protect state property	We must be careful so that no properties are damaged. Besides we have to play an important role in protecting state/public properties.



National Parliament House, Dhaka



Discuss with your teacher what individuals can do to play a part in government. Can we make a difference?



If you were in charge of Bangladesh, what would you try to do for your country? Write your plan in 50-100 words.



Find out about when and where our elections take place.



Short answer question:

When you are old enough to vote, how will you decide which person to vote for?

Chapter 10

Democratic Attitude

1

At school

The word **democracy** means rule by the people. If people are involved in decisions, they are more likely to support the result. Democratic Value means respecting on others' opinion and taking decision based on the opinions of the majority.

Read this account of reaching such a decision in school:

Our class needed two new class captains. The teacher asked which students were willing to stand. Five students said they were willing, but there were only two posts. The teacher had an idea. He wrote the names of the interested students on the board. He gave the whole class two pieces of paper and told them to write down two names and drop the papers in a box. After everyone had cast their votes the teacher opened the papers and counted the votes. He then wrote the numbers on the board beside each name. The one who received the highest votes was made class captain 1 and the one who got the second highest votes was made class captain 2. Everyone accepted these two leaders happily. The election was based on the opinions of the majority.

Other similar situations in school could include:

- How to arrange the classroom
- Organising sports programmes
- Electing a group leader

**A | Speak**

Discuss with your teacher the account opposite.

- How else could the decision have been taken?
- What would have been wrong or right with alternative methods?
- What were the benefits of this method?

**B | Write**

Imagine there will be a sports day in your school. Write a list of rules for how your class will decide what activities will be included in the sports day.

**C | Extend**

In small groups, act out a role-play for reaching a decision in class. Choose a situation that happened to you all recently.

**D | Check**

What is a democracy?

- a) individual opinion
- b) group opinion
- c) rule by the people
- d) rule by a dictator

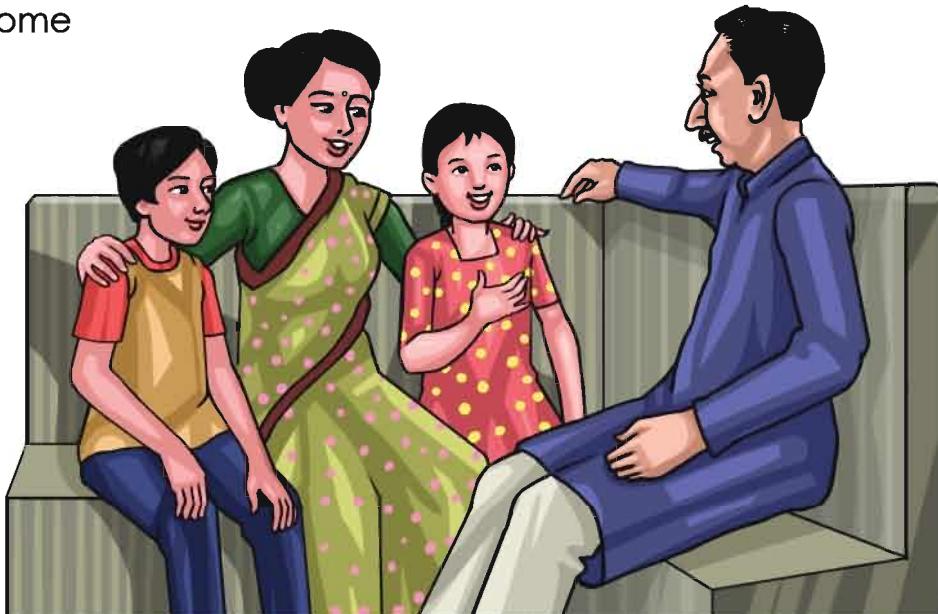


2

At home and at working place

At home, we should reach decisions by listening to each other's views. This could include decisions about:

- What we like to eat
- What we do at festivals
- How we decorate our home



Democratic attitude at home

Also **in the workplace**, people should consult women and men at every level about issues that concern them all. Then people will feel valued, and will feel encouraged to express their views. Also, companies will know how to produce goods that people want to buy.

In politics as well, we fought to win the principle of democracy. So we must defend and apply it at home, at school and at work. We should listen to and represent our people.

**A | Speak**

Discuss with your teacher why you think Pakistan targeted the intellectuals at the end of the war.

**B | Write**

Look back at page 4 and the text opposite:

Military forces in favour the of Liberation War	Military forces against the Liberation War
a	a
b	b
c	c

**C | Extend**

Find out what each of these intellectuals was known for.

- a Prof. Govinda Chandra Dev
- b Prof. Munir Chowdhury
- c Prof. Jyotirmoy Guho Thakurta
- d Prof. Rashidul Hasan
- e Journalist Selina Parvin
- f Dr. Aleem Chowdhury
- g Dr. Azharul Haque



a



b



c



d



e



f



g

**D | Check**

The purpose of Martyred Intellectuals Day is _____

5 Surrender and victory

Our Indian neighbours supported us throughout the war. They provided food, shelter and medical treatment to Bengalis refugees in India. They also contributed a military force to fight on behalf of Bangladesh in 'Operation Jackpot'. On 21 November a combined military force was formed with Mitrabahini and Muktibahini under Lt. Gen. Aurora.

On 3 December 1971 Pakistan dared to attack some Indian air base, so both the Mitrabahini and Muktibahini responded with a land, sea and air strike on Pakistan. The result was that Pakistan was forced to surrender on 16 December 1971. The war had lasted just 9 months.



The surrender of the Pakistani military in Dhaka

The surrender document was signed at the Racecourse ground in Dhaka by Lt. Gen. Nyazi of Pakistan and Lt. Gen. Jagjit Singh Aurora of the combined Indian and Bengali military. This signified the true independence of Bangladesh, so 16 December is celebrated every year as Victory Day. On 8 January 1972 Bangabandhu was released from prison in Pakistan and returned to Bangladesh on 10 January 1972.

**A | Speak**

Discuss with your teacher how Bangladesh managed to win the liberation war in just 9 months. Discuss:

- the military organisation
- the civilian involvement
- the foreign support and aid
- the causes of Liberation war

**B | Write**

Write a short paragraph to describe the signing in the photo.

**C | Extend**

Lieutenant General Jagjit Singh Aurora was a Sikh soldier who was born in Punjab.



Lt. Gen. Jagjit Singh Aurora

**D | Check**

What happened on these dates in 1971?

21 November _____

3 December _____

16 December _____

6

State recognition to
the Freedom Fighters

Public recognition was given to those who made sacrifices for the war of liberation. The highest award, Bir Shishtha, was given to those who fought and died for their country in the liberation war. The seven people below were given this title.



- a. Captain Mohiuddin Jahangir
- b. Flight Lieutenant Motiur Rahman
- c. Sipahi Hamidur Rahman
- d. Lance Naik Nur Mohammad Sheikh
- e. Sipahi Mostafa Kamal
- f. Engine Room Artificer Ruhul Amin
- g. Lance Naik Munshi Abdur Rauf

The other three awards were all given to those who showed courage and sacrifice in the war.

- ★ Bir Uttam
- ★ Bir Bikram
- ★ Bir Protik

Through the sacrifices of all the freedom fighters, our country has gained its independence.



Role-play in groups.

You are making an award to the families of the seven Birshrestho freedom fighters. Make the speech, thanking the family for the sacrifice on behalf of their country.



Write out your speech from the role-play activity.



This is the Liberation War Museum in Dhaka. What would you expect to find there?

Design a monument to commemorate the 50th or golden anniversary of the War of Liberation. Write an inscription to go on the monument.



Match the correct answers:

- a. Chief of Muktibahini
- b. Bengali collaborator supporting Pakistan
- c. Highest national award given in war
- d. Chief of Joint force

- Lieutenant General Aurora
- General Osmani
- Razakaar
- Bir Bikram
- Bir Sreshtho

Chapter 2

British Rule

1

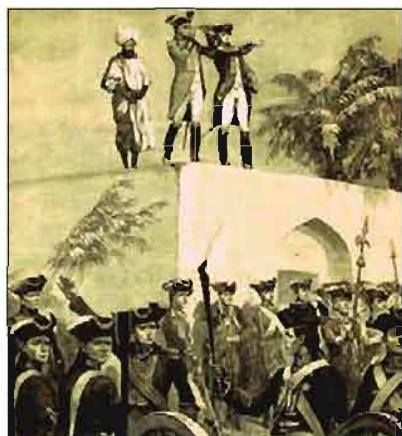
The Battle of Palashi 1757

The British first came to India in the 17th century in order to trade. They beat off competition from the Portuguese, Dutch and French. In 1600 they established the East India Company to run trade between the Mughal Empire of India and Britain.

They had their eye on gaining Bengal for its wealth. Bengal was ruled by Siraj-ud-Daulah, who became the last independent Nawab of Bengal in 1756 at the age of 22. As a young nawab, he had many troubles with his family, especially his aunt Ghaseti Begum. He also faced opposition from some of the merchants, like Rai Durlabh and Jagat Seth, who plotted against him.



Nawab Siraj-ud-Daulah



Battle of Palashi

These merchants finally joined forces with the British to fight the Battle of Palashi against the Nawab on 23 June 1757. The Nawab was defeated because his army chief Mir Zafar betrayed him on the battlefield. The Nawab was later murdered. This was the beginning of nearly 200 years of British rule, from 1757 to 1947.

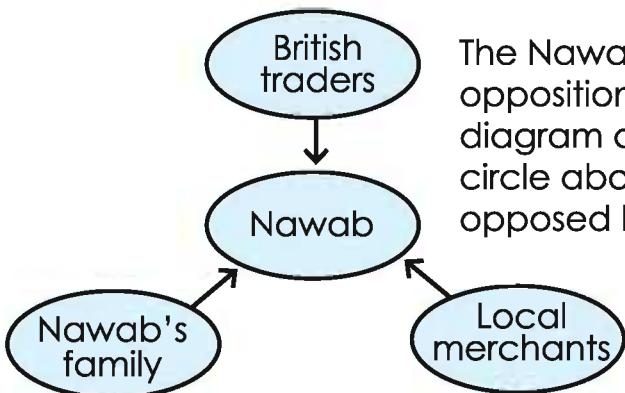


Discuss with your teacher:

- 1 Why were the British in India?
- 2 What did they want from Bengal?
- 3 Who ruled Bengal from 1757 to 1947?
- 4 Who conspired against him?
- 5 Why did the Nawab lose the battle?
- 6 What happened after the battle?



The Nawab had three sources of opposition against him. Copy this diagram and write more in each circle about the people who opposed him, and why.



The Mughals called Bengal 'the paradise of nations'. Find out more about the rulers of Bengal during the Mughal Empire.



When was the Battle of Palashi fought?

- a) 1857
- b) 1947
- c) 1914
- d) 1757

2

British rule in Bengal

The East India Company ruled Bengal for 100 years, from 1757 to 1857. Bengal came under Company rule, with Lord Clive as the first governor. After one hundred years of Company rule, in 1857 the Sepoy Mutiny occurred against the Company's policy and exploitation. The British queen took the rule of the whole of India including Bengal in her own hand annulling the rule of the company, in 1858, which continued till 1947.

There were some bad effects of British rule:

- The 'divide and rule' policy set castes, religions and nationalities against each other.
- The local economy was so run down that craftsmen were unemployed, farmers became poor and suffered from famines, e.g. the Chittagong famine in 1770.
- The zamindars (landlords) became very rich and exploited the poor.

There were also some good effects of British rule:

- Education was encouraged with new schools, colleges, universities and printing presses.
- Transport and communications were improved, with better roads, railways and telegraph.
- The combination of education and communication produced the 'Bengal Renaissance' of the 19th century, when new ideas and culture developed.



Hindu College, Kolkata, founded in 1816

**A | Speak**

Discuss with your teacher what each of these people did for Bengal:

- Mir Zafar
- Mir Qasim
- Lord Clive
- Raja Ram Mohan Ray

**B | Write**

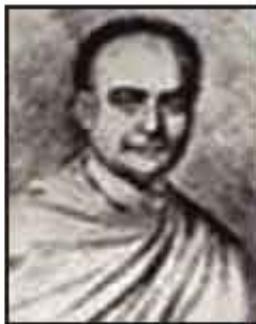
Note that the college built in Kolkata was for Hindu education. How did this help the British with their 'divide and rule' policy?

**C | Extend**

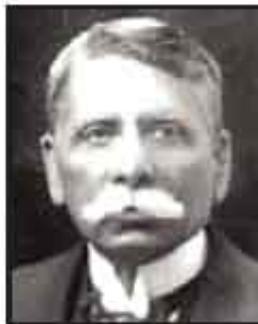
Here are four significant Bengalis who helped start the Bengal renaissance. Find out what each of them did.



Raja Ram Mohan Ray

Iswarchandra
Vidyasagar

Nawab Abdul Latif



Syed Amir Ali

**D | Check**

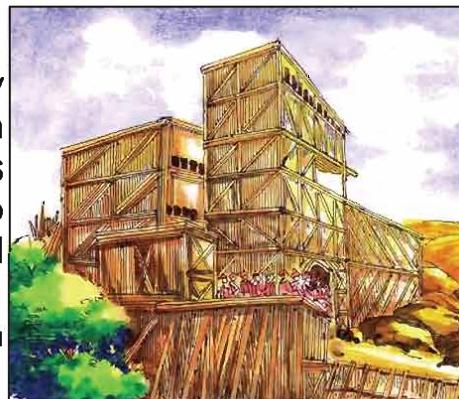
Complete the sentence:

The East India Company governed Bengal for _____ years, from _____ to _____

3

The Sepoy Mutiny 1857

There were several attempts of mutiny against the East India Company through the 19th century. Such an attempt was taken by Titumir, who built a bamboo fort near Barasat in the village of Narkel Baria to resist the British. However in 1831 his troops were defeated by the British army and Titumir was killed.



The bamboo fort of Titumir



Mangal Pandey

Some of the causes of the mutiny were:

- The post of constables in British - Indian Army was dominated by the Indians. While the number was fifty thousand for the British, the number was three lac for the Indians.
- For several reasons there was chaos and social indisciplines among the soldiers at different areas of India
- The soldiers were directed to work outside India after 1856,
- There was rumour that the tallow delivered from beef and pork was used to grease the cartridges for cannons and guns used in Indian army. It sparked religious restlessness to both Hindu and Muslim.
- The Sepoy Mutiny was supported by mass people. So they got themselves involved in this mutiny. The British took stern steps against it. Nearly one lac Indians were killed to control this mutiny.

The rule by the East India Company was now replaced by Queen Victoria becoming Empress of India. She appointed a Viceroy to govern in India.

**A | Speak**

Discuss with your teacher the causes of the 1857 Mutiny.
Why was each cause important?

**B | Write**

In pairs, decide an order of priority for the causes of the Mutiny and write them here:

Causes of the 1857 Mutiny

1

2

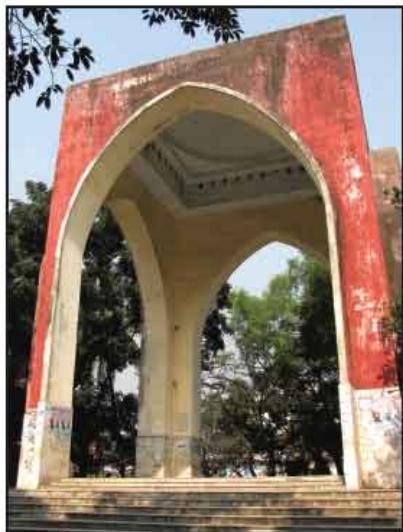
3

4

5

**C | Extend**

The picture shows the memorial to the 1857 Mutiny in Bahadur Shah Park in Dhaka. This was where rebel Bengali sepoys were executed. Find out more about this park. Who was Bahadur Shah? Why was the park named Victoria Park in the 19th century?



Memorial to the Sepoy Mutiny, built in 1957 Bahadur Shah Park in Dhaka

**D | Check**

What were the results of the 1857 Mutiny?



Further resistance

Resistance to British rule continued through the 20th century. The spirit of patriotism increased due to the spread of education and the renaissance movement. In 1885 the Indian National Congress Party had been formed. The British were worried about the power of nationalist feeling and in 1905 they decided to divide Bengal province. The new east Bengal included Assam. But resistance was intense, so in 1911 the division of bengal was annulled.

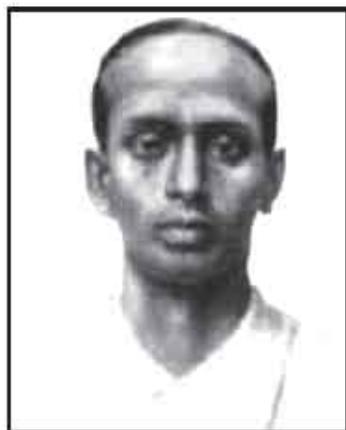
The next stage of political resistance was the formation of the All Indian Muslim League party in 1906. In Bengal the most serious revolts were the Swaraj, Asahyog, and Armed Youth movements. The three martyrs who lost their lives are shown below. The sacrifice of Khudiram, Pritilata waddedar and Masterda Suryasen is ever-rememberable against the British rule.



Khudiram Basu



Pritilata Waddedar



Masterda Suryasen

The third stage was political resistance led by Netaji Subhas Chandra Bose and Sher-e-Bangla A. K. Fazlul Huq. Meanwhile nationalist feeling was fuelled by the poetry, music and literature of Rabindranath Tagore, Kazi Nazrul Islam, Bankim Chandra Chattopadhyay, Sarat Chandra Chattopadhyay and the feminist work of Begum Rokeya. Finally in 1947 India gained its independence from Britain, and India and Pakistan were created as two separate states.

**A | Speak**

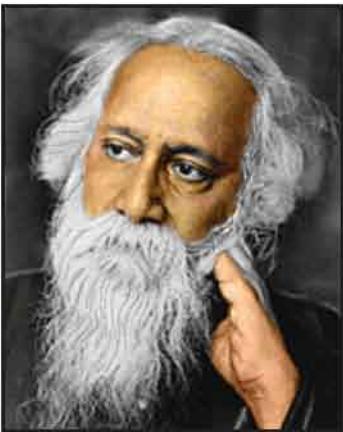
Discuss with your teacher how poets and writers can contribute to political resistance.

**B | Write**

Draw a timeline of the resistance movements of the 20th century in Bengal. (See page 2 as well.)

**C | Extend**

These three people contributed greatly to Bengali culture in the Bengali renaissance. Find out more about Rabindranath Tagore, Kazi Nazrul Islam and Begum Rokeya.



Rabindranath Tagore



Kazi Nazrul Islam



Begum Rokeya

**D | Check**

What was the Bengal renaissance concerned with?

- a) new building
- b) arts and literature
- c) the birth rate
- d) Sepoy Mutiny

Chapter 3

Historical Monuments in Bangladesh

1

Mahasthangar and Wari-Bateshwar

Bangladesh has many significant historical sites. They help us learn about important cultures of our past.

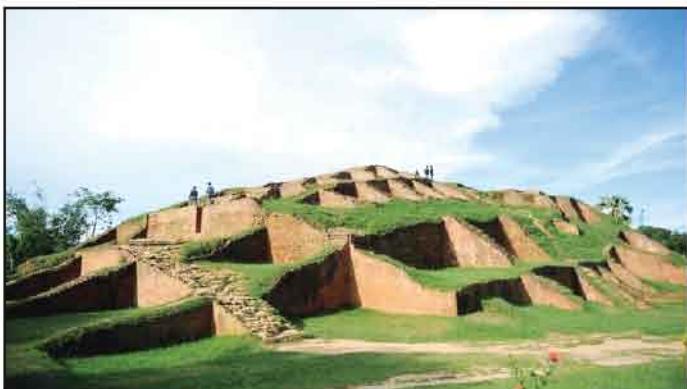
Mahasthangar

This historical site carries the testimonies of the history of Bengal dated from the 3rd century BC and 1500 years. Mahasthangar was known as 'Pundranagar' during the Maurya dynasty. It is on the Karatoa river, 18 km north of Bogura city.

The finds here include:

- an old fortress fortified with a ditch
- an ancient Brahmin inscription
- religious relics
- plates, sculptures, coins, beads
- the Khodai Pathor stone, 3.35 m long

Mahasthangar



Wari-Bateshwar

This site combines two villages named Wari and Bateshwar. It dates from the same period of the Maurya dynasty, 450 BC. It is more connected with sea routes, being in the Norshingdi district. It also had roads, suggesting early urbanisation. The finds include silver coins, stone figures and beads.



Finds from Wari-Bateshwar

**A | Speak**

Discuss with your teacher why you think we should preserve ancient monuments. What kind of things we can learn from the finds in museums?

**B | Write**

Look at this picture of the Khodai Pathor stone, with an image of Buddha carved on it. Describe it to someone who has never seen it.



The Khodai Pathor stone

**C | Extend**

Make an attractive tourist poster for Mahasthangar. What features of the place would attract people to visit?

**D | Check**

Complete the sentence:
Both these sites were begun in the _____ dynasty.
around _____ BC.

2

Paharpur and Mynamati

Paharpur

This site dates from King Dharmapalar of the Pala dynasty, AD 781-821. It is in Naogaon district of Rajshahi division.

It has a 24 metre

high mound which is known as 'Somapura Mahavihara'.



Paharpur

This mound is a fascinating excavation with 177 Monastic Cells round an old Buddhist monastery. The other buildings are temples, a kitchen, a dining room and brick drains. The finds include terracotta statues of animals.



Mynamati

This was a centre of Buddhist civilisation, though there are also Hindu and Jain statues. It was also a centre of education, with accommodation for teachers and students. The finds include terracotta plates, with wonderful decorations of animals, like a mongoose fighting a cobra and a running elephant. The museum also displays coins and stone inscriptions.

Mynamati

Mynamati also dates from the 8th century, from King Manik Chandra and his wife Mynamati. It is near Cumilla city in south-east Bangladesh.

**A | Speak**

In pairs, discuss which of these two monuments Paharpur and Mynanamati you would prefer to visit. What are your reasons? How would you persuade your family to take you to visit?

**B | Write**

This is a beautiful terracotta carving from Paharpur.
Write a sentence to describe it for a tourist leaflet on the site.

**C | Extend**

Imagine you are the archaeologist who discovered Paharpur. Describe what you found when you started digging.

**D | Check**

Write these characteristics under the right heading:

mound	Buddhist relics	Monastic Cells
8th century AD	south-east part of Bangladesh	northern of Bangladesh

Paharpur	both monuments	Mynamati

3

Sonargaon and Lalbagh Fort

Sonargaon and Lalbagh Fort are the two historical sites of the 17th century.

Sonargaon

Sonargaon is located south-east of Dhaka in Narayanganj district, on the Meghna river. This area was the old capital of the Muslim sultans of Bengal.

There are still various tombs there, including the tomb of Giasuddin Azam Shah. After Musa Khan, son of Isa Khan, was defeated in battle in 1610, the capital moved from Sonargaon to Dhaka.

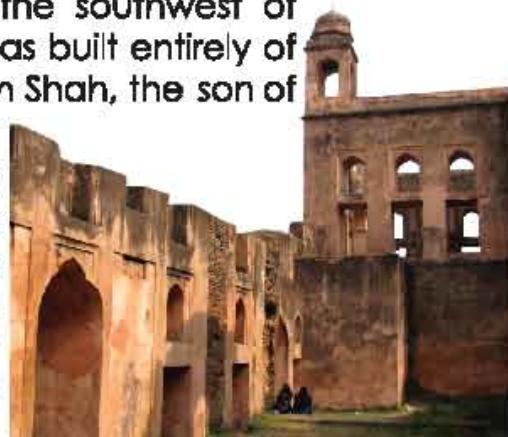


Folklore museum at Sonargaon

Panam City was built nearby in the 19th century as a Hindu business centre for trading cotton. To retain the glory of Sonargaon, renowned artist Zainul Abedin established a folklore museum in 1975. The folk museum is a main attraction for tourists in Bangladesh.

Lalbagh Fort

This was built in 1678, and is to the southwest of Dhaka, on the Buriganga river. It was built entirely of bricks, by Prince Mohammed Azam Shah, the son of Emperor Aurangzeb. But he never completed it, so the Mughals camped in tents in the open space at the centre. The building also has secret tunnels to the south, and a three-domed mosque. At present Lalbag fort is being used as museum site.



Lalbagh Fort

**A | Speak**

Discuss with your teacher why people decided to build important cities on a river.

**B | Write**

In pairs, write notes about what there is to see at each of these monuments:

Site	Things to see
Sonargaon	
Panam City	
Lalbagh Fort	

**C | Extend**

Write a letter to your head teacher saying why you think the school should make a visit to Sonargaon.



Panam City

**D | Check**

Complete the sentence:
Sonargaon was built at the time of _____



Ahsan Manzil

Beside the river Buriganga, Ahsan Manzil the palace of the Nawabs of Bengal was built. Jamindar Sheikh Enayelullah of Jamalpur parganah built the palace during Mughal period . In 18th century his son Sheikh Motiullah sold this palace to the French businessman for using the palace as a business center. In 1830 Khaja Alimullah bought the palace from the French and used it as a palace. After that Khaja Abdul Gani modified the palace and built a new building. He named this palace as Ahsan manzil according to his son's name Khaja Ahsanullah.



Ahsan Manzil

The palace was damaged by a tornado in 1888, and in 1897 by earthquake. After that it was fully repaired . In 1985 it was taken over by the Bangladesh government and has been restored to its former glory.

It has long corridors along the north and south sides. It also has a ballroom, court room and rangmahal. Ahsan Manzil is a notable example of stately architecture of Bangladesh .

**A | Speak**

Have a class debate on whether you think old monuments should be preserved if they cost a lot to restore. Make two teams, and each team argues one side of the debate. Think of strong reasons.

**B | Write**

In pairs, write notes about the four periods of monuments covered in this chapter:

Date	What was happening
3rd century BC	
AD 800	
17th century	
19th century	

**C | Extend**

Draw a timeline for the four periods described in this chapter. Add pictures of the monuments.

**D | Check**

Write the names of historical places and sites reading the part below:

- It was called Pundranagar during the Maurya dynasty. _____
- Here they found silver coins, stone figures and beads. _____
- Its museum displays coins and stone inscriptions. _____
- It had secret tunnels and a three-domed mosque. _____

Chapter 4

Our Economy: Agriculture and Industry



Rice, wheat, pulses

Bangladesh is a mainly agricultural country. About 80% of the population works in agriculture, growing crops for domestic and export sale. Agriculture is successful especially in the fertile delta region. But just 20% of the country's economy comes from agriculture.

In this lesson we shall learn about three main food grains – Rice, Wheat and Pulse.

Rice

Rice is our main crop, so it is also the most popular food in Bangladesh. The climate is suitable to grow rice everywhere, in shallow water, called paddy fields. Three main types of rice (aus, aman and boro) are produced in Bangladesh.



Paddy field



Wheatfield

Wheat

It is grown in the north and west of Bangladesh. It is cultivated in winter. Day by day the demand of the foods made from wheat is growing in Bangladesh. As a result, the cultivation of wheat is increasing.

Pulses

Pulses are an important agricultural product in Bangladesh. Pulses include chhola, moshur, motor, muug, maskolai, khesari and orhhor. They grow in the north and west of Bangladesh. However, pulses are imported from abroad to meet the demand in this country.



Pulse

**A | Speak**

Discuss with your teacher what the word 'economy' means.

Now talk more about agricultural production:

- What crops have you seen being grown?
- Where have you seen them being sold?
- What agricultural products do you like to eat?

**B | Write**

Write the information from the opposite page in the table.

	Rice	Wheat	Pulses
How we eat it			
Where it is grown			

**C | Extend**

Here are the figures for annual production and imports of these crops in million tons. Describe in words what the figures tell you.

- Which is the largest crop for home production?
- Which is the largest import?

Name of the crops	Rice	Wheat	Pulses
Home production	34	1	0.75
Imports	0	0.5	3

**D | Check**

What is our main agricultural crop?

- a) rice b) wheat c) pulses d) corn

2

Potatoes, oilseed and spices



Potato

Potatoes

Potatoes are a root vegetable, as you can see in the picture. They grow well in our fertile soil, with its sand and loam. We produce round and sweet potatoes especially, for home and export.



mustard Field



Chilli pods

Spices

We also use a lot of spices in our food, to make it tasty. We grow onions, garlic, ginger and chilli. We produce most of our domestic needs, but we import some spices as well.



A | Speak

With your teacher, discuss the influences on what farmers choose to grow:

- climate
- soil
- demand from consumers



B | Write

Fill in all the information you can in this table.

	Potatoes	Oilseed
Which part of the plant do we eat?		
How do we use it in our cooking?		



C | Extend

Explain what the figures show in this grid:

	Potatoes	Oilseed
Home production (million tons)	4	0.5
Export/Import	Exports	Imports



D | Check

The six main agricultural products from this chapter, which we produce to eat at home, are: _____

3 Jute, Tea and Tobacco

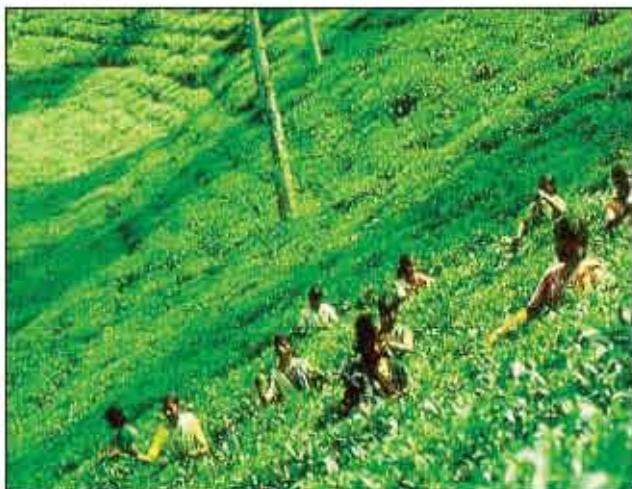
Cash crops are agricultural products that earn foreign currency by being sold for export.

Jute

Jute is our main agricultural export. Bangladesh produces the most jute in the world, after India. It is called the 'golden fiber' of Bangladesh. The areas of Mymensingh, Faridpur, Cumilla, Pabna, Kustia, Jashore and Naogaon produce the most jute in Bangladesh. Ropes and sacks are made of jute. Bangladesh earns a lot of foreign currency, exporting jute. Our climate is suitable for jute cultivation.



Jute field



Tea garden

Tea

Tea is another main crop for export. It grows especially in Sylhet and Chattogram. Recently it has also expanded to Dinajpur and Panchagar. Tea from Bangladesh has a good reputation, so it is in demand overseas. Exporting tea, Bangladesh earns a lot of foreign currencies.

Tobacco

Tobacco is used for making cigarettes and biri. It grows in many regions, including Rangpur. Much of it is exported, but demand is falling as smoking is discouraged for health reasons.

Other cash crops include cotton, silk, betel nut and rubber.

**A | Speak**

Discuss with your teacher how people use the products from these cash crops in their daily lives:

- jute
- tea

**B | Write**

Fill in the boxes with information from the opposite page.

	Jute	Tea
What it is used for		
Where it is grown		

**C | Extend**

Fish is also an important agricultural export, making up 23% of our agricultural income and 5% of our exports.

The most important fish exports are frozen shrimp and prawns and frozen fish.

Where do you think fish-farming will be done?

**D | Check**

Complete the sentence.

We export agricultural produce in order to _____



Industry in Bangladesh

Fabric

Bangladesh is known for its high quality fabrics. Most of the fabric industries are situated in the districts of Dhaka, Narayanganj and Gazipur. Some cottons and silks, for example for sarees, are made on handlooms. Once the cloths made from muslin were world famous. But we have to import some fabrics to feed our huge garment industry.



Loom



Garment Factory

Garments Factory

Garment industry is one of the important industries in Bangladesh. The larger portion of our export earnings comes from the garments sector. Several million women and men work in our garment factories. They make all kinds of garments for Western companies.

On a smaller scale, we also make goods out of leather to export: shoes, belts and bags.

Jute

As well as exporting jute as a raw material, we also manufacture goods from jute. Our jute mills are in Narayanganj, Chandpur, Daulatpur in Khulna , usually beside rivers, to help with transport. We use jute to make bags, carpets, and even clothes, for home use and export.



Raw Jute



A | Speak

With your teacher, discuss the questions below about our top four imports and exports.

Imports	Exports
Woven cotton	Men's suits
Petroleum	T-shirts
Raw cotton	Sweaters
Palm oil	Women's suits

- Which items are part of the clothing industry?
- What textile materials are imported?
- Which garments are exported?
- Why are we still importing raw cotton?



B | Write

The Ministry of Agriculture has decided to turn 70,000 hectares of tobacco fields into cotton cultivation. Write to the farmers to tell them why cotton is needed more than tobacco.



C | Extend

From the exports listed above, what can you learn about the contribution of the garment workers in earning foreign currency?



D | Check

Match each crop with where it is grown.

Wheat	Sylhet and Chattogram
Tea	Rangpur
Jute	north and west of Bangladesh
Tobacco	mymensingh

5

Heavy industry and cottage industry

Bangladesh has some industries that produce on a large scale and some industries that work on a small local scale.

Heavy Industry

Of all the heavy industries, fertilizer, cement, pharmaceutical, paper and sugar industries are noteworthy. These are fertilizer factories at Fencguganj, Ghorashal, Ashuganj, Chattogram, Tara Kandi, and different places in Bangladesh, yet we have to import fertilizer from abroad. We have cement works to supply our building industry. We have pharmaceutical factories that produce important medicines. We have paper mills that turn timber into paper. There are three paper mills currently run by the government in Chandraghona, Khulna and Pakshi. There are also few more paper mills run by the private companies. But we still need to import some paper. We grow sugar that is refined in sugar mills. But Bangladesh imports a lot of sugar for its needs.

Cottage Industry

Cottage industries make things on a small scale, or in people's homes.

Wood is forested in Sundarban, Chattogram and Sylhet. It is then used to make houses and furniture: Cots, tables, chairs, benches, cupboards.

Brass objects are made for domestic use. Islampur of Jamalpur district, Kagmari of Tangail district and Dhamrai of Dhaka District are famous for brass objects. We make pottery and terracotta objects from clay: pots, plates, vases and tiles.



Basketry: another cottage industry

**A | Speak**

Discuss with your teacher:

- What industries have you seen?
- Could you see what they were making?
- How big were they?
- What kind of buildings did they have?

**B | Write**

In pairs, write a short presentation on one of our textile industries or cottage industries. Describe the raw materials it uses and how it processes them. Present to the class.

**C | Extend**

Find out more about one of our industry **brand names**.

What is the company?

What do they make?

Where is their factory?

How big is it?

**D | Check**

Write these industries in the right column.

brass cement paper pottery fertilizer

Heavy industry	Cottage industry

Chapter 5

Population

1

The impact of over-population on families

We have studied the figures for over-population in previous classes. Over-population can make it difficult for families to find food, clothing and housing.

Food

Bangladesh is an agricultural country, and we need all our farm land. But more land is needed for human settlement, so our agricultural land is diminishing. This means that we have to keep importing various foods. Almost 2.5 million metric tons of food is imported every year. But at present we are able to grow sufficient food for our people.

Clothing

Clothing is a basic need for all children. Large families sometimes cannot afford clothes for all their children. The children cannot go to school if they do not have clothing.

Housing

There are already 1 million homeless people in Bangladesh, according to United Nations data. A further 3 million people are added to the population every year. It is difficult for the government to supply housing for everyone. So the homeless come to the cities in search of work and shelter. It is seen in the picture that rootless people coming in the cities are leading an inhuman life.



**A | Speak**

Discuss with your teacher any examples of over-population in your area. Use the three headings of Food, Clothing, Housing.

**B | Write**

From Chapter 4, write three foods that we import. Write the amount if you know it.

Food import	Amount per year

**C | Extend**

Imagine a day in the life of children who don't have a proper home in the city. Describe the problems they face.

**D | Check**

How many babies are born each year in Bangladesh?

- a) 1 million b) 1.2 million c) 2.5 million d) 3 million

2 The impact of over-population on society

For society as a whole, over-population puts pressure on education, health and the environment.

Education

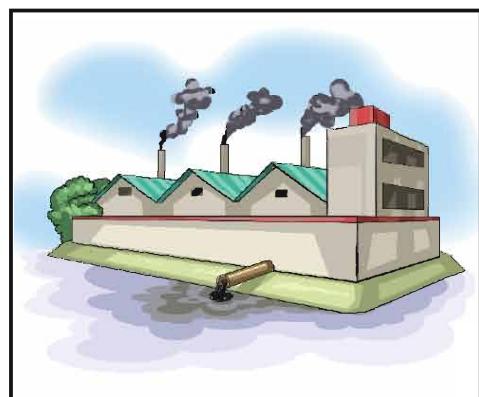
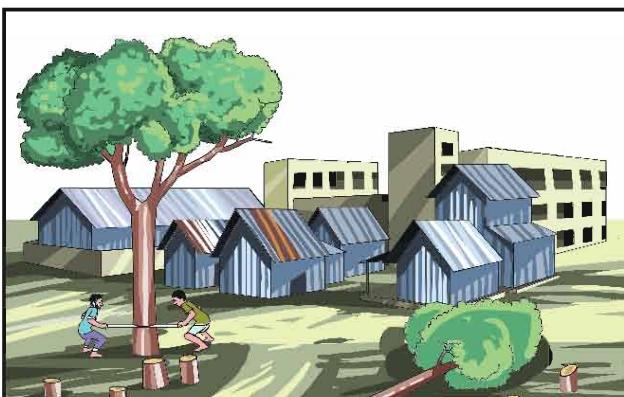
Education is crucial to the progress of our society. But 35% of our population is still illiterate. This is partly because there are not enough resources for education; and partly because poor families cannot afford to send their children to school. Even after they enrol in school, children may have to drop out to help the family.

Health

The number of doctors in our country is inadequate for the size of our population. Many people are under-nourished or suffering from disease. Their poor health often means they cannot work to earn a living and help our economy.

Environment

Over-population has a bad effect on the environment. People cut down too many trees for housing. Chemicals and fertilisers are polluting our rivers and streams, already over-used for drinking water. All this eventually has an effect on climate change.



Effects of over-population on the environment

**A | Speak**

In small groups, discuss how society could raise the level of literacy. How could more children go to school? Each group presents their best idea to the rest of the class, and then the whole class agrees on the best ideas.

**B | Write**

What is the role of a doctor in the development of health sector?

**C | Extend**

Over-population also puts pressure on the roads. Imagine you are in charge of the transport planning for a busy city. What would you plan to do for:

- rail routes
- bus passengers
- car drivers
- pedestrians

**D | Check**

Write 3 effects of over-population on the environment:

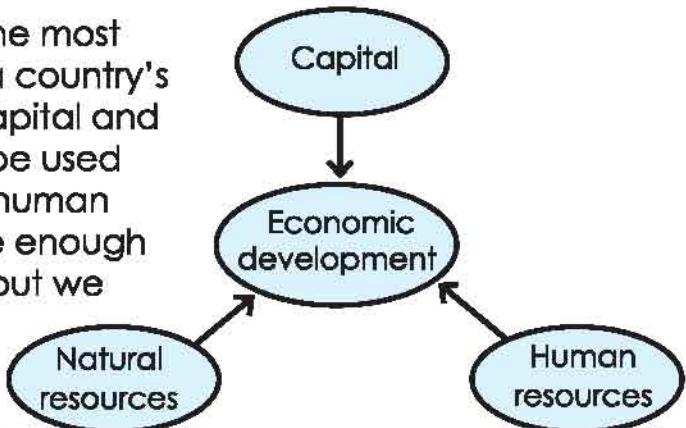
1 _____

2 _____

3 _____

3 Population as human resources

Human resources is one of the most important requirements for a country's economic development. Capital and natural resources can then be used effectively, with the help of human resources. We may not have enough capital (meaning money), but we have plenty of natural and human resources. So how can we turn our large population into more productive human resources, or man power?



The first option is to export labourers to other countries, in order to earn foreign currency. People with different skills travel to foreign countries so that they can both help their families financially, and also contribute to the economy of our country.

The second option is to improve our levels of education, so that our labour force becomes literate and productive. The government can create vocational training programmes to help prepare people for work.

The third option is to train people in specific skills in technical training centres, so that they can help develop new industries like electronics, for instance.



**A | Speak**

In small groups, explain how the diagram opposite works for an industry. Take the example of a paper mill. Describe what capital, natural resources and human resources it needs.

**B | Write**

In pairs, write examples of methods for turning population into effective manpower.

Method	Example
Export manpower	
Improve our general levels of education	
Specialised training	

**C | Extend**

In small groups, think of a new industry that could be started in your area. Write what it needs under these headings:

Capital	
Natural resources	
Human resources	

**D | Check**

Which resource does Bangladesh think it needs more of for economic development?

- a) machinery
- b) infrastructural development
- c) clothes
- d) capital



Solutions to over-population

In conclusion, we need a combined strategy in these areas:

Food	Increase the production of foodstuffs
Housing	Increase public and private sectors, spending on housing
Environment	Reduce the pollution of the environment so that people's standard of living is improved
Health	Increase government spending on immunisation and health care so that people are able to work better
Education	100% literacy rate must be ensure, Necessary steps must be taken to expand quality education
Skill development	Increase technical education so that our industries can expand
Balance of trade	Reduce imports and increase exports



Hold a class debate on the issues opposite. Each of the seven groups argues for its issue as the highest priority for government action. The class then vote on the order of priority for the list of issues.



Choose one of the issues opposite and explain why it should be the government's top priority.



Try to find out where the children from your school eventually go and work. Can you find out how many work in agriculture, or in industry, in offices, or go to higher education?



Short answer question:
How could we use our large population to increase our exports?

Chapter 6

Climate and Disaster

1

Climate change



The definition of weather is average temperature, rainfall and air pressure during a short period, like a week. The definition of climate is average weather over a long period, like 30-40 years. Bangladesh's natural location and climate put it at risk of natural disasters, like tornadoes, floods and earthquakes.

But the climate is changing throughout the world, for various reasons. Most are due to man-made pollution from factories and vehicles, which causes global warming. This in turn causes areas of ice to melt and rivers to dry up, which further damages the environment.

Climate change causes different impacts in Bangladesh.

- Increased average temperature
- Heavy rainfall or less rainfall
- More tornadoes
- Frequent severe floods
- Damage to agricultural land from increased salinity
- Trees and animals are destroyed
- Ground water level is going down

When climate change becomes very severe, it causes more natural disasters. It is estimated that by 2050 20% of Bangladesh's land area might be flooded by seawater. The impact on food production, housing, health, employment would be serious. Therefore, along with other ministries, the Ministry of Disaster Management and Relief has been working to manage the risks.



A | Speak

Discuss with your teacher the issue of climate change:

- What are we doing wrong?
- What effects are we causing?
- What's the worst that could happen to our globe?
- How could we stop it?



B | Write

In pairs, write the causes and effects of climate change in the two columns. (You could look at page 42 for more examples.)

Man-made causes	Climatic results



C | Extend

Find-out about the information cyclone like Sidr in 2007 in the Bay of Bengal, whose speed was 160 km per hour and caused death to 3447 people. Cyclone Aila in 2009, in which 330 people died, 8208 were missing and over 1 million were homeless. What do your family and teachers remember about these cyclones ?



D | Check

What happens to the natural environment when the temperature rises?

2

Riverbank erosion

Bangladesh is a country with many rivers. If the banks burst, valuable farming land is lost. Homes and villages may be lost, as well as roads, railways, and schools and colleges. As a result there are great economic and social costs.



Riverbank erosion

The main natural cause of erosion is floods. The extra volume of water in the rivers puts pressure on the banks. If they burst they cause immense damage. There are also man-made threats to river banks:

- Extracting sand from riverbeds
- Cutting down trees near river banks
- Unplanned river excavation

The man-made causes combine with the natural causes to threaten the rivers that flow through our farmland and villages.

**A | Speak**

Discuss with your teacher any rivers and streams near you.
Have they ever flooded?
Have you seen any man-made threats near the river banks?
What have been the effects of any floods?

**B | Write**

In pairs, write the man-made causes and the effects of riverbank erosion.

Man-made causes	
Effects	

**C | Extend**

Water Development Board, who are responsible for the river banks, suggesting:

- Building embankments for flood protection
- Maintaining sluice gates and culverts for irrigation
- Creating systems of flood warnings

Write a letter to the Water Development Board suggesting what they need to do for your area.

**D | Check**

What are the results of river erosion?

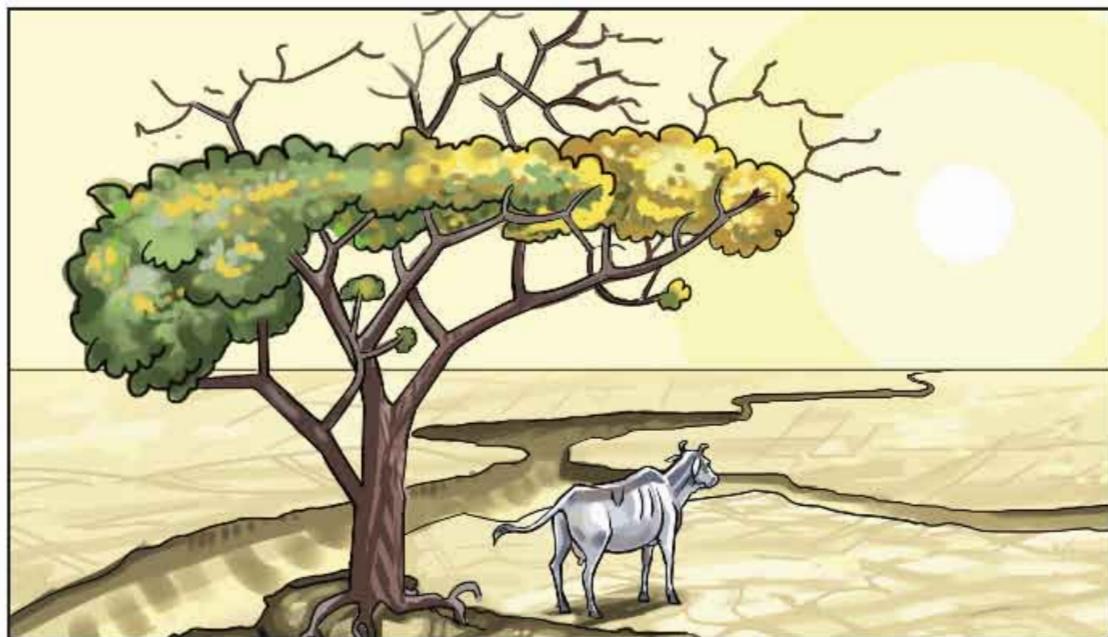
3

Drought

Although some parts of our country suffer from frequent floods, other parts suffer from drought. This is especially in the north-west, where there is less rain and fewer rivers.

The man-made causes of drought include:

- Cutting down trees, because the roots hold water in the soil, and the leaves put moisture back in the air
- Too much building covers the ground with concrete so that it does not absorb water
- Air pollution from factories also makes the atmosphere drier

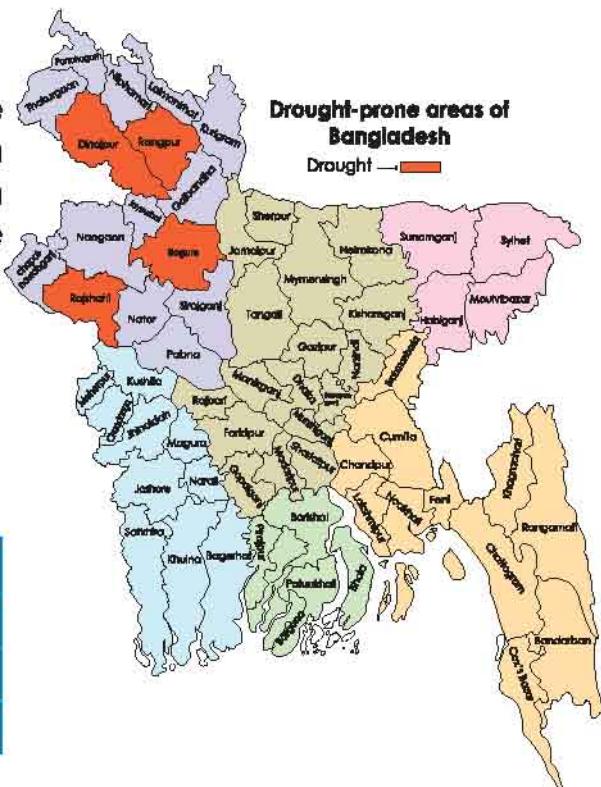


The effects of drought include:

- Rivers, wells, lakes and canals dry up
- It is harder to cultivate crops in the fields
- Fodder for cattle becomes scarce
- There is no rain water to drink

**A | Speak**

The 4 red areas in the map are prone to drought. Discuss with the help of the teacher. Which division are they in? what is the land like there?

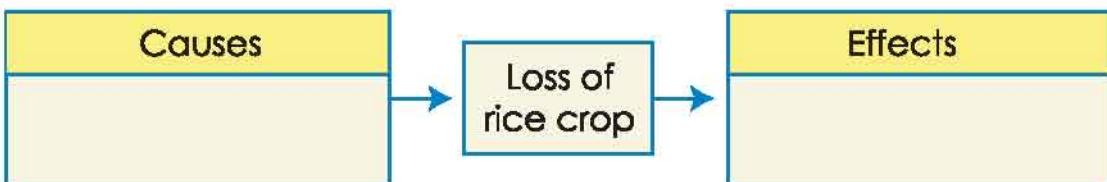
**B | Write**

In pairs, write the effects of drought for each of these:

Rivers	
Fields	
Animals	
People	

**C | Extend**

The government Department for Disaster Management says that 'As much as 17% of the Aman crops, the main paddy crops in the wet season, may be lost in a typical year due to drought.' Write the causes and effects of this situation.

**D | Check**

Complete the sentence:

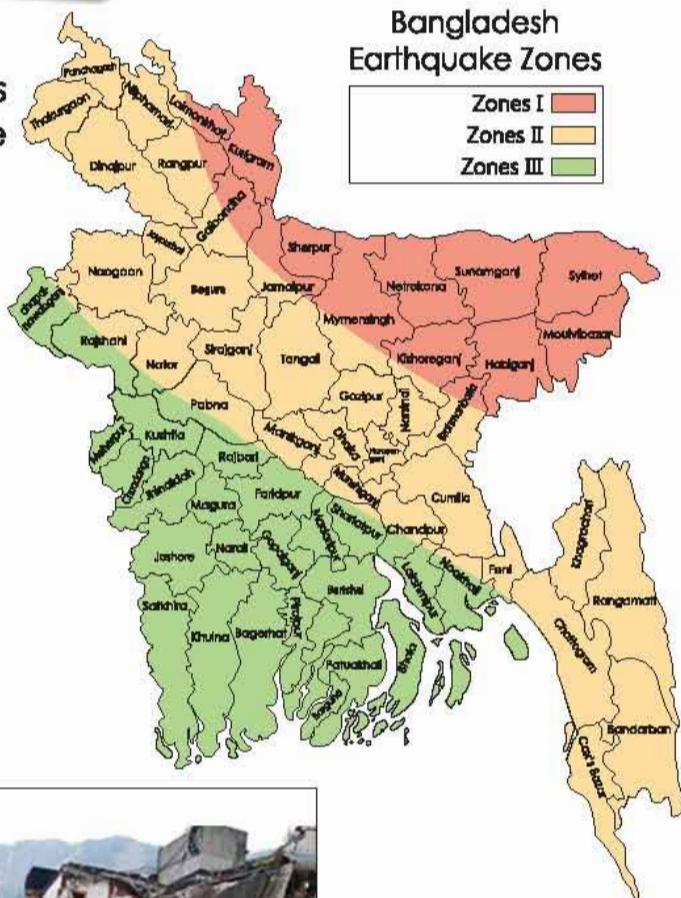
There is more drought in the north-west of Bangladesh because



Earthquakes

Bangladesh is at risk of earthquakes because of its geological position. On the map, Zone I in the north-east is the most at risk, while Zone III in the south-west is the least at risk.

The government and developers should take precautions by building housing that can survive such shocks.



Effects of earthquake

**A | Speak**

Discuss with your teacher what precautions we can take in our homes against all kinds of disasters. How will you announce such news in your neighbourhood?



Warning people by loudspeaker

**B | Write**

In pairs, divide these precautions into **Before**, **During** and **After** an earthquake. Then make a poster to warn people what to do.

- Stay completely calm.
- If you are in bed, cover your head with a pillow.
- Shelter under a wooden table or other strong furniture.
- Stay away from balconies or furniture that could fall.
- If you are in a building, stand under a beam.
- After the first shock, leave the building and stay outside.
- Keep first aid supplies ready.

**C | Extend**

Collect some data on the 25 th April 2015 earthquake in Nepal. Then write an article describing what happened.

**D | Check**

Which of these divisions is in the zone most prone to earthquakes?
a) Sylhet b) Barishal c) Khulna d) Chattogram

Chapter 7

Human Rights

1

Rights for all

On December 10 in 1948 the United Nations issued the Universal Declaration of Human Rights. It declared that everyone was entitled to certain basic rights, regardless of their race, religion, age, gender and wealth. Human rights are for every person's benefit. Here are some of those rights:

- All people are born free
- All people are equal before the law
- Equal status and rights for all in society
- Right to justice
- Right to education
- Right to security
- Right to a proper wage
- Right to move freely
- Right to own property
- Right to follow one's own religion
- Right to freedom of expression
- Equal rights for women and men
- No violating or torturing anyone
- No arresting or holding anyone captive

We will make sure that these rights are protected, and we will protest publicly if they are not.



Protesting with placards



A | Speak

Discuss with your teacher how rights can be enforced.

- What can the government do?
- What can society do?
- What can individuals do?
- What can you do in your school?



B | Write

In pairs, choose one of the rights opposite, and describe why it is important.



C | Extend

In small groups, act out a role-play for one of the rights opposite. Show how the right might be at risk. What can you do to argue for your rights?



D | Check

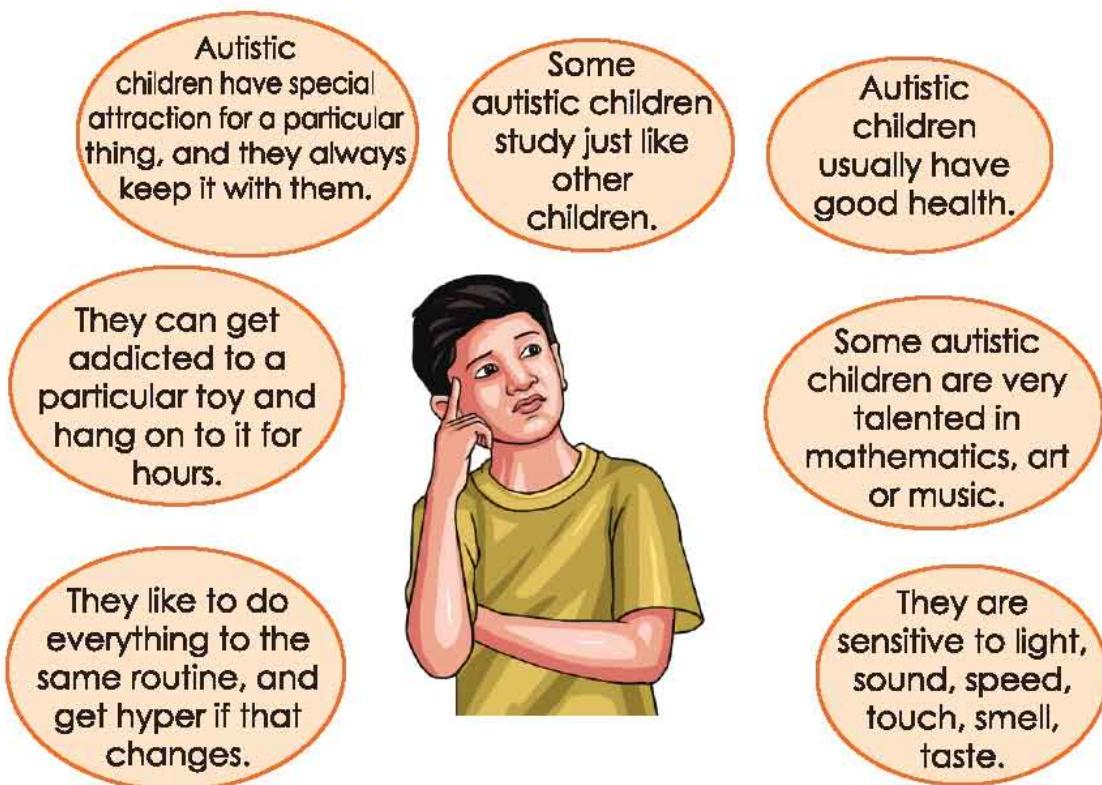
What does the right to move freely include?

- a) Trafficing b) to go anywhere c) exports d) imports

2 The rights of autistic children

All children have different characteristics. Some are noisy and some are quiet. Some like to be in a crowd, and some prefer to be on their own. But all our classmates have the right to be treated with equal respect and understanding. If cared specially, they will also get the chance to be bloomed.

Let us learn more about **autistic** children, as an example. These are children who find it difficult to join in with groups. They do not like to be touched. They use language in different ways. They may like doing the same things repeatedly.



So how should we treat any autistic children in our class? We should understand that we are all different. We should be patient and inclusive, and tolerant of each other's differences.



A | Speak

Discuss with your teacher how accepting children's differences is a part of human rights. What other differences are there between children in your class? Each of us is unique in different ways!



B | Write

Take one of the characteristics in the bubbles opposite. If you had a classmate who behaved in this way, how would you react to this behaviour? What would be the most sympathetic thing to do?



C | Extend

Find out about other kinds of behaviour, apart from autism.



D | Check

What are autistic children often good at?

- a) mathematics
- b) swimming
- c) cooking
- d) running

3 The violation of children's rights

Children's rights are violated in various ways in our society:

- Some children are deprived of their right to education, because their family cannot afford to send them to school.
- Some children have to work in the fields, in brick kilns, or in factories, although child labour below the age of 18 has been illegal.
- Some children are homeless, especially in the cities, because their family cannot afford housing.
- Sometimes children are punished physically, although it is illegal.
- Some children are trafficked, which means transporting them elsewhere to do illegal work.



Child labour

In all these cases, if we hear of children whose rights are being violated, we should tell someone in authority.



A | Speak

Discuss with your teacher what you would do if you saw children being violated in these ways. Do you have the right to tell their parents what the children are entitled to? How much can you interfere?



B | Write

Choose one of the examples opposite and describe what you would do if you saw another child being mistreated.



C | Extend

In small groups, act out a role-play. Choose one of the examples opposite and act out how you would try to report the offence. One should be the victim, one a witness, and one be someone in authority.



D | Check

How do children benefit more from education than from labouring for their family?



The violation of women's rights

Here are examples of how women's rights are violated in our society:

- Girls may not receive equal education to boys.
- Women may not be given equal jobs to men.
- Women at work may not receive equal pay to men.
- Domestic helpers may not be given the pay or food or health care that they are entitled to.
- More domestic helpers are now being trafficked to work in other countries because they are desperate to earn more money.



Trafficking

We should not tolerate these situations.
We should fight for the rights of everyone to be treated equally.



Punishing a domestic helper

**A | Speak**

Discuss with your teacher whether girls and women are treated equally to men. What examples have you seen of unequal treatment? What can you do about it? How can we change people's attitudes?

**B | Write**

Why is it important to stop the trafficking of women and children?

**C | Extend**

In small groups, act out a role-play. Suppose a girl you know is not allowed to go out to play somewhere where boys play. How would you argue for girls' rights to play in the same way as boys? One plays the mother, one plays the father, one plays the girl.

**D | Check**

How should we treat our household helpers?

Chapter 8

Gender Equality

1

Pioneer for women

For a society to reach its full potential, it must draw on the contributions of both halves of its population. As the poet Kazi Nazrul Islam said,

"Everything that is great in the world must be credited half to women and half to men."

Begum Rokeya was a pioneer of women's rights in the Indian subcontinent. She believed in cooperation between men and women. She was born on December 9, 1880 in Rangpur, and became a passionate supporter of girls' education. In 1909 she

opened a girls' school at Bhagolpur, which then moved to Kolkata. She campaigned tirelessly to admit more girls to her school, until her death on 9 December 1932. Now 9 December is commemorated as Rokeya Day by the government of Bangladesh. All her life she advocated women's education. Her hard work has created opportunities for women in education.



Begum Rokeya

**A | Speak**

Read the figures below and discuss the ratio between girls and boys in primary schools in Bangladesh.

	Girls	Boys
Initial enrolment	84%	81%
Drop out	34%	32%
Complete without qualification	28%	25%
Complete with qualification	28%	28%

**B | Write**

Write a short paragraph to persuade people of the benefits of primary education for girls.

**C | Extend**

Now suggest why girls need to continue their education throughout secondary school.

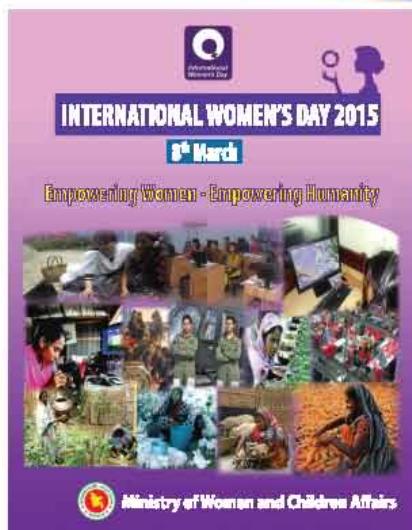
Girls and boys learning together

**D | Check**

Complete the sentence:

Begum Rokeya set us an example of _____

2 International Women's Day



On 8 March every year, throughout the world, we celebrate International Women's Day.

How did it begin?

- On 8 March 1857, the same year as the Sepoy Mutiny in India, women garment workers in New York went on strike. They demanded equal pay to men and an eight-hour working day. The strike was broken up by police, and some women were arrested.
- On the same day in 1908 there was another mass strike by women of the Garment Workers' Union in New York, with 20,000 women walking out for 14 days. It showed how women could organise themselves in mass protest, this time asking for an end to sweatshops and child labour.
- Then in 1910, at an international socialist conference, the German socialist Clara Zetkin called for an International Women's Day, campaigning particularly for votes for women.
- In 1913 Russia celebrated Women's day on the last Sunday of February.
- In 1977, The UN declared 8 March as International Women's Day for the whole world, to campaign for women's freedom and equality.

**A | Speak**

This is the announcement for an International Women's Day event in Bangladesh. Discuss with your teacher what it is aiming to achieve:

'Inspiring Change' is the theme for a global hub which encourages demands for women's advancement everywhere in every way. It calls for challenging the status quo for women's equality and vigilance inspiring positive change.

**B | Write**

Draw a timeline of the events that led to International Women's Day.

**C | Extend**

Plan a celebration for the next 8 March in your school. Draw some posters, and discuss who you could invite as a local speaker to talk about women's rights at work.

**D | Check**

With whom did International Women's Day begin?

- a) farmers
- b) female garment workers
- c) teachers
- d) the police

3 Violence against women

There are many international policies to address gender equality. The aim of these policies is to acknowledge women's rights as basic human rights. But women are often the victims of violence. This is a violation of human rights. Amnesty International describes various incidents of violence against women such as acid attack, murder for failing to pay the requested dowry, and flogging for religious offences, all carried out by illegal groups.



Poster for campaign against violence

The causes of this attitude are that our dowry system makes women into a burden on society. In many cases, girls are not able to go out and make friends without the permission of their families. Their families think that may harm their reputation. Girls sometimes cannot receive proper education or work because of fear of violence.

What has our government done as a result?

We have a dedicated Ministry of Women and Children's Affairs to combat violence against women and children by providing medical treatment, legal assistance and counseling support. In 2011 the government passed a National Women Development Policy. But much has yet to be done to change society's attitudes to this level of violence.



A | Speak

Discuss the poster opposite. What do you think it aims to achieve?



B | Write

Violence against women is harmful for all of us in society. Write a letter to your local newspaper to draw readers' attention to this.



C | Extend

The Bangladesh government works through the Ministry of Women and Children Affairs to eliminate violence. Find out more about:

- the Bangladesh Shishu Academy
- Department of Women Affairs Bangladesh



D | Check

Complete the sentence:

We can help change people's attitudes to violence against girls and women by _____

Chapter 9

Our Duties and Responsibilities

1

Our duties to society

Chapters 7 and 8 were about people's rights to receive fair treatment in society.

Here are some suggestions for how we can make our local society a better and safer place:

- Look after younger children
- Help anyone in need
- Respect older people
- Protect our local amenities, such as parks and playgrounds
- Be safe on the roads
- Be aware of 'stranger danger'
- Will not harm anyone
- Will obey the rules and regulations of society

Read this story about Rakib:

Rakib went outside alone to play with his friends. Night fell, but Rakib did not return. Rakib's parents informed the police. After ten days the police rescued Rakib from a village. It is known that two strangers took Rakib to a shop and gave him an ice cream which made him unconscious. They took him away and kept him captive and asked for 10 lac taka as ransom money from Rakib's family.

**A | Speak**

Discuss with your teacher the story of Rakib and 'stranger danger'. As a class, make some rules about how to avoid this kind of danger from strangers.

**B | Write**

Write a notice to put up in your local park, to keep it well looked after. What should people do with their litter, in particular?

**C | Extend**

In small groups, discuss what you could do to help the older people in your family. Do they need help with food? Can you read to them or go for walks together?



Older people may need help

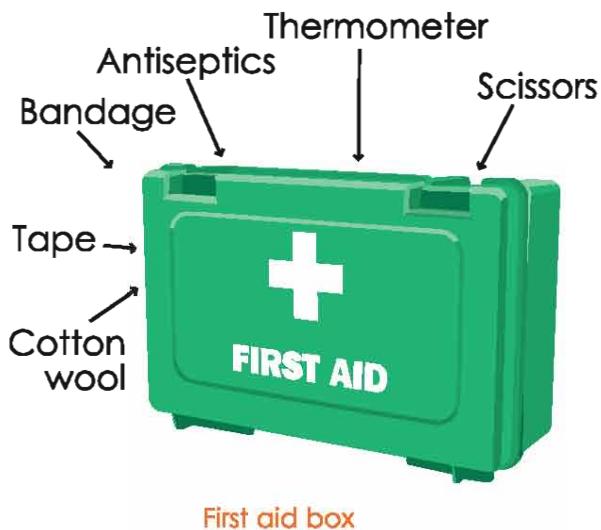
**D | Check**

What should you do if someone you don't know approaches you?

2 Health and safety at home

There are lots of ways to avoid accidents at home:

- Be careful with knives and scissors.
- Don't touch electric switch with wet hands or bare feet.
- Label medicines and pesticides so they don't get taken by mistake.
- Check you've turned off gas and electricity.
- Be careful with fire.
- Have a first aid box at home.
- Don't open the door to strangers.



Here are ways to stay safe outdoors:

- Be careful if climbing on trees or walls.
- Be careful when playing near water.
- Don't play near traffic.
- Be careful to cross the road.



A | Speak

In small groups, discuss any accidents you have known at home. Why did they happen? What could you have done to avoid them?



B | Write

Write a description of an accident that happened to you, or one you heard about. How did you treat it? Write how to avoid such an accident in future.



C | Extend

Make a list of what each item in the first aid box is for.



D | Check

Complete the sentence.

A first aid box helps us _____

3 Staying safe on the roads

There are many accidents on the roads, so we must be careful at all times. Learn these three rules about crossing the street safely.

Walk on the pavement and not in the middle of the road.



Cross the road at the zebra-crossing, after looking carefully both ways.



Use the bridge to cross the road.



Road Accident rate in Bangladesh is higher than other developing countries. Most often cars, buses and trucks are driven recklessly. It is necessary to take caution against the vehicles like trucks, buses and private cars at the time of road crossing.



Discuss with your teacher this road safety code, called the Green Cross Code.

- 1 Find the safest place to cross.
- 2 Stop at the bend or just before reaching the end.
- 3 Look for traffic and listen.
- 4 If traffic is coming, let it pass.
- 5 When it is safe go straight across, and do not run.



Write a letter to your local newspaper asking drivers to be more careful of child pedestrians.



Divide the class into 5 groups: pedestrians, car passengers, motorbike riders, bus passengers, cyclists. Each group discusses and presents two ways to reduce the number of accidents in their category.



What kinds of road user can you see in the photos opposite?

- 1 _____
- 2 _____
- 3 _____



Our duties to the state

As a citizen, we have many duties and responsibilities to the state. Here are some of the duties, with examples.

To receive state education	It is our duty to receive education given by the state.
To be loyal to the state	We should know our country's recent history, and respect the efforts it took to gain liberation.
To obey laws	To help society run smoothly, we should obey all our laws, or expect punishment.
To pay taxes	We must give a share of our income to help the government pay for all the services it gives us.
To vote	It is a great duty of a citizen to vote.
To protect state property	We must be careful so that no properties are damaged. Besides we have to play an important role in protecting state/public properties.



National Parliament House, Dhaka



Discuss with your teacher what individuals can do to play a part in government. Can we make a difference?



If you were in charge of Bangladesh, what would you try to do for your country? Write your plan in 50-100 words.



Find out about when and where our elections take place.



Short answer question:

When you are old enough to vote, how will you decide which person to vote for?

Chapter 10

Democratic Attitude

1

At school

The word **democracy** means rule by the people. If people are involved in decisions, they are more likely to support the result. Democratic Value means respecting on others' opinion and taking decision based on the opinions of the majority.

Read this account of reaching such a decision in school:

Our class needed two new class captains. The teacher asked which students were willing to stand. Five students said they were willing, but there were only two posts. The teacher had an idea. He wrote the names of the interested students on the board. He gave the whole class two pieces of paper and told them to write down two names and drop the papers in a box. After everyone had cast their votes the teacher opened the papers and counted the votes. He then wrote the numbers on the board beside each name. The one who received the highest votes was made class captain 1 and the one who got the second highest votes was made class captain 2. Everyone accepted these two leaders happily. The election was based on the opinions of the majority.

Other similar situations in school could include:

- How to arrange the classroom
- Organising sports programmes
- Electing a group leader

**A | Speak**

Discuss with your teacher the account opposite.

- How else could the decision have been taken?
- What would have been wrong or right with alternative methods?
- What were the benefits of this method?

**B | Write**

Imagine there will be a sports day in your school. Write a list of rules for how your class will decide what activities will be included in the sports day.

**C | Extend**

In small groups, act out a role-play for reaching a decision in class. Choose a situation that happened to you all recently.

**D | Check**

What is a democracy?

- a) individual opinion
- b) group opinion
- c) rule by the people
- d) rule by a dictator

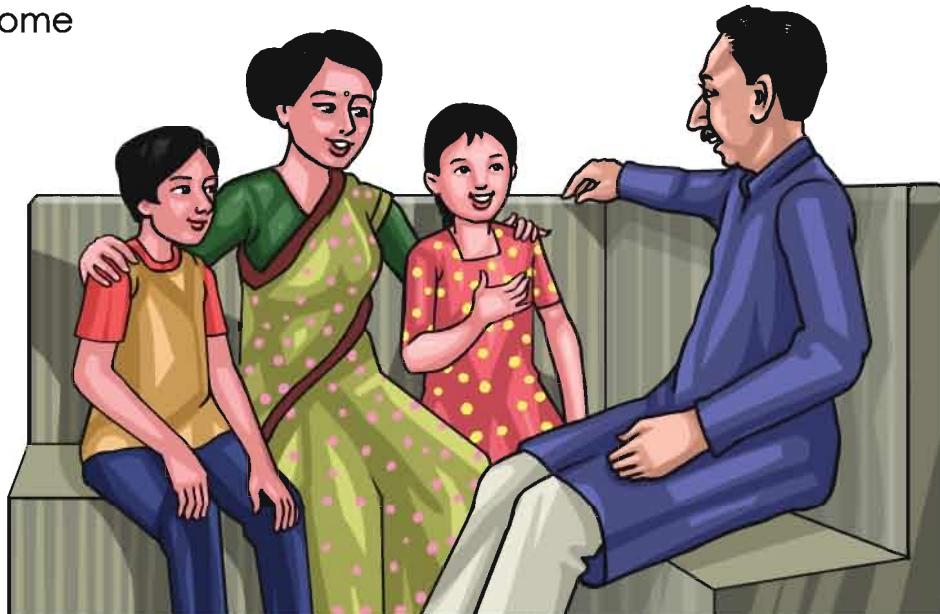


2

At home and at working place

At home, we should reach decisions by listening to each other's views. This could include decisions about:

- What we like to eat
- What we do at festivals
- How we decorate our home



Democratic attitude at home

Also **in the workplace**, people should consult women and men at every level about issues that concern them all. Then people will feel valued, and will feel encouraged to express their views. Also, companies will know how to produce goods that people want to buy.

In politics as well, we fought to win the principle of democracy. So we must defend and apply it at home, at school and at work. We should listen to and represent our people.

**A | Speak**

Discuss with your teacher whether your family takes decisions democratically at home.

**B | Write**

Choose an example from your own family, and write a letter to one of your relatives describing how a decision was reached.

**C | Extend**

Imagine your neighbourhood is deciding where to build a new road. Act out a role-play where you each favour different routes. How will you decide which route is best for the neighbourhood?

**D | Check**

Match where these democratic decisions are made:

At home	Electing a government Office conditions
At work	What to eat Deciding what to manufacture
In politics	How to furnish your house

Ethnic Groups in Bangladesh

1

The Garo

The Garo originally migrated from Tibet in about four thousand and five hundred years ago and settled in the hill country you can see on the map.

Language: Their native language is Achik.

Religion: Their original religion was Sangsarek. But most are now Christians and celebrate Christian festivals.

Society: Garo society is traditionally **matriarchal**, which means that the mother is head of the household and the women inherit the family property.

Food: The Garo diet is like that of most other Bangladeshis: meat, fish, rice and different type of vegetables. Their speciality is cooking with the stem of soft bamboo.

Housing: They used to build special long houses called 'nokmandi' by the river banks. But now their houses are like any others, built of corrugated iron or other materials.

Clothing: The women traditionally wear 'dokbanda' or 'dokshari'. The men wear shirt, lungi and dhoti.

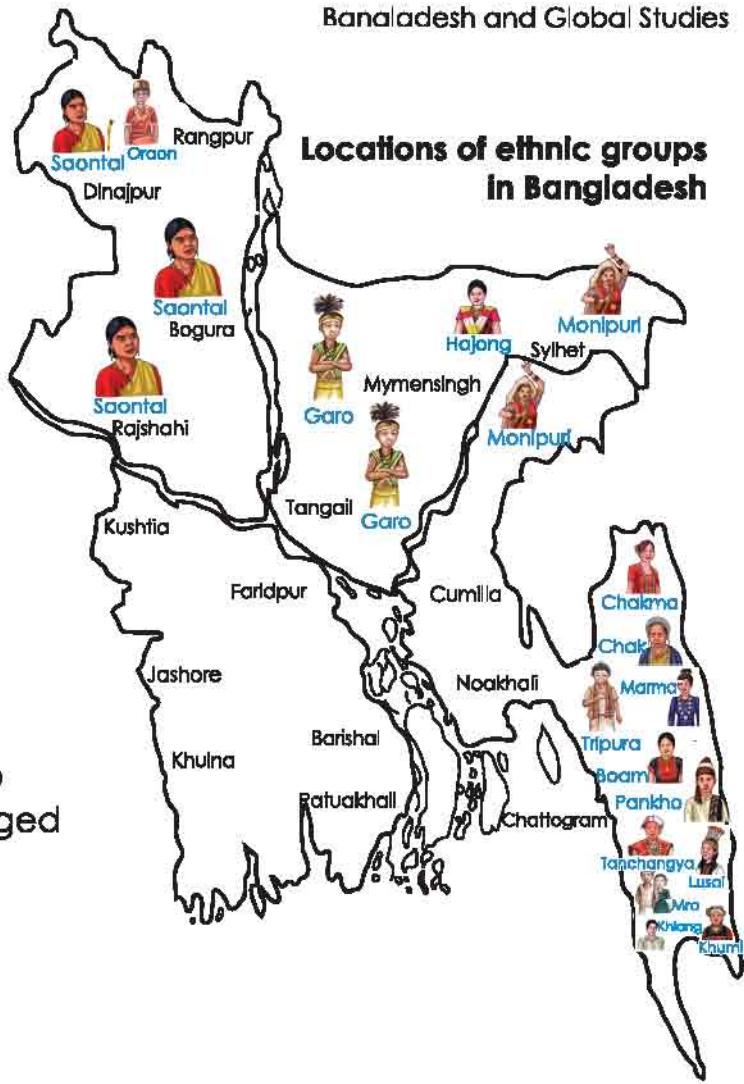
Festivals: Their traditional festival is called Wangala in October or November. It is dedicated to the sun, and the god Sazlong who gives fertility to the soil. The festival is celebrated with drums and flutes.



Garo children singing

**A | Speak**

Discuss what you know about the ethnic groups of Bangladesh.

**B | Write**

Make notes about two things that have changed in the Garo culture.

**C | Extend**

The Garo were beaten in battle by the British in 1872. The Garos only had spears, whereas the British had guns. The Garo heroes of that time were Togan Nengminja and Sonaram Sangma. Draw a poster for a film about the battle.

**D | Check**

Complete the sentence:

The Garo originally came from _____ and now usually follow the _____ religion.

2

The Khasi

The Khasi live mainly in Sylhet, in what was a former kingdom called Jayanta.

Language: Like the Garo, their language is spoken and not written. It is called 'Mon Kheme'.

Society: Also like the Garos, their society is matriarchal. But the youngest daughter inherits the family property. They are an agricultural society, which specializes in growing betel leaves and cultivating bees.

Food: The main foods of the Khasi are rice meat, dried fish, honey. However, they consider betel leaves very sacred. They welcome their guests with betel leaves and nuts, and tea.

Clothing: The girls wear a blouse called 'Kazim Pin'. The men wear shirt and lungi, called 'Fungo Marung'.

Religion: The Khasi worship several gods, among whom the father is 'Ublei Nangthau', creator of the earth.

Festivals: Dance and music accompany every festival: their puja, weddings, festivals, drought and flood.



Khasi children



Discuss with your teacher what you know of the Khasi.



Write three sentences comparing the Garo and the Khasi.



This photo is of the Khasis demanding a ban on logging in 2008. What are the negative impacts of logging for the environment?



Complete the sentence:

The Khasis' social structure, like that of the Garo, is _____

3

The Mro

The Mro are one of the Jumma groups who live in different upazillas of Bandarban district near the border with Myanmar.

Language: The Mro language is called Mru. It is written as well as spoken. UNESCO have called it an endangered language.

Religion: Most Mro are Buddhists. In the past, their traditional religion was 'Torai', with a sect called 'krama'. Some of them have also accepted Christianity.

Society: The head of the family is the father, and the society has a village-based organisation.

Housing: Mro houses are called 'kim'. They are built with bamboo walls and platforms, and a straw roof.

Food: The Mro eat rice, dried fish and meat. Their speciality is a kind of fish paste called 'nappi'.

Clothing: The women often wear a dark blue cloth called a 'wanglai'. The men wear a strip of cloth called a 'lengti'.

Festivals: The Mro celebrate births, weddings and deaths. When children reach 3 years, there is a ritual to pierce their ears.



Mro family

**A | Speak**

Discuss with your teacher what you have heard about the Mro people.

**B | Write**

Write three sentences to compare the Mro with the Garo and the Khasi.

**C | Extend**

This is one of the Mro houses described opposite. Copy the picture and write labels to describe the materials of the walls, the platform and roof.

**D | Check**

Complete the sentence:

The Mro people live near the border of



The Tripura

The Tripura are another ethnic group in Chattogram. They are the third largest group there, after the Chakma and Marmo. They are originally from the state of Tripura in north-east India.

Language: The Tripura language are Kokborok and Omoui.

Society: The Tripura people live in a collective group called a 'dafa'. There are a total of 36 dafa: 16 in Bangladesh and 20 in the Indian state of Tripura. It is a patriarchal society. But boys may inherit from fathers and girls from mothers.

Religion: The Tripura are a Hindu people, worshipping Shiva and Kali. But they also have their own gods, like 'ker' who protects the village.

Houses: Their houses are raised up on stairs.

Clothing: Women wear 'rinai' on their lower halves and 'risa' above. They wear plenty of beads, and earrings called 'natong'. The men wear dhoti, towels, lungi and shirts.

Festivals: The Tripura celebrate births, weddings and deaths. 'Boishu' is a new year celebration. When the women of Tripura visit the villages, then they wear flowers in their hair and enjoy a lot.



Tripura wedding ceremony



A | Speak

Discuss with your teacher the society, religion and clothing of the Tripura people.



B | Write

Make a table to show what the following ethnic groups wear: the Garo, Khasi, Mro and Tripura.



C | Extend

Imagine you have a friend who is Tripura. He invited you to their New year celebration what will you do there ?



D | Check

The majority of Tripura people live in _____

The Oraon live in Rajshahi, Rangpur and Dinajpur.

Language: There are two different groups of Oraon, who speak languages called Kurukh and Sadri.

Society: Their village council is headed by a Mahto. The regional council is called a Pahta, representing several villages.

Religion: Their main god is called Dharmes, who is believed to be the creator of this universe. They also believe in spirits that are called upon to heal diseases.

Festivals: Among others, their main festival is 'fangua' which is celebrated on the last day of Falgun.

Clothes: The men wear dhoti, lungi, trousers and shirts. The women wear sarees and blouses made of coarse cloth.

Food: The main food of Oraon is rice. They also eat maize, wheat, fish, meat and a variety of vegetables.



Oraon houses and festival



Discuss with your teacher what strengths ethnic diversity brings to the culture of Bangladesh. How can a democratic attitude help the ethnic groups to be represented?



In small groups, bring together your notes from all five topics, and write a chart on all the ethnic groups you have studied.



On a map of Bangladesh point out where the ethnic groups live and decorate with pictures.



1 Which group originally came from Tibet?
a) Garo b) Mro c) Oraon d) Khasi

2 Which group live in Sylhet?
a) Garo b) Mro c) Tripura d) Khasi

Bangladesh in World Politics

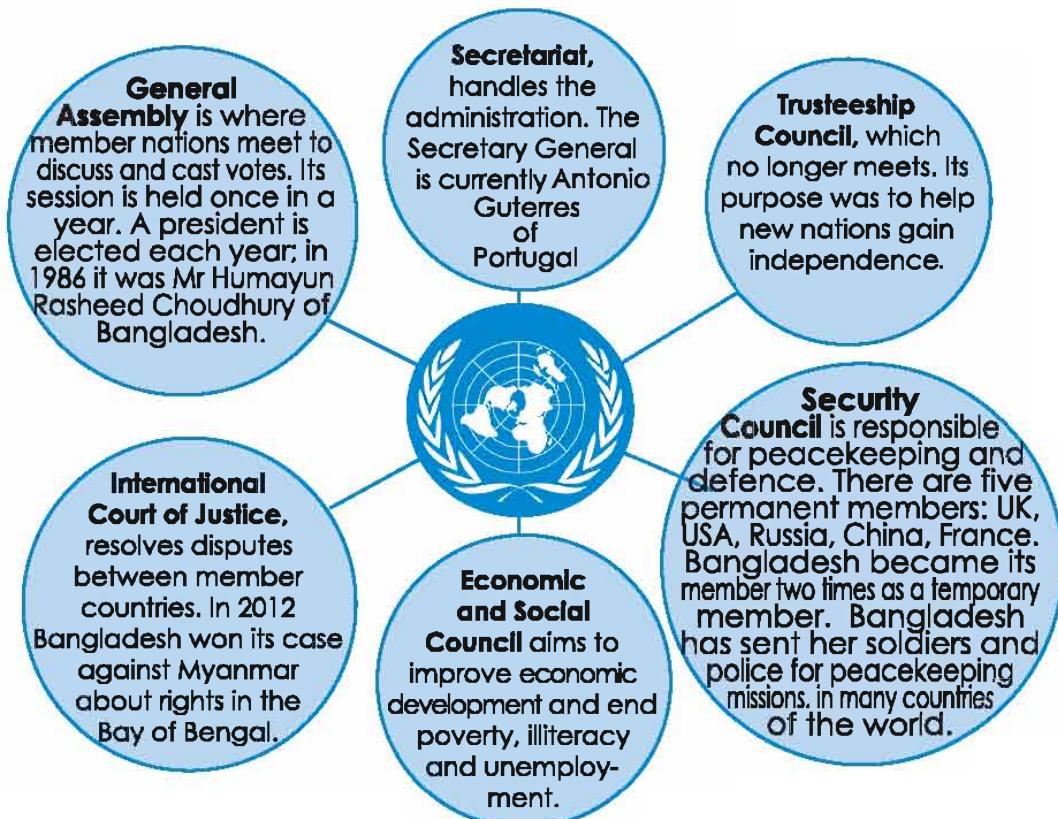
1

United Nations

We are just one of 195 countries in the world. Our world needs brotherhood and cooperation if each country is to develop its economy and live at peace with its neighbours.

This is why the United Nations was formed after the losses of the Second World War, in 24 October 1945. On 17 September 1974, Bangladesh joined the United Nations after we won our independence. Now the member states of UN is 193.

The Six administrative branches of the UN



**A | Speak**

Discuss with your teacher the four purposes of the United Nations:

- 1 To maintain international peace and security
- 2 To develop friendly relations among nations
- 3 To achieve international cooperation in solving problems of an economic, social, cultural and human nature
- 4 To be a centre for harmonizing the actions of nations
- 5 To show respect on liberty and fundamental rights of irrespective of our nation, religion and cast.

Which objective do you think will benefit Bangladesh the most ?
Take a vote in your class.

**B | Write**

Write a list of the contributions that even a small country like Bangladesh has made to the United Nations.



Bangladesh's
position in the
world

**C | Extend**

United Nations Day is celebrated on 24 October each year. Make a plan for the day in your school, to tell people what the UN does for the world.

**D | Check**

Complete the sentence:

The role of the United Nations in the world is mainly to

2 UN development organisations

The active work of the United Nations is done by six development organisations. Bangladesh benefits from them all.



United Nations International Children's Emergency Fund provides many education and health programmes for children: primary school education, vaccination, latrines, drinking water, nutrition etc.



Food and Agriculture Organisation its headquarter is situated in Rome in Italy. Distributes emergency food during disasters. It also aims to improve countries' long-term agricultural development.



World Bank provides funds for development programmes. Its headquarter is situated in Washington in the USA



United Nations Development Programme helps Bangladesh to reduce poverty, reduce the risk of climate disasters, and build economic growth.



United Nations Educational Scientific and Cultural Organisation Its headquarter is in Paris in France. Introduced International Mother Language Day. It aids the excavation of Paharpur and the conservation of the Sundarbans.



World Health Organisation Its activities are run in six regions in the world. Bangladesh is the part of south-east Asia. Bangladesh benefits from programmes on hospital care and family planning. We join in World Health Day on 7 April.



A | Speak

As a class, choose one of the agencies, and make a list of ideas for how they could help Bangladesh.



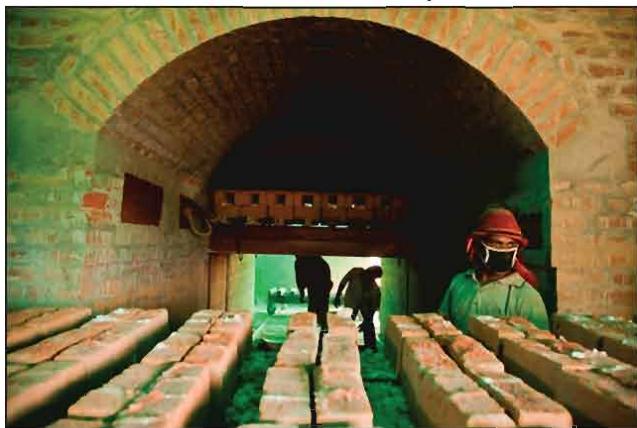
B | Write

In pairs, write a plan for what you could do in your school for World Health Day. What do you think are the health priorities in your area?



C | Extend

One World Bank project in Bangladesh is CASE: Clean Air and Sustainable Environment, which aims to reduce pollution from the brickfields and from transport.



CASE project in the brickfields

Suggest what you would like CASE to do, to help pedestrians breathe cleaner air.



D | Check

Which organisation is responsible for children?

- a) UNESCO
- b) UNICEF
- c) SAARC
- d) UNDP

3

SAARC

SAARC stands for South Asian Association for Regional Cooperation. It was formed by seven countries in December 1985, with Afghanistan joining in 2007. The eight countries are now those marked on the map:



The objectives of SAARC are:

- 1 To accelerate the economic, social and cultural development of the member countries
- 2 To help the member countries become self-reliant
- 3 To develop the countries by establishing cooperative relationships with other organisations
- 4 To create brotherhood and mutual friendship among the member countries
- 5 To protect the freedom of the member countries and their geo-political integrity
- 6 To make sure that one nation does not interfere in another nation's internal affairs



Discuss with your teacher what SAARC can and cannot do. Why do we need organizations like UN and SAARC?



Write a letter to a primary school in one of the other member countries of SAARC. Tell them about your school and read out the letter.



Here is the logo of SAARC.



Design the front page of a leaflet to explain their work.



Complete the sentence:

The eight countries of SAARC are _____

Revision Questions

Chapter 1 Our War of Liberation

Short answer questions

- 1 Write five events that led up to the War of Liberation.
- 2 How many years is it since the War of Liberation?
- 3 What are the awards and titles for the freedom fighters?

Descriptive questions

- 1 How did India contribute to our War of Liberation?
- 2 Who killed our intellectuals?
- 3 How do we now celebrate our independence?

Chapter 2 British Rule

Short answer questions

- 1 Write five causes of the Mutiny of 1857.
- 2 Write two bad effects and two good effects of British rule.
- 3 Who contributed to the Bengali renaissance?

Descriptive questions

- 1 What was the result of the Battle of Palashi?
- 2 What was Bengal's role in the Sepoy Mutiny?
- 3 How do writers support political resistance?

Chapter 3 Historical Monuments in Bangladesh

Short answer questions

- 1 Name our two oldest sites.
- 2 Which religion was followed in the 8th century?
- 3 Who are the people who discover our ancient sites?

Descriptive questions

- 1 Where are the finds now usually displayed?
- 2 Why should we visit our historical monuments?
- 3 Why do we need to preserve historical finds?

Chapter 4 Our Economy: Agriculture and Industry

Multiple choice questions

Short answer questions

- 1 Write five crops we grow.
- 2 Write three heavy industries in Bangladesh.
- 3 Write three cottage industries in Bangladesh.

Descriptive questions

- 1 How does our agriculture earn foreign currency?
- 2 Describe the important parts of our clothing industry.
- 3 What is the difference between heavy industry and cottage industry?

Chapter 5 Population

Short answer questions

- 1 Name three impacts of over-population on families.
- 2 Name three impacts of over-population on society.
- 3 Name three solutions to over-population.

Descriptive questions

- 1 How does growing more food help our population?
- 2 How does exporting labour help our population?
- 2 How does increasing training help our population?

Chapter 6 Climate and Disaster

Short answer questions

- 1 Name two natural causes of disasters.
- 2 Name two man-made causes of disasters.
- 3 Name three impacts of climate change on Bangladesh.

Descriptive questions

- 1 Which areas suffer from riverbank erosion, and why?
- 2 Which areas suffer from drought, and why?
- 3 Which areas suffer from earthquakes, and why?

Chapter 7 Human Rights

Short answer questions

- 1 Write three characteristics of autistic children.
- 2 Write three examples of violation of children's rights.
- 3 Write three examples of violation of women's rights.

Descriptive questions

- 1 Who declared our basic human rights, and when?
- 2 Which rights are violated by child labour?
- 3 What does trafficking mean?

Chapter 8 Gender Equality

Short answer questions

- 1 Write two causes of violence against women.
- 2 Write two effects of violence against women.
- 2 Write three things you know about Begum Rokeya.

Descriptive questions

- 1 What is the ratio for boys and girls entering primary education?
- 2 What is the ratio for boys and girls completing primary education?
- 3 What is the purpose of International Women's Day?

Chapter 9 Our Duties and Responsibilities

Short answer questions

- 1 Write four duties we have to society.
- 2 Write four duties we have to the state.
- 3 Write four items in a first aid box.

Descriptive questions

- 1 Tell a friend how to avoid 'stranger danger'.
- 2 Tell a friend how to stay safe around the home.
- 3 Tell a friend how to stay safe on the roads.

Chapter 10 A Democratic Attitude

Short answer questions

- 1 Name two situations at school where democratic decisions could be made.
- 2 Name two situations at home where democratic decisions could be made.
- 3 List four stages of taking a democratic decision at school.

Descriptive questions

- 1 What were the democratic victories we won in the War of Liberation?
- 2 How can democracy be exercised in the workplace?
- 3 How might you need democracy in your neighbourhood?

Chapter 11 Ethnic Groups in Bangladesh

Short answer questions

- 1 Write five examples of ethnic clothing.
- 2 Write five examples of ethnic festivals.
- 3 Write five examples of ethnic food.

Descriptive questions

- 1 How should we show a democratic attitude to our ethnic groups?
- 2 Describe the religions of three of our ethnic groups.
- 3 How would you recognise that someone came from a different ethnic group?

Chapter 12 Bangladesh in World Politics

Short answer questions

- 1 Write the name of administrative branch of United Nations.
- 2 Write four development organisations of United Nations.
- 2 Write four objectives of SAARC.

Descriptive questions

- 1 Why was the United Nations formed?
- 2 Describe some of the work of UNICEF.
- 3 Describe the two small countries to the north of Bangladesh in SAARC.

Glossary

Autism – the condition of children who find it difficult to join in groups

Bir Shreshtho – the highest award given to martyrs after the Liberation War

Cash crop – an agricultural product sold for export

Climate – average weather over a long period

Cottage industry – small-scale manufacture

Delta – the flat land like “Δ” where the river meets the sea

Democracy – rule by the people

Economy – all the activities to do with money and trade

Erosion – wearing away by water

Matriarchy – women as head of the household

Mitrabahini – the Indian forces in the Liberation War

Muktibahini – the combined civilians and soldiers in the Liberation War

Muktifouz – the official soldiers in the Liberation War

Pioneer – the first person to do something

Sepoy – soldier

Timeline – a line to show dates in sequence

Violation – breaking, infringing

Weather – average temperature and rainfall over a short period

Zamindar - landowner

The End

Academic year 2019, BGS-5



Look before you leap



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