

# 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

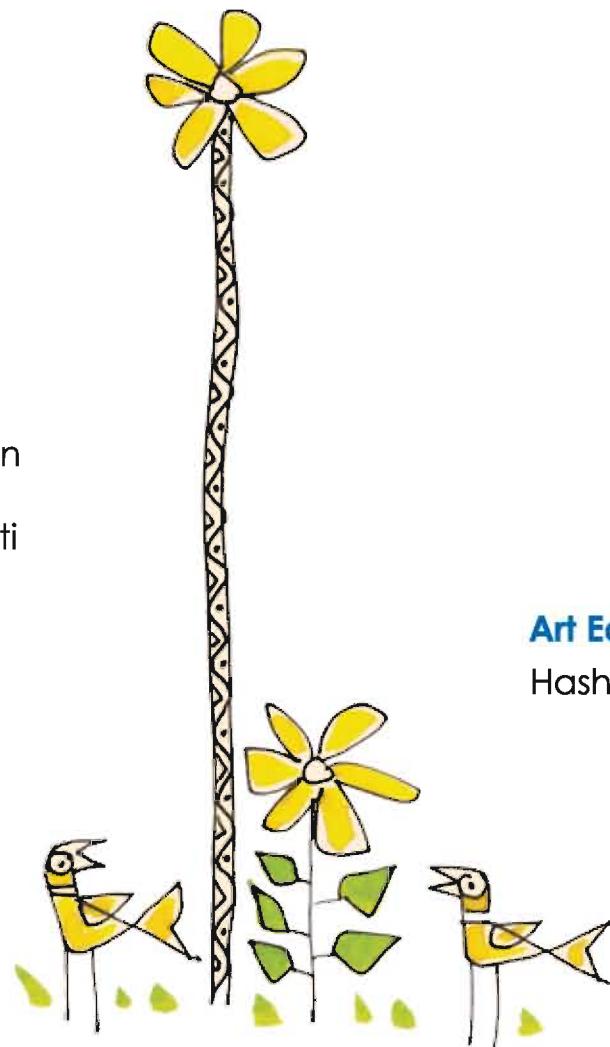
## Class Five

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## Preface

Children are great wonders. There is no end to the thinking about their world of wonder. They are a subject of contemplation for educationists, scientists, philosophers, child specialists and psychologists. The fundamental principles of child 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 their 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 keeping the inner significance of a child's holistic development.

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 natural resources, disaster, 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, Honorable Prime Minister Sheikh Hasina instructed to change the textbooks into four colours, to make them interesting, sustainable and to distribute free of cost since 2009. The textbooks of all students of Pre-primary, Primary, Secondary, Ibtedaie, Dakhil, Dakhil Vocational and S.S.C Vocational levels 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 helped in different stages of composition, editing, 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 Md. Farhadul Islam**  
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 competencies 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 organising 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.

**The 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

<b>Topic</b>	<b>Let us talk</b>	<b>Let us write</b>	<b>Let us do more</b>
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 in the year 1971 is a glorious event in the history of our nation. Through this war, we achieved independence for Bangladesh. After the British left India in 1947, two sovereign countries were born 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 of resistance took place. There are listed below.



Bangabandhu Sheikh  
Mujibur Rahman



Syed Nazrul  
Islam



Tajuddin  
Ahmad



Captain M.  
Mansur Ali Kamaruzzaman



1952	Language Movement
1966	Six-Point Movement
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 the 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 Bodyanathkola village in former Meherpur sub-division (now Meherpur district). Bangabandhu Sheikh Mujibur Rahman was declared as the President of Bangladesh. But since he was in imprisonment 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 set the country free from the enemy.

**A | Let us talk**

Discuss with the help of your teacher:

- What do you understand by the War of Liberation ?
- What is the significance of the War of Liberation ?

**B | Let us write**

Draw a **timeline** for the period of rule from West Pakistan, 1947-1971. Identify and write the years of the Resistance Movements of that time on the picks in the line.

**C | Let us do more**

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

**D | Let us check**

What three things did the Mujibnagar government do?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

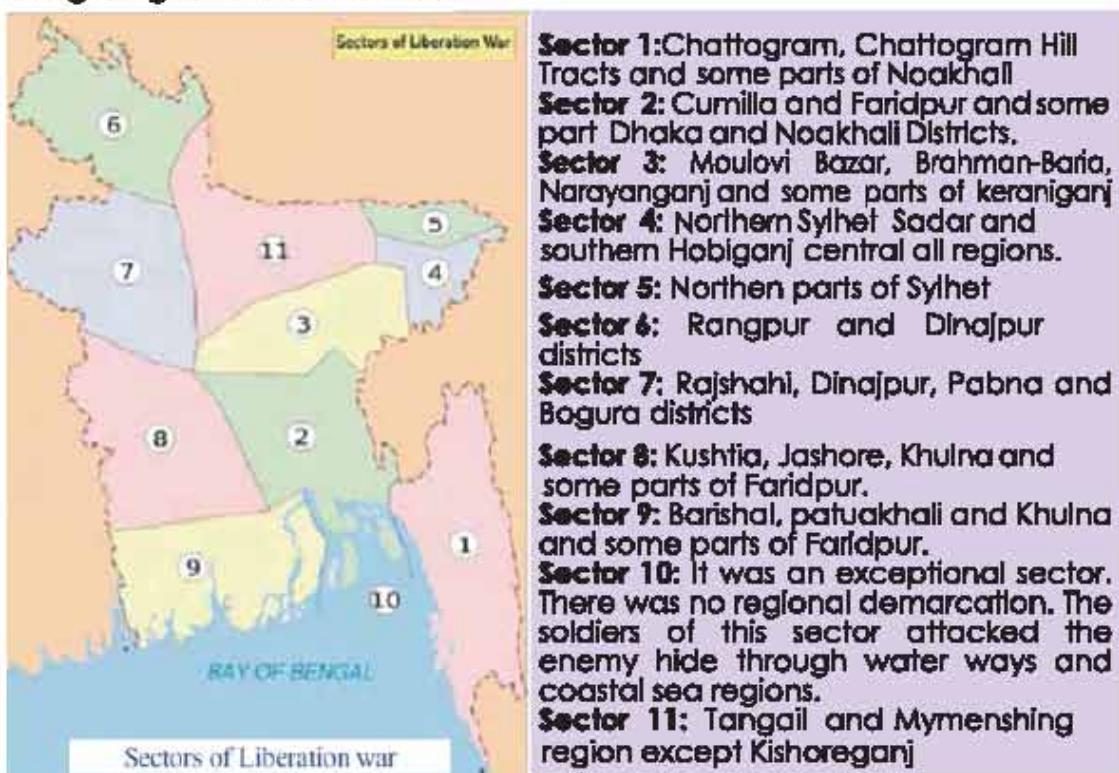
# 2

## Military in libration war

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

- K force under Major Khaled Mosharrof
- S force under Major K M Shaflullah
- Z force under Major Ziaur Rahman.

But for unconventional guerrilla warfare, the country was divided into 11 fighting sectors, as below.



Besides, there were some small fighting forces. Fighters were trained in different places of India. They used to take part in guerrilla warfare and frontal attacks. The regular fighting force of thirty thousand soldiers was called the **Muktifouz**. The Muktifouz fought together with muktibahini which consisting of one lac guerrilla fighters and civilians.



A | Let us talk

Discuss with the help of 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?



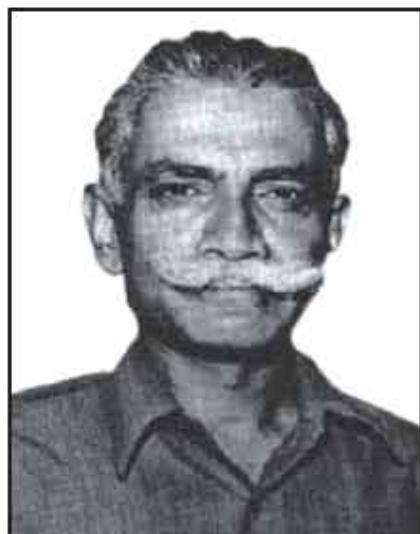
B | Let us write

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



C | Let us do more

General Osmani was known as 'Bangabir'. He retired in 1972. What else can you find out about him?



General Muhammad  
Ataul Goni Osmani



D | Let us check

Complete the sentence:

The Mukti Bahini was \_\_\_\_\_

# 3 Freedom fighters

The entire country was mobilised to fight the war. People from every social background and every ethnic group were involved. Women helped the freedom fighters with foods, shelter and information. Many women directly took part in the war by taking training. Cultural activists also played their part, raising awareness through writing, art and performances. Besides this, non-residential Bangalees worked in favour of the Liberation War in different countries.



**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.

'Joy Bangla Banglar Joy' was one of the many favourite songs of the country's people. 'Joy Bangla' was the favourite slogan to the freedom fighters.

**A | Let us talk**

Discuss with the help of your teacher how women took part in the Liberation War. Did any of your teachers or anyone you know participate in the Liberation War?

**B | Let us write**

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

**C | Let us do more**

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

It became very necessary, for 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 vital roles in performing the tasks. The ethnic group of this country actively participated in this war. Only he Razakaar went against the fighters.

What would you add to their answer?

**D | Let us check**

Write your own short answer:

How did ordinary people participate in the Liberation War?



## The genocide by Pakistani forces

Upon the directives of President Yahya, on the night of March 25, 1971, the Pakistani army attacked different places of Dhaka city including Rajarbagh Police Lines, Peekhana EPR Headquarters, and residential halls of the students of Dhaka University along with teachers' residences. While facing a sudden attack, the police members of Rajarbagh Police Lines resisted with their 3 not 3 rifles. But they could not survive in front of the modern weapons of the invading force. The Pakistani army also attacked other large cities in the country during that dreadful night. This army killed innumerable innocent Bangalees including teachers, students and members of Police and EPR. This is a heinous example of the most brutal genocides and horrible destructions in the history of the world. The Pakistani army named it as the 'Operation Searchlight'. Bangabandhu Sheikh Mujibur Rahman was arrested on that very night. Before his arrest, Bangabandhu declared the independence of Bangladesh in the early hours of March 26. The War of Liberation started. In the 9-months long Liberation War, 3 million Bangalees got martyred. More than one crore people left their homes and took refuge in India in fear of their lives. The National Genocide Day is observed on March 25 in the each year in remembrance of the martyrs of the brutal genocide by the Pakistani forces in Bangladesh.



**Intellectual Monument**

Some people of Bangladesh took stand against the Liberation War. They formed different organizations and committee 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, Pakistani invading force 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 | Let us talk

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



#### B | Let us write

Look back at page 4 and the text opposite:

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



#### C | Let us do more

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



c



d



e



a



b



f



g



#### D | Let us check

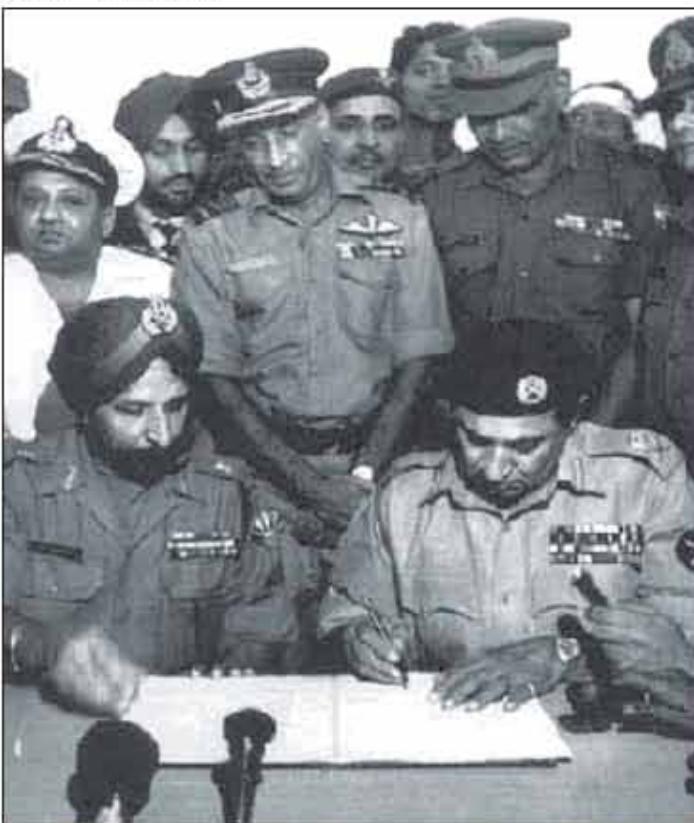
The purpose of Martyred Intellectuals Day is \_\_\_\_\_

# 5

## Surrender and victory

Our neighbouring country India supported us throughout the war. It provided food, shelter and medical treatment for Bengalee refugees in India. They formulated a supporting force named 'Mitrabahini'. They also contributed with a military force to fight on behalf of Bangladesh in the attack called 'Operation Jackpot'. On 21 November a combined military force was formed with Mitrabahini and Mukti bahini under Lt. Gen. Aurora.

On 3 December 1971 Pakistan dared to attack some Indian air base. So both the Mitrabahini and Mukti bahini responded with land, sea and air strikes 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 Bengalee military force. This signified the true independence of Bangladesh, so 16 December is celebrated every year as the Victory Day. On 8 January 1972, Bangabandhu was released from imprisonment in Pakistan and returned to Bangladesh on 10 January 1972.

**A | Let us talk**

Discuss with support of 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 | Let us write**

Write a short paragraph to describe the signing in the surrender document of the Pakistani invading force in the photo.

**C | Let us do more**

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

Research further the Indian involvement in the liberation war.



Lt. Gen. Jagjit Singh Aurora

**D | Let us 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 Sreshtha, 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

Three other awards were 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.

**A | Let us talk**

**Role-play in groups.**

You are arranging a felicitation programme for the families of the seven Birshrestho freedom fighters. Make a speech, thanking the family for the sacrifice of the Birshresthos on behalf of the country.

**B | Let us write**

Write out your speech from the role-play activity.

**C | Let us do more**

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.

**D | Let us check**

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 Muhammad Attaul Goni Osmani
- Razakaar
- Bir Bikram
- Bir Sreshtho

## Chapter 2

# British Rule

### 1

### The Battle of Palashi 1757

The different European Traders the Portuguese, the Dutch, the English came to India in 17th century for commercial purpose. The British survived till the end. In the year 1600, they established the East India Company to run trade between the Mughal Empire of India and Britain.

They had their attention on the wealth of Bengal. Bengal was ruled by Siraj-ud-Daulah, who had become the last independent Nawab of Bengal in 1756 at the age of 22. As a young nawab, he had many troubles from his family, especially with his aunt Ghaseti Begum. He also fell prey of opposition and conspiracy from some of the merchants, like Rai Durlabh and Jagat Seth.



Nawab Siraj-ud-Daulah



Battle of Palashi

These merchants finally joined 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.

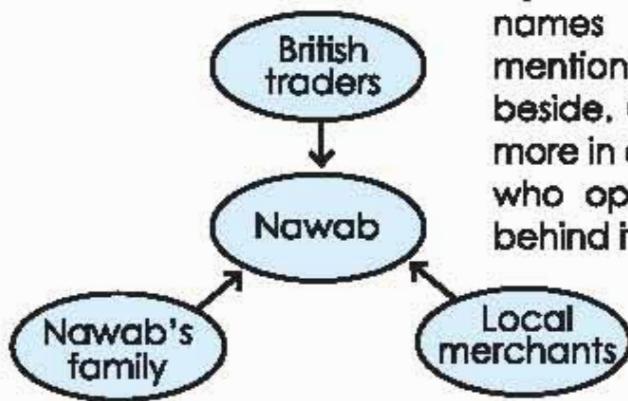
**A | Let us talk**

Discuss with the help of your teacher:

- 1 Why did the British come to India?
- 2 What was the reason for their interest in Bengal?
- 3 Who ruled Bengal from 1757 to 1947?
- 4 Who conspired against the Nawab?
- 5 Why did the Nawab lose the battle?
- 6 What happened after the Battle of Palashi?

**B | Let us write**

The Nawab had to face conspiracies against him from three sides. The names of the three sides are mentioned in the given diagram beside. Copy this diagram and write more in each circle about the people who opposed him and the reason behind it.

**C | Let us do more**

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

**D | Let us check**

When did the Battle of Palashi take place?

- 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, which is known as 'Company Rule'. Bengal came under Company Rule, with Robert 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. Though the British suppressed the revolts they could not continue to rule like before. The British queen took the rule of the whole of India including Bengal in her own hand abolishing the company Rule, 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 run down, so the craftsmen became unemployed, farmers became poor which brought famines in Bangla, e.g. the 'Chihhiyattor er Monnontor' in 1770.
- The **zamindars** (landlords) became very rich and most of the people of Bangal became poor.

There were also some good effects of British rule:

- Education was encouraged by establishing new schools, colleges, universities and printing presses.
- Transport and communications were improved, with better roads, railways and telegraph.
- The combination of education and communication led to the 'Bengal renaissance' of the 19th century, when education, literature and scientific knowledge developed.



Hindu College, Kolkata, founded in 1816

**A | Let us talk**

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

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

**B | Let us write**

What happened due to the 'Divide and Rule' policy of the British?

**C | Let us do more**

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



Raja Ram Mohan Ray

Iswarchandra  
Bidyasagar

Nawab Abdul Latif



Syed Amir Ali

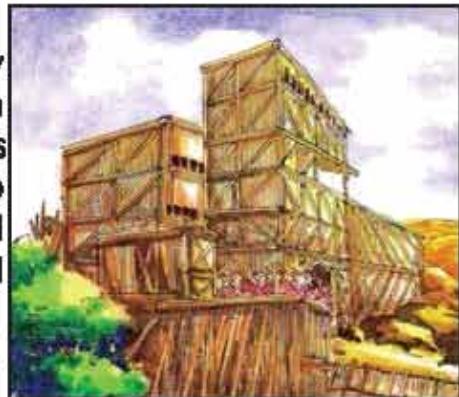
**D | Let us check**

Complete the sentence with suitable words:

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 throughout 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 in the village of Narkel Baria were defeated by the British army and Titumir was killed.



The bamboo fort of Titumir



Mangal Pandey

The significance of Sepoy Mutiny of 1857 was quite high. It was started in West Bengal by Mongol Pandey in Barrackpur, and later spread to the rest of India.

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 thousands for the British, it 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 about the use of tallow from beef and pork to make the cartridges for cannons and guns. These cartridges were used in Indian army. It sparked religious restlessness to both Hindus and Muslims.
- 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 started governing India freely.

**A | Let us talk**

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

**B | Let us 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 | Let us do more**

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 | Let us 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 was formed. The British were worried about the power of nationalist feeling and in 1905 they decided to divide Bengal province. This is called 'the Partition of Bengal'. The new East Bengal was formed including Assam. But resistance was intense, so in 1911, the division of Bengal was annulled.

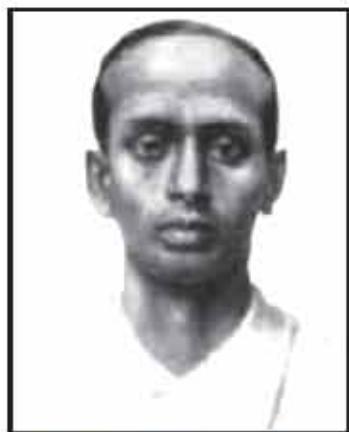
The next stage of political resistance was the formation of the All Indian Muslim League party in 1906. In Bengal the most serious revolts were the Swaraj, Asahyog, and Armed Youth movements. Pictures of the three martyrs who lost their lives are shown below. The sacrifice of Khudiram Basu, Pritilata Waddeddar and Masterda Suryasen against the British rule is ever-rememberable. Many Indian heroes fought in favour of The British in the First and Second World War. However, it did not stop the movement against the British. The movement for independence of the Indians continued.



Khudiram Basu



Pritilata Waddeddar



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 and Sarat Chandra Chattopadhyay. At this time, Begum Rokeya, the pioneer of woman awakening, played a significant role in spreading girls' education. Finally in 1947, India gained its independence from Britain; and India and Pakistan were born as two separate states.

**A | Let us talk**

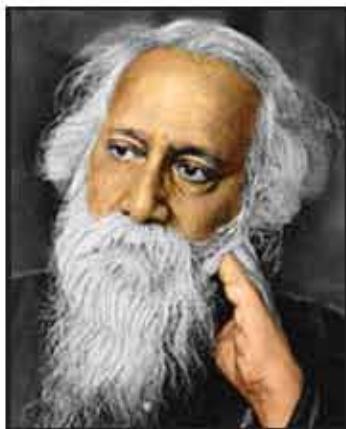
Discuss with the help of your teacher how poets and writers can contribute to political resistance.

**B | Let us write**

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

**C | Let us do more**

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



Rabindranath Tagore



Kazi Nazrul Islam



Begum Rokeya

**D | Let us check**

What was the Bengal renaissance concerned with?

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

# Historical Place and Artifacts in Bangladesh



## Mahasthangar and Wari-Bateshwar

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

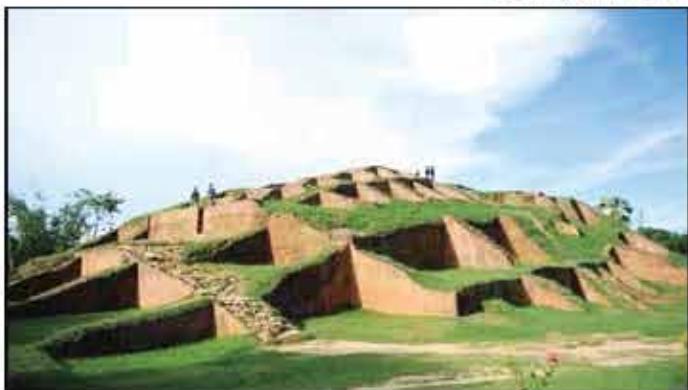
### Mahasthangar

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

The relics found here include:

- an old fort fortified with a ditch
- an ancient Brahmi inscription
- religious relics including temple
- earthen coins, plates, sculptures, metal beads
- the 'engraved stone' stone, 3.35 m long

Mahasthangar



### Wari-Bateshwar

This site combines two villages named Wari and Bateshwar at Narsingdi district. It carries the relics of the time earlier than Maurya dynasty of 450 B.C. It is more connected with sea routes. It also had roads indicating early urbanisation. The relics include silver coins, stone figures and beads.



Finds from Wari-Bateshwar

**A | Let us talk**

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

**B | Let us write**

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



Engraved stone

**C | Let us do more**

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

**D | Let us check**

Complete the sentence:  
Both these sites carry the history of \_\_\_\_\_ dynasty.  
around \_\_\_\_\_ BC.

# 2

## Paharpur and Mynamati

### Paharpur

This site dates from King Dharmapala 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 constructions are temples, a kitchen, a dining room and brick drains. The relics include terracotta and statues of animals.



Mynamati

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

### Mynamati

The history of Mynamati, dated from the 8th century is related to the story of King Manik Chandra and his wife Mynamati. It is near Cumilla city, to the south east of Bangladesh.

**A | Let us talk**

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 | Let us write**

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

**C | Let us do more**

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

**D | Let us 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**

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

Sonargaon is located on the river bank of Meghna in Narayanganj district at the south-east of Dhaka city.

This area was the old capital of the Muslim sultans of Bengal. There are still various tombs here, including the tomb of Giasuddin Azam Shah.

After Musa Khan, son of Isa Khan, was defeated in the battle in 1610, the capital was moved from Sonargaon to Dhaka.

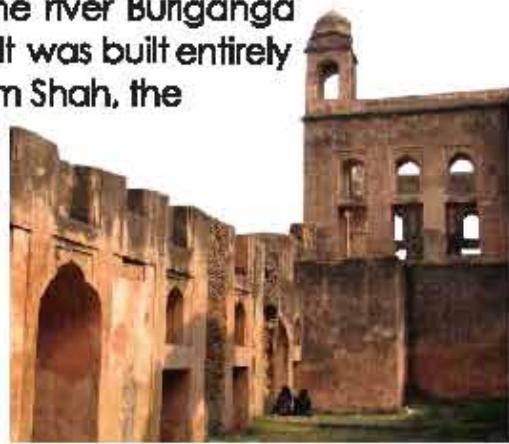


Folklore museum at Sonargaon

Panam City was built near about 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**

Lalbagh Fort was built in 1678 on the river Buriganga and it is to the south-west of Dhaka. 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 | Let us talk**

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

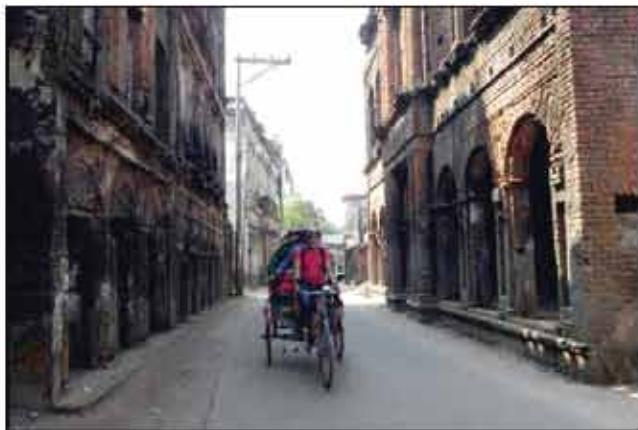
**B | Let us write**

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 | Let us do more**

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



Panam City

**D | Let us check**

Complete the sentence:

Sonargaon was built at the time of \_\_\_\_\_



## Ahsan Manzil

Ahsan Manzil the palace of the Nawabs of Bengal, was built on the river Buriganga. Jamindar Sheikh Enayetullah of Jamalpur parganah built the palace during Mughal period . In 18th century, his son Sheikh Motiullah sold this palace to a 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. At present, it is being used as museum. Ahsan Manzil is an example of notable architecture of Bangladesh.

**A | Let us talk**

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

**B | Let us 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 | Let us do more**

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

**D | Let us check**

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

- It was called Pundranagar during the Maurya dynasty. \_\_\_\_\_
- The relics found here are silver coins, stone figures and beads . \_\_\_\_\_
- Its museum displays coins and stone inscriptions. \_\_\_\_\_
- It has a secret tunnels and a three-domed mosque. \_\_\_\_\_

# Our Economy: Agriculture and Industry

## 1

### Rice, wheat, pulses

Nowadays, agriculture products are being exported to foreign countries after meeting the local need. Bangladesh is a mainly agricultural country. About 80% of the population earn their livings from agriculture sector. The land of this country is suitable for cultivation as it is situated in a fertile delta region. About 20% of the national economy comes from agriculture.

In this lesson, we shall learn about three main food grains - rice, wheat and pulse.

#### Rice

Rice is the main food of Bangladesh. So, this is the main crop of Bangladesh. The climate and lands are suitable to grow rice almost everywhere in Bangladesh. 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. The demand of the foods made from wheat is increasing day by day in Bangladesh. As a result, the amount of cultivation of wheat is rising up.

#### Pulses

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



Pulse

**A | Let us talk**

Discuss with the help of 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 | Let us write**

Write the information from the opposite page in the table.

	Rice	Wheat	Pulses
How we eat it			
Where it is grown			

**C | Let us do more**

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 | Let us check**

What is our main agricultural crop?

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

# 2

## Potatoes, oilseed and spices



Potato

### Potatoes

Potatoes are an essential food as you can see in the picture. Fertile loamy and sandy soil are favorable to grow potatoes. We produce round and sweet potatoes. The surplus potatoes are exported after meeting the local needs.



mustard Field



Chilli pods

### Spices

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

**A | Let us talk**

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

- weather and climate
- soil
- consumer's demand

**B | Let us 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 | Let us do more**

Explain what the figures show in this grid:

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

**D | Let us 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 exporting to other countries.

### Jute

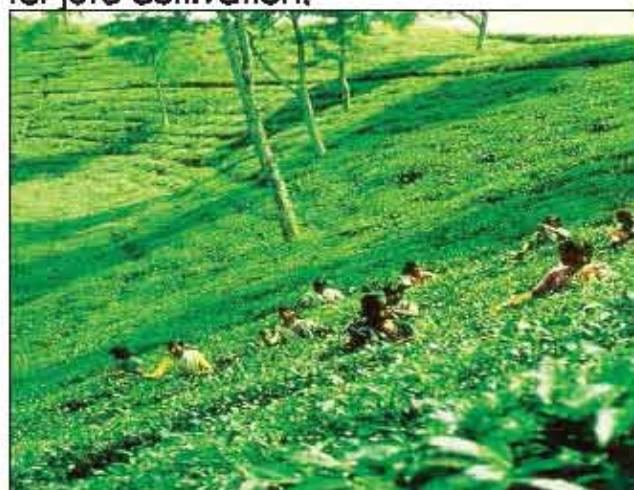
Jute is our main cash crop. Bangladesh is the second largest jute producing country after India. It is called the 'golden fiber' of Bangladesh. Mymensingh, Faridpur, Cumilla, Pabna, Kustia, Jashore and Naogaon produce the most jute in Bangladesh. Ropes and sacks are made of jute. Bangladesh earns a lot of foreign currency by exporting jute. Our climate is suitable for jute cultivation.



Jute field

### Tea

Tea plays an important role in the economy of Bangladesh. It grows especially in Sylhet and Chattogram. Recently it has been expanded also 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.



Tea garden

### Tobacco

Tobacco is used for making cigarettes and biri. It grows in many regions in Bangladesh. The larger portion of it is exported. The cultivation of tobacco is discouraged as it is injurious to human health. Other cash crops include cotton, silk, betel nut and rubber.

**A | Let us talk**

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

- jute
- tea

**B | Let us write**

Fill in the boxes with information from the opposite page.

	Jute	Tea
What it is used for		
Where it is grown		

**C | Let us do more**

Fish is also an important cash earning product, making up 23% of our agricultural income.

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

Where in Bangladesh do you think fish-farming is done?

**D | Let us check**

Complete the sentence.

We export agricultural products in order to \_\_\_\_\_



## Industry in Bangladesh

### Fabric

Fabric industry is a very significant industry in Bangladesh. Most of the fabric industries are situated in the districts of Dhaka, Narayanganj and Gazipur. Some sarees of cottons, silks and jamdani are being made by handlooms. Once the clothes made of muslin were world famous. There is a huge demand of fabrics in our country. The local supplies run short to meet this demand. For this reason, 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 garment sector. Several million women and men work in our garment factories. They make all kinds of garments for Western Companies. Every year, Bangladesh earns a lot of foreign currency by exporting the clothes made by these workers to different countries.

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

### Jute

With exporting jute as a raw material, we also export goods made 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 domestic use and export.



Raw Jute

**A | Let us talk**

With the help of 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 | Let us write**

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

**C | Let us do more**

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

**D | Let us check**

Match each crop with the place it is grown.

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

**5****Heavy industry and cottage industry**

Both large and small industries play important roles in the economy of Bangladesh. 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. There are fertilizer factories at Fenchuganj, Ghorashal, Ashuganj, Chattogram, Tara Kandi, and different places in Bangladesh, yet we have to import fertilizer from abroad. We need cement for the construction industry which is produced in our cement factories. 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. Beside government run sugar mills, there are also some non-government sugar mills in Bangladesh. 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 derived from 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 products. We make pottery and terracotta from clay: pots, plates, plates, vases and tiles.



Basketry: another cottage industry

**A | Let us talk**

Discuss with the help of your teacher:

- What industries have you seen in Bangladesh?
- Could you see what they produce?
- How large were they?
- What kind of buildings did they have?

**B | Let us 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 | Let us do more**

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

What is the name of the company?

What do they make?

Where is their factory?

How large is it?

**D | Let us 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. We were unable to grow food for all even a few years ago. About 2.5 million metric tons of food used to be imported every year. But, at present, we are in a position to grow sufficient food for our people. However, more land is required for human settlement. We have to be careful about this. Otherwise, we have to face shortage of food again in future.

#### Clothing

Clothing is one of the important basic needs of human being. 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 security. It can be seen in the picture that rootless people coming in the cities are leading an inhuman life.



Homeless people

**A | Let us talk**

Discuss with the help of your teacher any examples of over-population in your area. Use the three headings of food, clothing, housing.

**B | Let us write**

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

Food import	Amount per year

**C | Let us do more**

Imagine a day in the life of homeless children in the city. Describe the problems they face.

**D | Let us 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

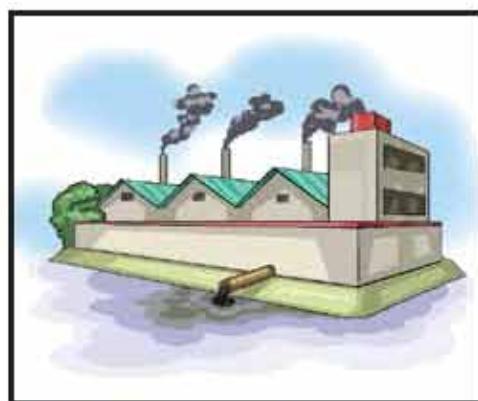
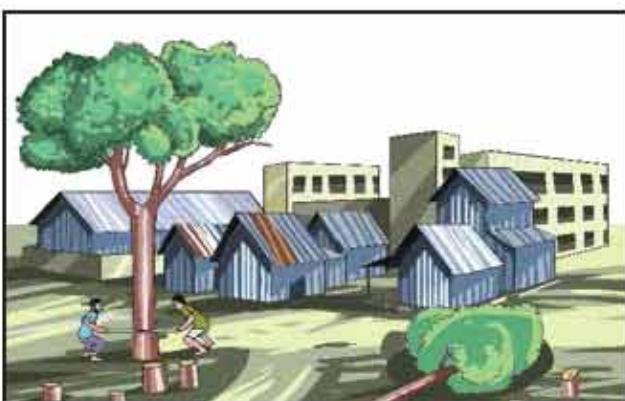
Education is crucial to the progress of our society. But 27.70% of our population is still illiterate. This is because poor families cannot afford to send their children to school. Even after they enroll in school, children may have to drop out before they complete education to help the family.

### Health

The number of doctors in our country is inadequate for the size of our population. Thus many people do not get enough treatment facilities as required. Their poor health often refrains them from earning their living and helping our economy.

### Environment

Over-population has a bad effect on the environment. People cut down too many trees for housing. Chemicals and fertilizers are being used to increase the production. This is polluting our rivers and streams. The extraction of ground water is affecting environment and climate.



Effects of over-population on the environment

**A | Let us talk**

In small groups, discuss

- How the level literacy could be raised?
- How could more children be brought 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 | Let us write**

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

**C | Let us do more**

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

- rail routes
- bus passengers
- car drivers
- pedestrians

**D | Let us check**

Write 3 effects of over-population on the environment:

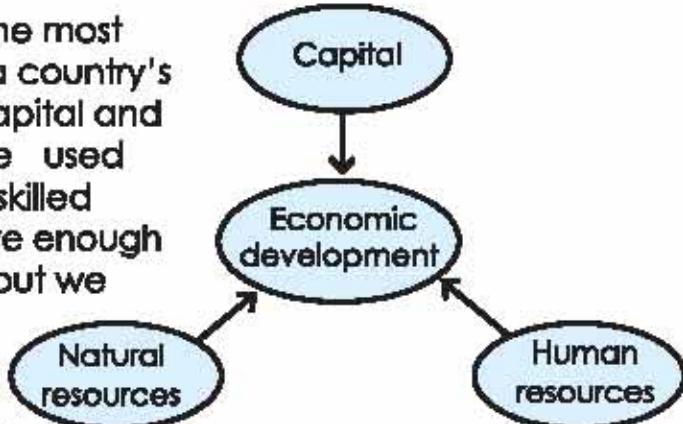
1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**3****Transformation of population  
as human resources**

Human resources is one of the most important requirements for a country's economic development. Capital and natural resources can be used effectively with the help of skilled manpower. 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 comparatively skilled manpower 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 | Let us talk**

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

**B | Let us write**

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

Method	Example
Export manpower	
Improve our basic levels of education	
Upgrading skills through specialised	

**C | Let us do more**

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 | Let us 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:

<b>Food</b>	increase the production of foodstuffs
<b>Housing</b>	increase public and private sectors' spending on housing
<b>Environment</b>	reduce the pollution of the environment so that people's standard of living is improved
<b>Health</b>	increase government spending on immunisation and health care so that people are able to work better
<b>Education</b>	100% literacy rate must be ensured. Necessary steps must be taken to increase the quality of education
<b>Skill development</b>	increase technical education to develop our skilled manpower
<b>Balance of trade</b>	increase exports in respect of imports

**A | Let us talk**

Hold a class debate on the issues at the previous page. Each of the seven groups will argue for its issue as the highest priority for government action and elect any one group as winner. The class then vote on the order of priority for the list of issues and elicit any one group winner.

**B | Let us write**

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

**C | Let us do more**

Try to find out where the ex-students of your school are working. Can you find out how many work in agriculture, in industry, in offices, or go for higher education?

**D | Let us check**

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

## Chapter 6

# Climate and Disaster

### 1

#### Climate change



Weather is the 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. The natural location and climate of Bangladesh put it at risk of natural disasters, like floods, cyclones and earthquakes.

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 ice to melt and rivers to dry up, which bring further damages the environment.

Climate change causes different impacts in Bangladesh.

- increased average temperature
- heavy rainfall or less rainfall
- more cyclones
- frequent severe floods
- damage of agricultural land from increased salinity
- causing a destruction of trees and animals
- affecting the ground water level to go 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 | Let us talk**

Discuss with the help of your teacher the issue of climate change:

- What are we doing wrong to our environment?
- What effects are being caused on environment?
- What could happen to our globe due to environmental catastrophe?
- How could we stop it?

**B | Let us 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 | Let us do more**

Find out the information about cyclone like 'Sidr' in 2007 generated in the Bay of Bengal. It's speed was 160 km per hour and caused death to 3447 people. Cyclone Aila in 2009 caused the death of 330 people, 8208 were missing and over 1 million were homeless. Try to know what your family and teachers remember about these cyclones.

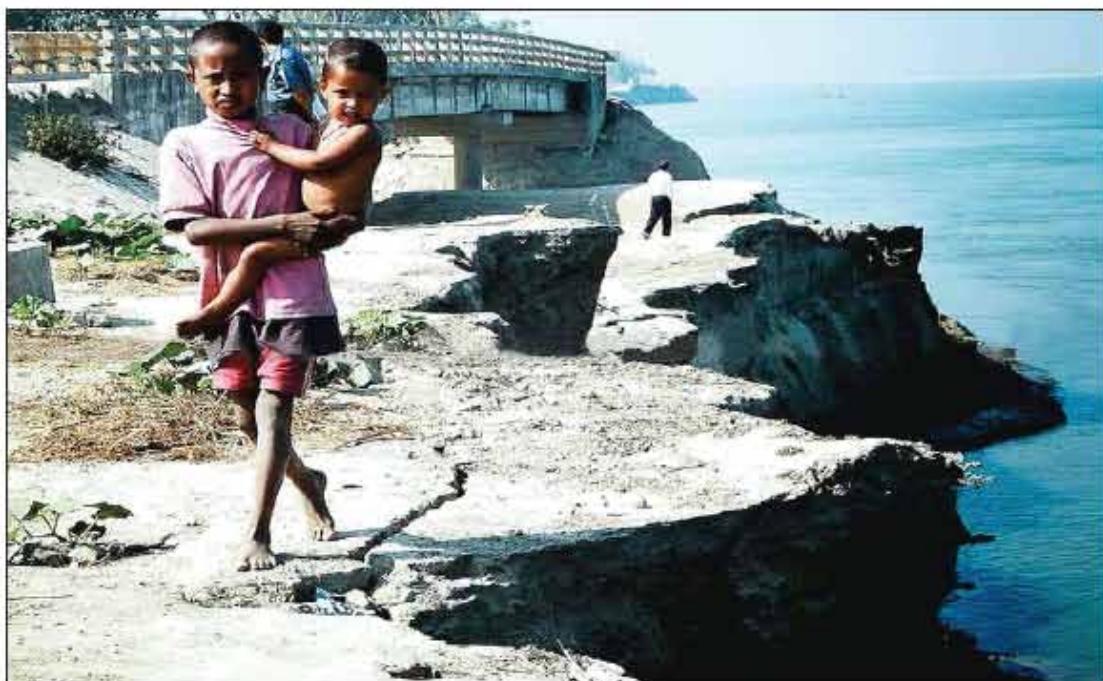
**D | Let us check**

What does happen to the natural environment when the temperature rises?

## 2

## Riverbank erosion

Bangladesh is a country with many rivers. That is why Bangladesh is prone to river erosion. If the banks burst, valuable farming land is dissolved in rivers. Homes and villages, Roads, railways, schools and colleges are dissolved. As a result economic and social lines are damaged severely.



Riverbank erosion

One of the natural causes of erosion is flood. The extra volume of water in the rivers strike the banks. So river erosion during flood causes immense damage. There are also man-made threats to river banks:

- extracting sand from riverbeds
- cutting down trees near river banks

The man-made causes and natural causes threaten the normal flow of rivers.

**A | Let us talk**

Discuss with the help of your teacher about any river and stream near you.  
Have it ever been flooded?

Have you seen any construction near the river banks?  
What are the effects of floods?

**B | Let us write**

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

Man-made causes	
Effects	

**C | Let us do more**

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

- Building embankments for flood prevention.
- Maintaining sluice gates and culverts for irrigation
- Taking different preparations for maintaining cautions for flood.

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

**D | Let us check**

What are the results of river erosion?

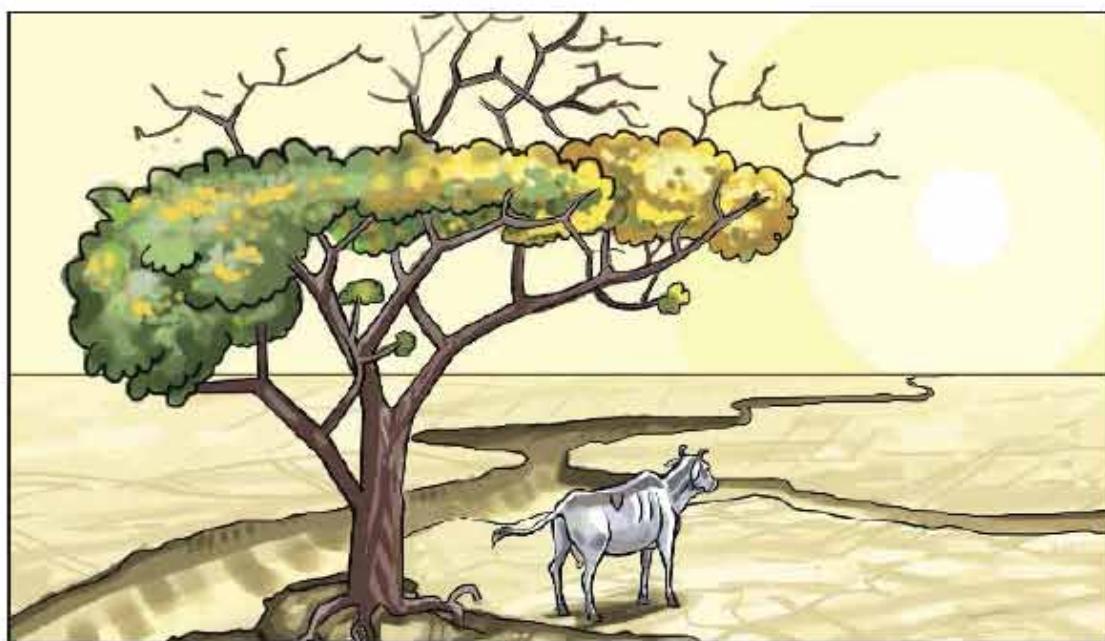
# 3

## Drought

Although some parts of our country suffer from frequent floods, other parts suffer from drought. The north-west of Bangladesh is drought prone due to long lasting dry weather, insufficient rain and very few rivers.

The man-made causes of drought include:

- cutting down trees, because the roots hold water in the soil
- too much building covers the ground with concrete and the soil can not absorb water
- air pollution from factories also makes the atmosphere drier



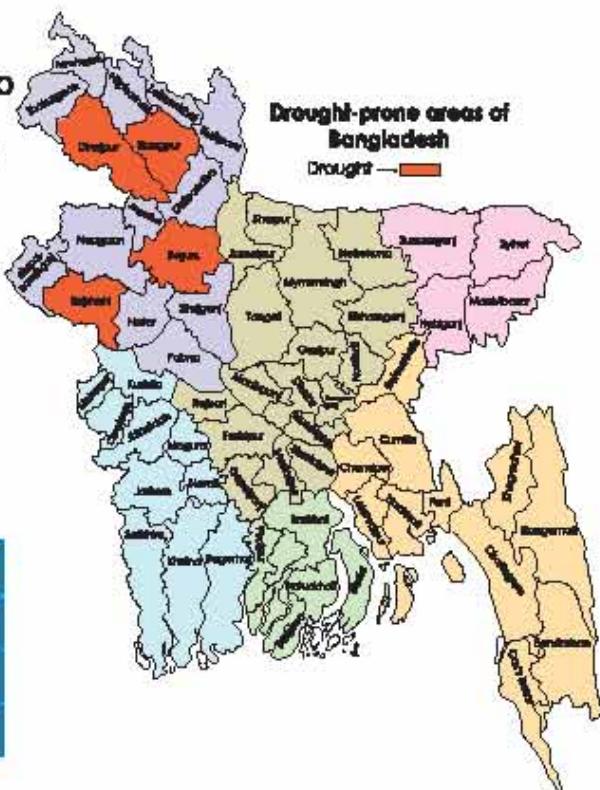
The effects of drought include:

- Rivers, wells, lakes and canals dry up.
- It is harder to cultivate crops in the fields.
- Fodder for cattle becomes scarce.
- Scarcity of drinking water prevails.

**A | Let us talk**

The 4 red areas in the map are prone to drought.

- Discuss with the help of the teacher which divisions are they?
- What are the geographical characteristic of these areas?

**B | Let us write**

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

Rivers	
Fields	
Animals	
People	

**C | Let us do more**

The Ministry Disaster Management says, '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 draught in this situation.

**D | Let us check**

Complete the sentence:

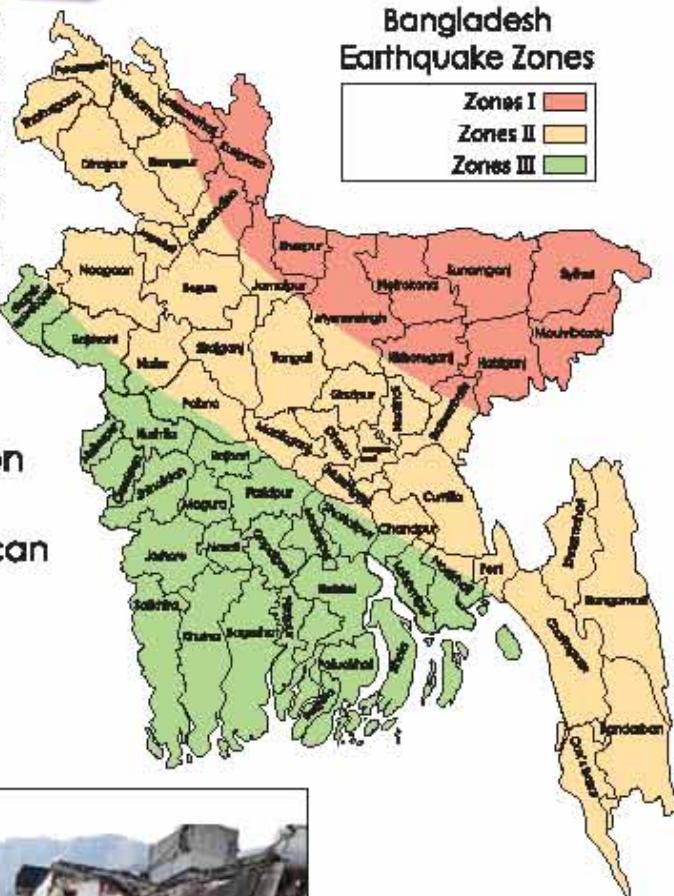
There is more drought in the north-west of Bangladesh because



## Earthquakes

Bangladesh is at risk of earthquakes because of its geological location. On the map, north-east side of the zone-I is most at risk, while the south-west side of the zone-III is comparatively less at risk.

Cautions taken by Bangladesh in construction of buildings in protecting small scale earthquakes can safeguard from severe disasters.



Effects of earthquake

A major earthquake can have secondary effects like tsunami and flooding around the sea shore.

**A | Let us talk**

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



Warning people by loudspeaker

**B | Let us 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. Do not run to and fro being scared.
- If you are in bed, cover your head with a pillow.
- Take shelter under a wooden table or other strong furniture.
- Stay away from balconies, chest, windows and hanging photo frames that could fall.
- If you are in a building, stand under a beam.
- After the first shock, leave the building in line and take shelter in open place.
- Keep first aid supplies ready at home.

**C | Let us do more**

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

**D | Let us check**

Which of these divisions is in the zone are 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 recognized approved 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 mean enjoying all rights by a person according to the declaration of the United Nations. Here are some of basic rights:

- Man is born free
- Right to move freely
- Rights of equal dignity for all in the society
- Right for education
- Right for security
- Right to protect oneself from violence and fortune
- All are equal before law
- Right not to be arrested and captivated without any cause
- Right of proper wage
- Right to have justice
- Right to enjoy and preserve one's own property
- Right to follow one's own religion
- Right to have freedom of expression
- Equal rights for women and men

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



Protesting with placards

**A | Let us talk**

Discuss the questions below with the help of your teacher regarding the protection of human rights

- What can the government do?
- What can society do?
- What can individuals do?
- What can you do?

**B | Let us write**

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

**C | Let us do more**

In small groups, act out a role-play for one of the rights. Suppose you are deprived of that right. What can you do to have your rights?

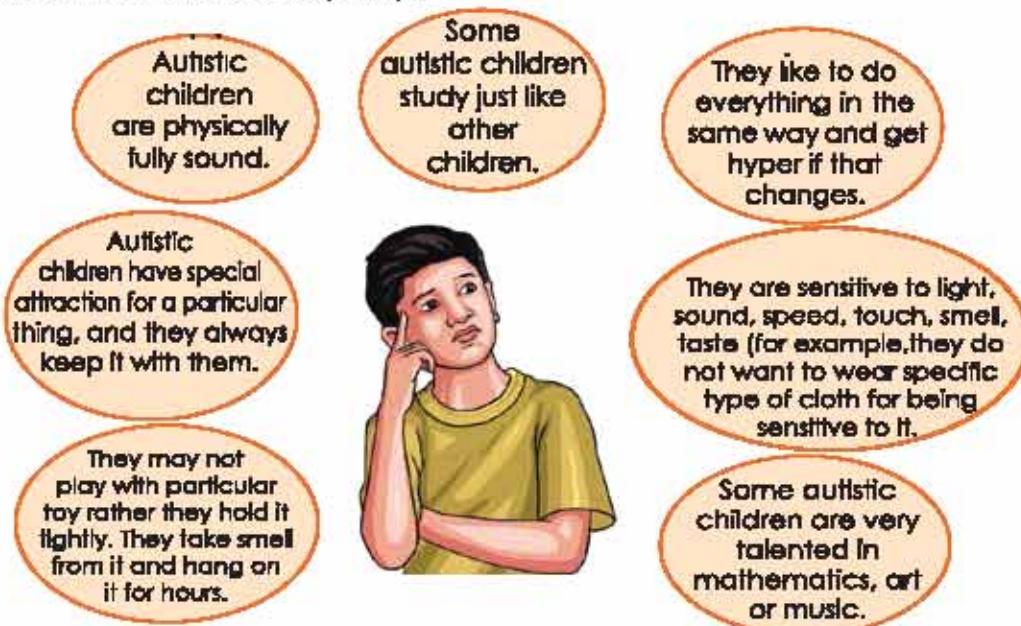
**D | Let us check**

Which of the following is related to the right to move freely?

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

## 2 The rights of autistic children

Every child is different from others. But we all have the rights to live like ourselves. Some are restless and some are quiet. Some like to be in a crowd, and some prefer to be on their own. As an example we can know the autistic children. But all children have the right to be treated with equal respect and understanding. These kinds of children face difficulties to work in a group. Autistic children are affected by autism. Autism is not a mental disease, but a problem of development of the brain. Let us learn about autistic children. As an example, this type of children find it difficult to join in groups. They even react to the touch of others. They use language in different ways. They may like doing the same things repeatedly. If they are taken care of specially, they will have the opportunity to flourish themselves equally.



So how should we treat any autistic children in our class? We should understand that all children are different and their patience is very little. We should live together with harmony. We should be patient and inclusive, and tolerant of each other's differences. We should not behave in such way for which they might be hurt and get hyper.

**A | Let us talk**

Accepting different behaviours of children is a part of human rights. We all are different from each other. What other differences are there between children in your class? Discuss with the help of your teacher.

**B | Let us write**

Take one of the characteristics in the bubbles from the previous page. If you have a classmate who behaves in this way, how would you react to this behavior? Think. What would be the best behavior?

**C | Let us do more**

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

**D | Let us check**

What are autistic children often good at?

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

### 3 The violation of children's rights

Let us read some examples of the violation of children's right.

- (1) Many children are deprived of their rights to education due to the insolvency of their families.
- Many children have to work in the fields, in brick kilns, or in factories. Child labor is prohibited in Bangladesh, but the ages of 14-18 children can be employed in light work.
- Many children are homeless, especially in the cities, because their family cannot afford housing.
- Sometimes children are punished physically, although it is illegal.
- Many times, children are trafficked abroad. This is an act against human rights.



**Child labour**

Besides, many other incidents occur which are violation of human rights. We must be conscious to protect our human rights and if necessary we have to inform the authority.

**A | Let us talk**

Discuss with the help of your teacher what you would do if you see children rights are being violated in these ways. Do you have the right to tell their parents what the children are entitled to? In this case, what can you do?

**B | Let us write**

Choose one of the examples from the previous page and describe what you would do if you see any child is being deprived of his rights.

**C | Let us do more**

Choose one of the examples from the previous page. Act out what action you would take in such a situation? One should be the victim, one a witness, and one be someone in authority.

**D | Let us check**

How a child can be more benefitted from acquiring knowledge than engaging in child labour?

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



## The violation of women's rights

Let us know how women's rights are being violated in our society:

- Girls are not getting equal rights to education like boys.
- Women lag behind in job market.
- Women are not paid equally.
- Domestic helps do not get proper wages, food and health care.
- Sometimes domestic helps are being trafficked to other countries.



Sometimes, domestic help girls are tortured. Moreover, women and children are trafficked to other countries. They are used in many risky and inhuman tasks. We should not tolerate these situations. These are the violation of human rights. We should not tolerate these kinds of inhuman behavior. We should work to protect the equal rights of the women.



Punishing a domestic helper

**A | Let us talk**

Discuss with the help of your teacher about the equal rights of men and women. Give some examples of unequal treatment. What can you do about it? What should be our role in changing the attitude of the people?

**B | Let us write**

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

**C | Let us do more**

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 will play as the mother, one as the father and one as the girl.

**D | Let us check**

How should we treat our household helps?

## Gender Equality

### 1

#### Pioneer for women

The roles of both men and women are important for the real development of the society. If women and men do not enjoy the equal participations and equal rights, development of the country will be hampered. As the poet Kazi Nazrul Islam said, "Everything that is great and welfare in the world Must have been done half by women, half by men."

Begum Rokeya played a very important role in establishing women's rights and creating awareness among women in the Indian Sub-Continent. She did not believe in gender discrimination, rather believed in cooperation between women and men. She was born on December 9, 1880 in Rangpur. She became a passionate

supporter of girls' education. In 1909, she opened a girls' school at Bhagulpur, which was moved to Kolkata later. This great pioneer woman died on 9 December 1932. She campaigned tirelessly to spread girls' education all along her life. Now 9 December is observed as 'Rokeya Day' by the Government of Bangladesh. Her hard work has created opportunities for women to have education gradually.



Begum Rokeya

**A | Let us talk**

Read the figures below with the help of your teacher and discuss the ratio between girls and boys in primary schools in Bangladesh.

	Girls	Boys
Initial enrolment	84%	81%
Drop out	34%	32%
Complete class 5 without good score	28%	25%
Complete class 5 with good score	28%	28%

**B | Let us write**

Write a short paragraph on the benefits of primary education for girls.

**C | Let us do more**

Now write why girls need to continue their education up to secondary school level.

Girls and boys learning together

**D | Let us check**

Complete the sentence with suitable words:  
Begum Rokeya set an example of \_\_\_\_\_

2

## International Women's Day



Poster for International Women's Day

We celebrate International Women's Day on 8 March every year, throughout the world.

How did it begin?

- On 8 March 1857, women garment workers in New York went on strike to get proper wages. Their main target was to get pay equal to men and demanded an eight-hour working day. Police tortured in this strike and arrested many of them. They made this movement against excessive work pressure in the working place and to stop child labour.
- On the same day in 1908 there was another strike by women of the Garment Workers' Union in New York. This strike continued for 14 days and about 20,000 women workers participated there. 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 the International Women's Day. On this day efforts were taken to increase the awareness on different issues including women rights.

**A | Let us talk**

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

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

**B | Let us write**

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

**C | Let us do more**

Plan a celebration for the next 8 March in your school. Draw some posters, and if possible you could invite a local special person to deliver speech about women rights at work.

**D | Let us check**

Tick the correct answer.

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 charter and policies to establish gender equality. The aim of these policies is to acknowledge women rights as basic human rights. But women often become the victim of violence. The human rights of women are subsided. From the report of UN, we can know different types of violence against women such as, acid throwing, murder for failing to pay the demanded dowry, illegal punishment in the name of religion. United Nation (UN) 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**

Women are being tortured for dowry. For this reason, many people consider women as the burden of the society. In many cases, girls are not able to go out and can not mix with anyone without the permission of their families. Their families think that may harm their reputation. Girl's education, outside work skills or opportunities are affected due to the torture of women.

**What is our government doing to prevent women oppression?**

The Ministry of Women and Children Affairs are working in this regard. It has been working to stop violence against children and women 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 | Let us talk**

Look at the picture at the previous page and discuss what do the people want to achieve.

**B | Let us write**

Violence against women is harmful for people and the society. Write a letter to your local newspaper to draw readers' attention to this.

**C | Let us do more**

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

- The Bangladesh Shishu Academy
- Directorate of Women Affairs

**D | Let us check**

Complete the sentence:

We can change people's attitude to stop violence against women by \_\_\_\_\_

# **Our Duties and Responsibilities**

## **1**

### **Our duties to society**

In chapters 7 and 8 we knew the equal rights of people In this chapter we will know duties and responsibilities to our society and state.

To keep our society better and safer place , we have some responsibilities, such as :

- We will love and take care of the younger ones
- We will not harm anyone
- We will obey the rules and regulations of society
- We will support the helpless and destitute
- We will respect the older people
- We will protect our local society amenities such as parks and playgrounds
- We will be safe on the roads
- We will be aware of stranger danger

Read the following 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 from Rakib's family.

**A | Let us talk**

Discuss with the help of your teacher about the story of Rakib and 'stranger danger'. Discuss together in your class about how you can be safe from any kind of danger of the strangers.

**B | Let us write**

Write a notice on how a playground of your school or your locality can be neat and clean and pollution free. Hang it on the play ground or in the park. Mention clearly where people should throw their waste.

**C | Let us do more**

In small groups, discuss what you can 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 | Let us check**

**Answer in short:**

What should you do if someone, you don't know approaches to 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 foot.
- Label medicines and Bandage pesticides so they don't get taken by mistake.
- Turning off gas and electricity after using them.
- Be careful with fire.
- Don't open the door to strangers.
- Have a first aid box at home.



First aid box



Falling off a tree

Here are ways to stay safe outdoors:

- Be careful if climbing on trees or walls.
- Be careful while playing near water.
- Don't play on the road.
- Be careful while crossing the road.



A | Let us talk

Have you ever seen an accident faced by someone you know? What kind of accident it was? Why did it happen? Was there any way to avoid that accident? Discuss in small group.



B | Let us write

Write a description of an accident that happened to you. Write how to avoid such an accident in future.



C | Let us do more

Make a list of what each item in the First Aid box is used for.



D | Let us check

Complete the sentence.

A First Aid box helps us \_\_\_\_\_

# 3 Staying safe on the roads

Sometimes we face accidents on the roads, so we must be careful at our ways. This can lead us to avoid accidents. Learn these three rules about crossing the street safely.

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



Use the over bridge to cross the road.



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

Road Accident 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. We should be careful about our safety while while walking on the road.



**A | Let us talk**

Discuss with your teacher about the below mentioned road safety code:

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



**B | Let us write**

Write a letter to a local newspaper asking drivers to be more careful while driving in the road.



**C | Let us do more**

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.



**D | Let us check**

Write down the name of the road users seeing the photos in the previous pictures.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



## Our duties to the state

As a citizen, we have many duties and responsibilities to the state. Children have some duties too, but adults have more duties to the state. Some duties of citizens to the state are referred below:

To receive state education	It is our duty to receive education given by the state.
To be loyal to the state	We should obey the rules of the state and pay the highest interest of it.
To obey laws	To maintain peace, law and order we have to follow all the laws of the country. If we disobey laws, we have to face punishment.
To pay taxes	As a citizen it is our duty to pay taxes regularly. The government runs different organisations with the help of these taxes and provides different types of facilities to her citizens.
To vote	We live in a democratic society. So, we should vote at the age of 18. Voting is the duty of a citizen.
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.





**A | Let us talk**

Discuss with your teacher how individuals can do to play a part in government.



**B | Let us write**

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



**C | Let us do more**

In which levels is election held in our country?



**D | Let us check**

Answer in short:

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

## Chapter 10

# Democratic Attitude



### At school

The word 'democracy' means rule by the people. Everyday we do different type of works. To do these works we have to take various decision often. Democratic Value means respecting on others' opinion and taking decision based on the opinions of the majority.

Let us read an example of how we can practice democratic behavior:

The students will select class captains in their classroom. Teacher wanted to know who would be interested to be captain. 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 two pieces of paper to the whole class 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 captains happily. The election was based on the opinions of the majority.

Everyone will discuss on different issues together and practice democratic attitude in order to take any decision along with the following tasks:

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

**A | Let us talk**

Discuss with the help of your teacher the example from the previous page.

- 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 | Let us 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 | Let us do more**

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

**D | Let us check**

What is the democracy?

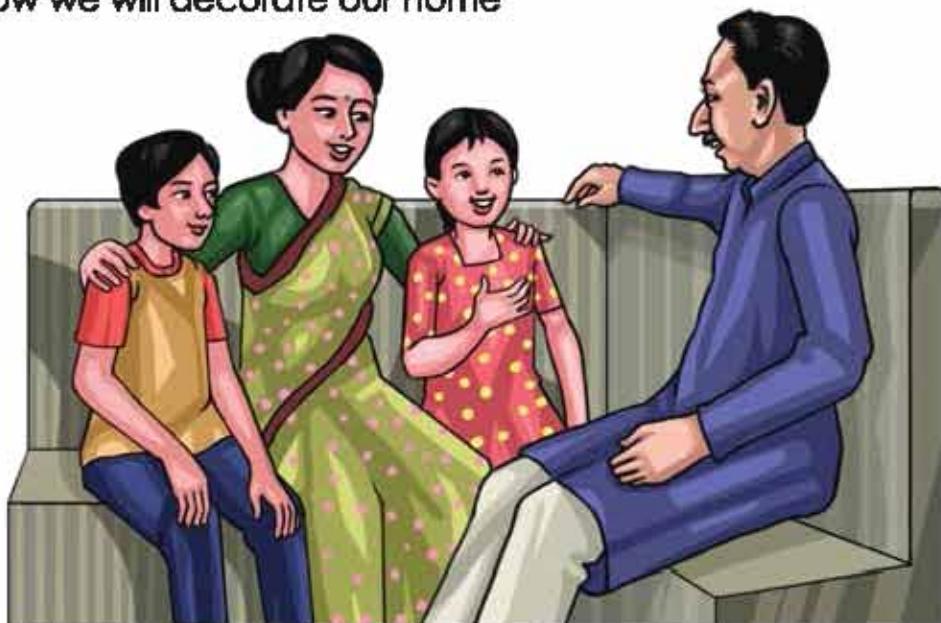
- a) individual opinion
- b) group opinion
- c) rule by the people
- d) rule by a dictator



## 2 At home and at working place

**At home**, we should reach decisions by listening to each other's opinions. All family members will discuss on different issues in order to take any decision along with the following task:

- What we will eat
- What we will do at festivals
- How we will decorate our home



**Democratic attitude at home**

**In the workplace**, people should consult with co-worker at every level about issues that concern them all. Then people will feel valued, and will feel encouraged to express their views. In that way, if we take decision through discussion different organizations will be able to provide better services.

Bangladesh is a democratic country. Democracy is the basic principle of governing the country. People of this country struggled for a long time to establish democracy. We will practice democracy at our home, school, playground and even our working place. As a result, democracy in our country will be strengthened. We have to remember we will take decision by discussing with others and be respectful to others opinion.

**A | Let us talk**

Discuss with the help of your teacher whether democratic behavior is practiced at your home or not.

**B | Let us write**

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

**C | Let us do more**

Imagine your neighbourhood is deciding where to build a new road. But each of you favour different routes. In this situation, act out a role play how you will take the decision in a democratic way which route will be the best for your neighbourhood. You each favour different routes. How will you decide which route is best for the neighbourhood?

**D | Let us 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 started residing in different areas of Bangladesh.

**Language:** Their native language is Achik or Garo.

**Religion:** Their original religion was Sangsarek. But most are now Christians.

**Society:** Garo society is traditionally matriarchal, which means that the mother is head of the household and the women inherit the family property. Group tribe and clan is identified according to their mother's.

**Food:** The staple food of Garo is rice, fish, meat and different types of vegetables. One of their traditional special foods is made of bamboo shoot which is very tasty.

**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 tin or other materials.

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

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

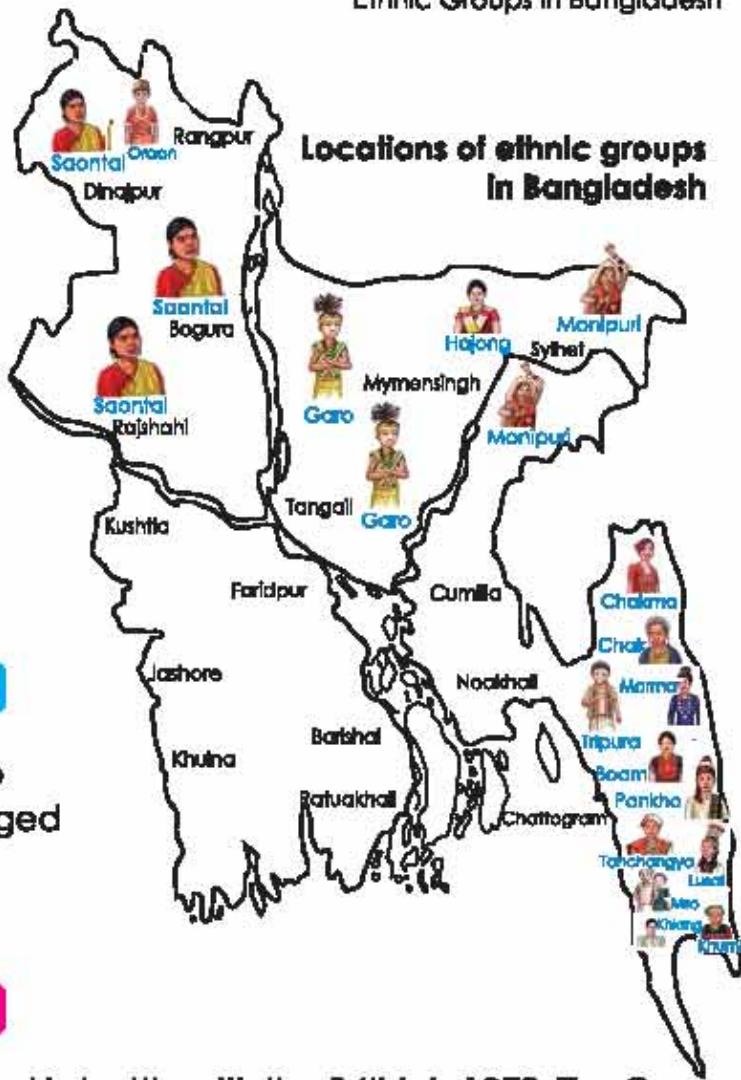
**Festivals:** Their traditional festival is called Wangala. At that time, they sacrificed their new crops for thanking and showing gratitude to the sun god Salzong . Usually this festival is celebrated in the month of October or November at the time of harvesting new crops. At the beginning of the festival they offer from their new crops as a gift. The festival is celebrated with drums and flutes.



Garo children singing

**A | Let us talk**

Discuss what you know about the ethnic groups of Bangladesh.

**B | Let us write**

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

**C | Let us do more**

The Garo were defeated in battle with 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. Suppose a film has been made on war. Draw a poster for a film about the battle.

**D | Let us check**

Complete the sentence:

It is assumed that the Garo originally came from \_\_\_\_\_ and the name of their primitive religion is \_\_\_\_\_.

## 2

### The Khasi

The Khasi people mainly live in the different parts of Sylhet division. In the past there was a kingdom named 'Joyanta' or 'Jayonti'. It is thought that the khasi lived in that Kingdom.

**Language:** Like Garo the Khasi people have their own language. They do not have written alphabet. The name of their language is 'Monkheme'.

**Society:** Also like the Garos, their society is matriarchal. The youngest daughter inherits most of the family property. The Khasi people live on agriculture. They produce a lot of betel leaves and rearing 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 with music is performed in all the festivals. Such as Puja and wedding. For this purposes the khasi organized festivals.



Khasi children



A | Let us talk

Discuss with the help of your teacher what you know about Khasi.



B | Let us write

Write three sentences comparing the Garo and the Khasi.



C | Let us do more



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



D | Let us check

Complete the sentence:

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

# 3

## The Mro

The Mro is another ethnic group of hilly area. They live in different upazillas of Bandarban district near the border with Myanmar.

**Language:** The Mro have their own language. It has written form too. UNESCO have called it an endangered language. If not maintain properly the language may be extinct.

**Religion:** The name of the religion of Mro people is 'Torai'. Besides, there is religious faith named 'Krams'. Moreover, some of them follow 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 main foods their the Mro are rice, dried fish and different kind of meat. One of their delicious food is nappi.

**Clothing:** The traditional wear of the Mro women is called wanglai. The men wear short white dress.

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



Mro festival



A | Let us talk

Discuss with the help of your teacher what you know about the Mro people.



B | Let us write

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



C | Let us do more

This is one of the Mro house. Write which materials have been used to build the walls, the platform and roof of this house.



D | Let us check

Complete the sentence:

The Mro people live near the border of

## The Tripura

The Tripura is another large ethnic group of hilly area. They are the third largest group there, after the Chakma and Marmo. Besides Bangladesh they also lived in the state of Tripura in north east of India.

**Language:** The Tripura language is Kokborok.

**Society:** The people of Tripura live collectively. They call it '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 Hindu worshipping Shiva and Kali. But they also pray their own gods. Such as they perform 'Ker' puja for the well-being of the villagers.

**Houses:** The houses of Tripura's are on the high ground and they use stairs to climb on their houses.

**Clothing:** Women wear 'rinai' on their lower halves and 'rise' 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, they wear flowers in their hair and enjoy a lot, by visiting one village to another.



Tripura wedding ceremony



**A | Let us talk**

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



**B | Let us write**

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



**C | Let us do more**

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



**D | Let us check**

Complete the sentence:

The majority of Tripura people live in \_\_\_\_\_ in India.

# 5

## The Oraon

The Oraon live in Rajshahi, Rangpur and Dinajpur.

**Language:** The name of the Oraon's languages are 'Khurukh' and 'Sadri'.

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

**Religion:** The Oraon worships different gods. Their main god is called Dharmes, who is believed to be the creator of this universe.

**Festivals:** Their main festival is 'Karam' which is celebrated on the 11th day of a full moon (Purnima) of the month of Bhadra. They also observe different religious programs in every month and season.

**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



**A | Let us talk**

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



**B | Let us write**

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



**C | Let us do more**

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



**D | Let us check**

Give the tick mark on the correct answer:

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 and the World

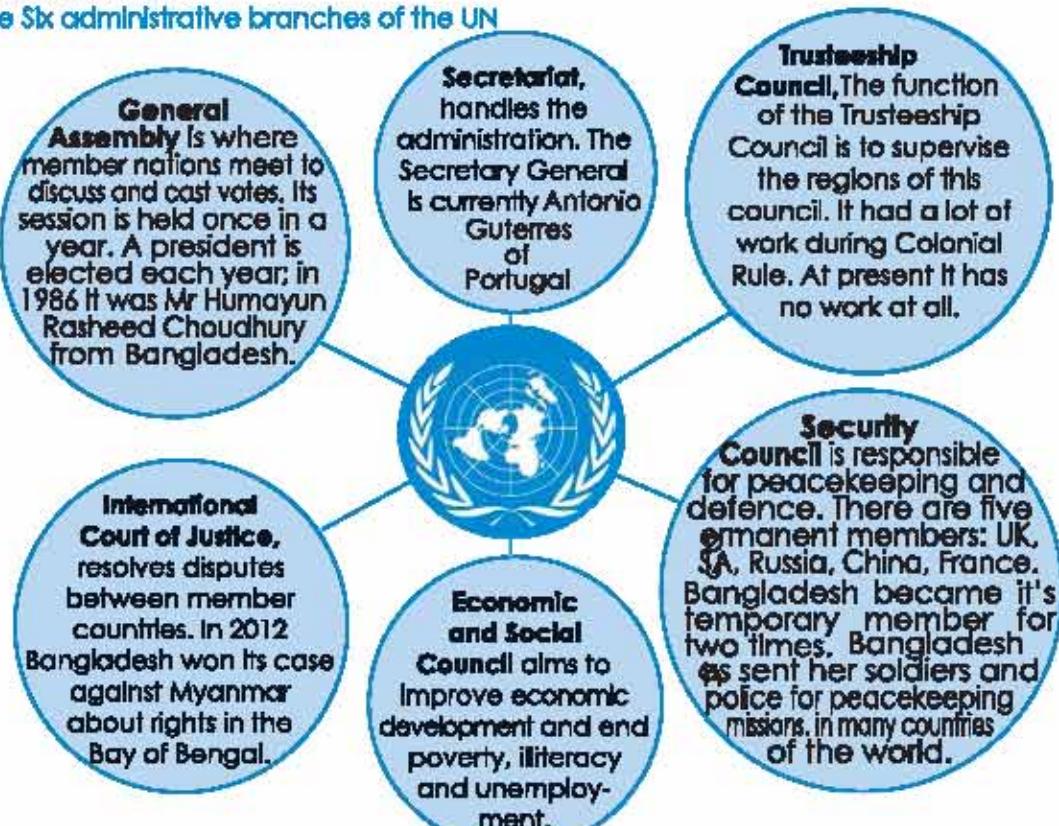
## 1

### United Nations

We are just one of 195 countries in the world. Our world needs brotherhood and cooperation. The countries of the world are dependent on each other in different respects. In this way, brotherhood cordiality and cooperation are developed among the countries.

Realising the need of affinity and cooperation, the United Nations was formed on 24 October ,1945 after the Second World War. After the independence, Bangladesh got the membership of UN on 17 September, 1974. Now the member states of UN are 193.

#### The Six administrative branches of the UN





A | Let us talk

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

1. To maintain international peace and security
2. To develop friendly relations among nations
3. To establish cooperation in the field of economic, social and cultural among the different countries of the world.
4. To show respect on liberty and fundamental rights of irrespective of our nation, religion and cast.
5. To solve the existing disputes among the different nations of the world.

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



B | Let us 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 | Let us do more

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 | Let us check

Complete the sentence:

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

## 2 UN development organisations

The United Nations have many organizations by which development works are done for the members countries. These organizations are carrying out different development programmes in Bangladesh.



**The full name of UNICEF is United Nations Children's Fund.** Its headquarter is in New York, USA. It Provides many education and health programmes for children: primary school education, vaccination, latrines, drinking water, nutrition etc.



**World Bank**  
The headquarter of the World Bank is in Washington, USA. It Provides help to the different projects taken by the different countries.



**United Nations Development Programme**

The main task of UNDP is to work for the development of different countries and coordinate the functions of the United Nations. In Bangladesh, this organization works on the development of the environment, disaster management and poverty reduction 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 Health Organisation** Its activities are run in six regions in the world. Bangladesh is the part of south-east Asia. The World Health Day is organized on 7 April every year with the assistance of this organization to make the people of different countries aware about the necessity of preservation of health and the ways to maintain it.



**United Nations Educational Scientific and Cultural Organisation**  
Its headquarter is in Paris in France. The 21st February (Our Language Day) has gained the status of International Mother Language Day and the Historic 7 March Speech of Bangabandhu has gained the status of Documentary Heritage (World Documentary Heritage) by the initiative of the UNESCO.





A | Let us talk

Choose one of the agencies, and make a list of ideas for how they could help Bangladesh with the help of teacher.



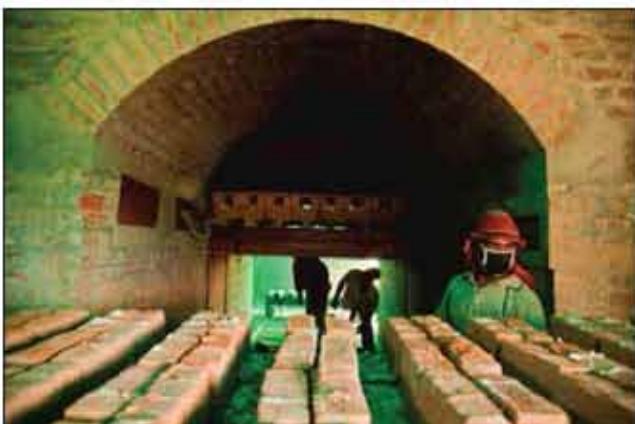
B | Let us write

Discuss in the class what you could do in your school for World Health Day. What do you think are the health priorities in your area?



C | Let us do more

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



CASE project in the brickfields

What would you suggest for CASE to help people for breathing clean air?



D | Let us 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. Later Afghanistan joined in SAARC in 2007. Like the UN SAARC is also an independent organization. The eight countries are now those marked on the map:



The aims and 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



A | Let us talk

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



B | Let us write

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.



C | Let us do more

Here is the logo of SAARC.



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



D | Let us check

Complete the sentence:

The eight countries of SAARC are \_\_\_\_\_

# Sample Questions

## Chapter 1 Our War of Liberation

### Answer in short

- 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?

### Answer to the following 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

### Answer in short

- 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?

### Answer to the following questions

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

## Chapter 3: Historical Places and Artifacts in Bangladesh

### Answer in short

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

### Answer to the following questions

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

## Chapter 4: Our Economy: Agriculture and Industry

### Answer in short

- 1 Write the name of five crops Of our country.
- 2 Write the name of three heavy industries in Bangladesh.
- 3 Write the name of three cottage industries in Bangladesh.

### Answer to the following questions

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

## Chapter 5: Population

### Answer in short

- 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.

### Answer to the following questions

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

## Chapter 6: Climate and Disaster

### Answer in short

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

### Answer to the following questions

- 1 Which areas of Bangladesh are river erosion prone and why?
- 2 Which areas of Bangladesh are drought affect area and why?
- 3 Which areas of Bangladesh are most earthquakes prone, and why?

## Chapter 7: Human Rights

### Answer In short

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

### Answer to the following questions

- 1 Which organization first recognised declared basic human rights, and when?
- 2 Which child rights are being deprived for child labour.
- 3 What does trafficking mean?

## Chapter 8: Gender Equality

### Answer In short

- 1 Write two causes of violence against women.
- 2 Write two bad effects of violence against women.
- 3 Write three sentences about Begum Rokeya.

### Answer to the following questions

- 1 What is the ratio of boys and girls addmitted in primary school?
- 2 What is the ratio of boys and girls completing primary education with success?
- 3 What is the significant of International Women's Day?

## Chapter 9: Our Duties and Responsibilities

### Answer In short

- 1 Write four duties we have towards society.
- 2 Write four duties we have towards the state.
- 3 Write four items of First Aid box.

### Answer to the following questions

- 1 What will you tell your friend how to avoid 'stranger danger'?
- 2 What will you tell your friend how to stay safe around the home?
- 3 What will you tell your friend how to stay safe on the roads?

## Chapter 10: A Democratic Attitude

### Answer in short

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

### Answer to the following questions

- 1 How did we win democracy by our 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

### Answer in short

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

### Answer to the following 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 and the World

### Answer in short

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

### Answer to the following 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**

**Pioneer** – the first person to do something

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

**Cash crop** – an agricultural product which bring foreign currency

**Economy** – all the activities to do with money and trade

**Weather** – average temperature and rainfall over a short period

**Cottage Industry** – small-scale manufacture

**Democracy** – rule by the people

**Timeline** – a line to show dates in sequence

**Zamindar** - landowner

**Climate** – average weather over a long period

**Erosion** – wearing away by of the bank by current of the river

**Delta**– the flat land like "Δ" where the river meets the sea

**Matriarchy** – women as head of the household

**Mitrabahini** – the Indian forces in the Liberation War

**Muktibahini** – the official soldiers in the Liberation War

**Muktibahini** – the combined civilians and soldiers in the Liberation War

**Violation** – breaking, infringing

**Sepoy** – soldier

**EPR** - East Pakistan Rifles

**The End**

## Academic year 2023, BGS-5



*Look before you leap*



**National Curriculum and Textbook Board, Bangladesh**

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