



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Pacing Guide for Teachers

PAKISTAN STUDIES

Grade IX

Number of weeks: 28

Number of periods per week: 3

Key Textbook: Pakistan Studies (9) National Book Foundation)

Teacher Developer(s): Saiqa Bano and Zakia Ahsan

Institution(s): Ghulaman-e-Abbas School and Al-Murtaza Girls' School, Karachi

Topic

Total Periods

1. Ideological Basis of Pakistan

5

Sub-Topic	Range of SLOs	Periods (40 mins)
1.1 Importance of Pakistan Studies	1.1.1	2
1.2 Definition and Significance of Ideology	1.2.1 – 1.2.2	1
1.3 Pakistan's Ideology: In the light of Allama Iqbal and Quaid-e- Azam's speeches	1.3.1 – 1.3.2	2

Learning Resource

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20SSC%20I%20Pakistan%20Studies.pdf>



Suggested Activities and/or Formative Assessment

Activity 1 (SLO # 1.1.1)

Warm up Activity: Ask students to think and write down what Pakistan means to them and what is the purpose of Pakistan Studies as a subject. Also read the 'subject rationale' in AKU-EB Pakistan Studies syllabus and discuss it as a whole class.

Activity 2: (SLO # 1.3.1 & 1.3.2)

i. Speech Analysis

Divide the class into small groups and provide each group with a different speech of Quaid e Azam Muhammad Ali Jinnah. Ask them to analyse the speech by identifying its main themes, persuasive techniques used, and the overall message conveyed. Each group can then present their analysis to the class thus fostering a deeper understanding of Quaid's ideas.

ii. Speech Writing (integration with English Compulsory)

Ask students to imagine as if they are in 1930s and 1940s. They will suppose as if they are in the place of Jinnah and Allama Iqbal and need to write a speech for public. Students can research social, political, or economic challenges of "that era" and draft a speech reflecting the values and principles of Jinnah and Iqbal. They can then share their speeches with the class, fostering creativity and encouraging students to connect historical ideas to the present.

OR

As students to imagine they are Quaid Azam and Allama Iqbal in the present era and need to write a speech on a contemporary issue. Students can research and draft a speech that reflects the values and principles of Jinnah and Allama Iqbal. They can then share their speeches with the class, fostering creativity and encouraging students to connect historical ideas to the present.

Further Resources

For additional resources related to teaching, learning and formative assessments, please refer to Learn Smart Classroom by Knowledge Platform:

<https://akueb.knowledgeplatform.com/login>



Topic

2. Historical Background
(1857-1935)

Total Periods

9

Sub-Topic	Range of SLOs	Periods (40 mins)
2.1 Emergence of Political Consciousness amongst Indian Muslims	2.1.1	2
	2.1.2 – 2.1.3	3
2.2 Attempts at Constitutional Reforms	2.2.1	4

Learning Resources

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20SSC%20I%20Pakistan%20Studies.pdf>



Suggested Activities and/or Formative Assessment

Activity 1 (SLO # 2.1.1)

Primary Source Analysis

Provide students with material from primary or secondary sources related to socio-economic and political conditions of Muslims of Indian sub-continent in the post 1857 era. Students may be asked to research about:

- Why British treated Muslims indifferently after the war?

- What was the impact of failure of the war on the education, politics, economic and social status of the Muslims?
- What steps did Sir Syed Ahmad Khan take to create a reconciliation between the British and Muslims soon after the war?
- What are two educational steps that Sir Syed took before 1875?
- What was Hindi-Urdu controversy of 1867?
- When did Sir Syed found Muhammadan Anglo-Oriental School?
- When was it upgraded to College and then to university level?
- What were the purposes of establishment of Muhammadan Educational Conference and Muhammadan Defence Society?
- What was the role of Muhammadan Educational Conference in the establishment of All India Muslim League.
- What was the impact of Aligarh Movement in laying the foundation of Two-Nation Theory?

OR

Provide students with excerpts from primary sources related to the War of Independence, such as letters, speeches, or historical documents. Ask them to analyze the content and identify any religious or communal undertones present in these sources. This activity can help students develop critical thinking skills and gain a deeper understanding of the historical context.

Activity 2

Visual Presentations

Ask students to create visual presentations, such as 3D models, posters, infographics, or PowerPoint slides, summarizing the key aspects of the Bengal Partition. They can include maps showing the division, important figures involved, and the impact on various communities. Students can present their visuals to the class and explain the significance of different elements.

Activity 3

Role Play

Divide the class into different roles representing various stakeholders involved in the Bengal Partition, such as British officials, nationalist leaders, religious leaders, and common people. Ask students to research their assigned roles and then conduct a role play activity, where they interact and express their opinions and concerns regarding the partition.

Activity 4

Events Analysis

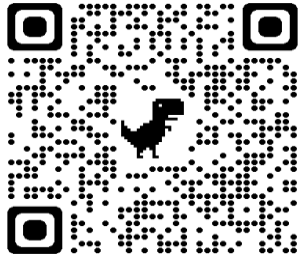
Divide the class into groups, assign each group with a different era of event. Divide time duration from 1905 – 1940 in the following eras: 1905 – 1916; 1916-1924; 1924-1930 and 1930 – 1940. Ask them to list the major events and research their reasons

and outcomes. Also instruct students to research the possible outcomes in case the particular event would not have occurred or given the result as they did.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Topic

3. Emergence of Pakistan

Total Periods

29

Sub-Topic	Range of SLOs	Periods (40 mins)
3.1 Towards Pakistan Resolution (1940)	3.1.1	1
	3.1.2	2
	3.1.3 – 3.1.4	3
3.2 Second World War and the Subcontinent	3.2.1 – 3.2.2	8
	3.2.3	1
3.3 Partition and the Creation of Pakistan	3.3.1	2
	3.3.2	2
	3.3.3	2
	3.3.4 – 3.3.5	2
3.4 Formative Phase of Pakistan 1947-48	3.4.1 – 3.4.2	6

Learning Resources

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20SSC%20I%20Pakistan%20Studies.pdf>



Suggested Activities and/or Formative Assessment

Activity 1

a. Group Discussion (SLO# 3.1.1)

Divide the class into small groups and assign each group a specific aspect related to the Muslim League's failure in the 1936-37 elections. The aspects could include the reasons for the failure, the impact of the failure in elections on Muslim politics, or post election strategies adopted by the Muslim League. Allow each group to discuss and present their findings to the rest of the class.

b. Debate (SLO# 3.1.1)

Organise a class debate on the topic, "The Muslim League's failure in the 1936-37 provincial elections: A setback or an opportunity?" Divide the class into two groups, with one arguing that it was a setback for the Muslim League, while the other arguing that the failure provided an opportunity for the party to reassess its strategies and strengthen its position.

Activity 2 (SLO# 3.1.2)

Instruct the students to make a chart showing the impacts of Congress rule 1937-39 with specific examples and Day of Deliverance 1939 with the rationale.

Activity 3 (SLO# 3.1.3, 3.1.4)

Divide the class into groups and provide them with a copy of Pakistan Resolution 1940. Instruct the groups to read the resolution carefully. Ask them to identify the main points and demands mentioned in the resolution.

Encourage the groups to discuss the immediate context (WW I, Congress and Muslim League's stand on WWI, Congress Rule 1937-39, Resignation of Congress from provincial ministries 1939, Day of Deliverance 1939, Congress brutality during its rule, etc.) in which the resolution was passed. Also instruct students to make a list of all major post Pakistan Resolution 1940 Resolution events and developments.

Moreover, provide some material related to the Congress reaction to Pakistan Resolution 1940, adoption of the name Pakistan Resolution, reaction of British towards the resolution, etc.

Instruct each group to prepare a short presentation summarizing their analysis of the Pakistan Resolution. As an extension to this activity, you can encourage students to research and present on the key figures involved in the Pakistan Resolution, such as Muhammad Ali Jinnah and other leaders of the All India Muslim League (AIML).

Activity 4 (SLO# 3.2.2)

a. Quit India Movement

Divide the class into two groups and moderate a debate on the pros and cons of the Quit India Movement 1942. One group can argue that the movement was necessary to achieve independence, while the other group can argue that it was not the most effective approach. The group in favor may act as if they represent Indian National Congress and the other group may act as if it represents the All India Muslim League. Both groups can be instructed to come up with the real statements of leaders of the Congress (Ghandi, Nehru, Abul Kalam Azad, etc.) and the league (Quaid-e-Azam). Teachers can provide relevant material for each group as the most relevant content (statements, speech excerpts, demands, etc. of that time).

b. Summary Writing (SLO # 3.2.1)

Ask students to write summary of the Quit India Movement featuring the immediate reason for the start of the movement, intensity of the movement and difficulties created for British rule in India, the British crack down of the movement, Human losses, imprisonment and end of the movement. The students should refer to historical events.

c. Timeline (SLO# 3.2.1)

Have students create a timeline of the Quit India Movement, highlighting key events and milestones. They can use pictures and captions to make the timeline more engaging.

d. Gandhi Jinnah Talks (SLO # 3.2.2)

Divide the students into small groups of 4-5 students. Assign each group a specific aspect (feature/point) of the Gandhi-Jinnah talks 1944 to discuss, such as the issues discussed, agreements (if any) and disagreements, and the outcome of the talks. Provide each group with chart paper and sticky notes (optional) to jot down their thoughts and findings. Instruct the groups to discuss the assigned aspect/feature and brainstorm relevant points and arguments. Once done with it, instruct each group to present their findings to the class.

Encourage them to use visual aids like charts, diagrams, or sticky notes to make their presentations more effective. Facilitate a class discussion after each presentation to encourage critical analysis and comparison of the different aspects of the Gandhi-Jinnah talks. Summarise the key points discussed during the activity. Highlight the significance of the Gandhi-Jinnah talks in shaping the course of the Indian

independence movement. Encourage students to reflect on the lessons learned from the negotiations and their impact on India's history.

e. Role Play, Shimla Conference 1945:

Retain the same groups and provide students with the background information about the Shimla Conference 1945. Assign roles of leaders of both Congress and the Muslim League to all students in each group. Provide leaflets with description and background information of each student. Roles can include Jawaharlal Nehru, Muhammad Ali Jinnah, Lord Wavell, Mahatma Gandhi, Moulana Abul Kalam Azad, Viceroy of India Lord Wavell, etc. Read out the Explain the rules of the role play to the students. Emphasize that they should stay in character throughout the activity.

- a. Begin the role play by setting the scene: Shimla Conference, 1945. Explain the objectives and expectations of the conference.
- b. Allow students some time to familiarize themselves with their roles and discuss their strategies within their respective groups.
- c. Start the role play and let the negotiations begin. Encourage students to use historical facts and arguments based on their assigned roles.
- d. Facilitate discussion, ensuring that each student gets a chance to express their viewpoints and engage in the negotiation process.

f. Cripps Mission Debate

Divide the class into two groups, one representing the British government and the other representing the Indian National Congress. Each group should prepare arguments for and against the proposals put forward by Sir Stafford Cripps during his mission to India in 1942. After the debate, have a class discussion about the different perspectives and the challenges of negotiating such a complex issue.

g. Timeline

Create a timeline of the events leading up to the Cripps Mission and the aftermath of the negotiations. Students can work in small groups to research and present key dates and events, including the Quit India Movement, the response of the Congress and the Muslim League to the Cripps Mission proposals, and the eventual partition of India in 1947.

Activity 5 (SLO# 3.3.3)

Unjust Decisions of Boundary Commission

Divide students into groups. Instruct each group to identify and discuss the reasons why the decision made by the boundary commission is considered unjust. Instruct each group to prepare a short presentation summarizing their analysis of the Boundary Commission's unjust decision. They should also suggest alternative approaches or solutions that could have been fairer and just.

Provide time for each group to present their findings to the rest of the class.

Activity 6 (SLO# 3.3.5)

Make a 3D Map of the areas that became part of Pakistan.

Activity 7

a. Group Discussion (SLO# 3.4.1)

Divide the class into small groups and assign each group a specific problem that Pakistan faced after independence. Examples include the refugee crisis, the division of assets and resources with India, and the lack of a strong economic base/crippled economy. Instruct and facilitate each group to discuss the causes of the problem, its impact on the newly formed country, and potential solutions.

b. Historical Inquiry Project (SLO# 3.4.1)

Assign each student a topic related to the challenges faced by Pakistan after independence, such as the role of religion in the political sphere, the impact of the refugee crisis on the country's social fabric, etc. Instruct and facilitate students to research the given topic and create a multimedia presentation. The presentation should include primary and secondary sources such as historical documents, photographs, interviews with experts, etc. After that ask students to give presentation in the class on a specified day. Students will present their findings to the class and engage in a group discussion on the overall impact of the mentioned challenges on Pakistan's early years as a newly born country.

c. Role Play (SLO# 3.4.2)

Divide the class into groups and assign each group a specific stakeholder involved in Pakistan's initial problems, such as government officials, refugees, or local communities. Instruct them to research the perspectives and experiences of their assigned stakeholder during that time. Recommend recommended and reference books to access relevant content. Then, organize a role-play where each group represents the role of assigned stakeholder by participating in a simulated negotiation or decision-making process to address the challenges faced. This activity will encourage empathy, teamwork, and problem-solving.

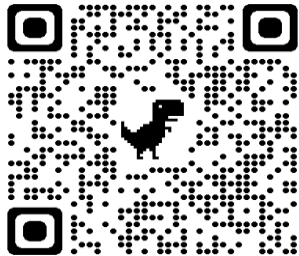
d. Panel Discussion (SLO# 3.4.2)

Teachers can also organise a panel discussion with guest speakers who have expertise in Pakistan's history or have lived through the initial years of country's independence. The panelists can share their personal experiences, insights, and observations regarding the problems faced by Pakistan in initial years and the measures taken to overcome them.

Further Resources

For additional resources related to teaching, learning and formative assessments, please refer to **Learn Smart Classroom by Knowledge Platform**:

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Topic

Total Periods

4. Land, Climate and Environment
of Pakistan

18

Sub-Topic	Range of SLOs	Periods (40 mins)
4.1 Location	4.1.1 – 4.1.2	2
4.2 The Natural Topography	4.2.1 – 4.2.2	4
4.3 Climate	4.3.1 – 4.3.3	6
4.4 Environmental Hazards and Remedies.	4.4.1 – 4.4.5.	6

Learning Resources

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Suggested Activities and/or Formative Assessment

Activity 1 (SLO# 4.1.2)

Map

Use an online map tool like Google Maps or MapQuest to mark the neighboring countries of Pakistan on a map. You can simply search for "Pakistan" on the map, zoom out a bit, and then add markers or labels for each neighboring country. This will make it easy to see the geographic location of each country in relation to Pakistan.

Activity 2 (SLO# 4.2.2)

Think-Pair-Share

Ask students to take a few minutes to think about what rivers are and write down the most common uses of river water in Pakistan. Once done with it, instruct students to pair up with student sitting next and share their points noted down. Discuss any ideas/ similarities or differences the students may have. Develop a consensus on the key points. Finally, randomly ask different pairs students to share their thoughts related to the importance of river water in Pakistan with the whole class.

Exit tickets

At the end of a lesson on the topic, distribute sticky notes/quarter of a blank page piece among students. Instruct students complete a short exit ticket i.e., asking them to identify one or two reasons why rivers are important for Pakistan. Collect and review the exit tickets to assess students' understanding and identify any areas that need further clarification or instruction.

Activity 3, Think, Pair and Share (SLO# 4.3.1)

Factors effecting Climate of Pakistan

Pose a question related to the causes or effects of the different factors affecting climate of Pakistan. And ask students to think about their response for a minute or two and then share it with the student sitting beside. Then ask a few pairs of the students to share their ideas with the class. This will help you gauge students' understanding of the topic and identify any areas where additional instruction may be necessary.

Effect of climate on life of people. (SLO# 4.3.3)

Divide the class in groups ask them to write a short essay discussing the effects of different climatic zones on the lives of people in Pakistan. Consider the diverse climatic regions of the country and how they influence various aspects of people's lives, such as agriculture, livelihoods, health, and culture. Provide specific examples and supporting details where necessary.

Activity 4 (SLO# 4.4.1)

Effect of human activities on climate

Divide the students into small groups and provide each group with a specific human activity responsible for climate change (e.g., transportation, industrialization, Agriculture, energy production, etc.). Now, ask each group to conduct research on the assigned human activity and its effects on climate.

Provide students with a list of credible sources (scientific articles, reliable websites, or related videos) where they can find information. Instruct each group to prepare and give a short presentation of their findings to the class. After each presentation, encourage the class to engage in a discussion on the shared information.

Give prompts by asking questions (e.g., how industries cause climate change?) to promote critical thinking and deeper understanding of the topic.

Encourage students to make connections between different human activities and their cumulative impact on climate change.

Gallery Walk (Sources of pollution.), SLO# 4.4.2

Create a gallery-walk where charts, images etc. showing different sources of pollution are displayed around the room. Instruct students to walk around and examine each displayed item, then, make a graphic organizer to summarize what they have learned. This activity will help students to make connections between different types of pollution and their sources.

Pollution Detective: (SLO# 4.4.3-4.4.5)

Provide students with a list of pollution sources and ask them to research and investigate each one to determine its impact on the environment, agriculture, human health. This activity will help students to develop their research skills and understand the causes and effects of pollution.

Likely Impacts of Global warming on Pakistan and ways to encounter them. (SLO# 4.4.4)

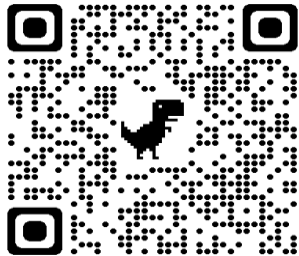
Divide students into groups and assign each group a specific sector impacted by global warming in Pakistan, such as agriculture, water resources, health, or economy. Instruct students to conduct research on the current state of the given sector, considering the existing challenges and vulnerabilities. Ask each group to analyze the collected data and assess the likely impact of global warming on their assigned sector.

Students should identify the key vulnerabilities and potential risks associated with climate change in Pakistan. They can also explore any ongoing adaptation or mitigation efforts in their respective sectors. Conclude the activity by asking each group to propose recommendations to mitigate or adapt to the impacts of global warming in their assigned sector. Encourage students to think creatively and consider both short-term and long-term solutions. Emphasize the importance of sustainable development practices and international collaboration in addressing climate change.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Topic

5.Resources of Pakistan

Total Periods

23

Sub-Topic	Range of SLOs	Periods (40 mins)
5.1 Natural Resources 5.5 Natural Vegetation	5.1.1 – 5.1.2 5.5.1 – 5.5.2	5
5.2 Energy Resources	5.2.1 – 5.2.3	5
5.3 Agriculture	5.3.1 – 5.3.7	8
5.4 Irrigation	5.4.1 – 5.4.4	5

Learning Resources

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Suggested Activities and/or Formative Assessment

Activity 1

3 D Model/Booklet making (SLO# 5.1.1, 5.5.1)

Students can make 3D model or booklet showing the minerals/ forests on the map of Pakistan.

Activity 2 (SLO # 5.1.2)

Economic Importance of forests

Organise a class debate on the topic “Should forests be preserved solely for their environmental value, or should their economic value be prioritized?” Divide the class into two groups: one advocating for the preservation of forests primarily for their environmental value and the other emphasizing their economic value. Assign roles to students within each group and give them time to prepare arguments and counter-arguments. Conduct the debate and encourage students to respectfully present their viewpoints and engage in critical thinking.

Activity 3 (SLO# 5.2.1, 5.2.2, 5.2.3)

Start the activity by discussing Pakistan’s energy resources with students.

Highlight the following points:

- Pakistan's growing population and expanding economy have resulted in a substantial increase in energy demand.
- The country heavily relies on fossil fuels, particularly natural gas and oil, for its energy needs.
- Insufficient energy production, transmission, and distribution infrastructure contribute to frequent power outages and load shedding.
- Energy shortages impact various sectors, including industrial, agricultural, and residential, hindering economic growth and affecting people's lives.

Divide the students into groups and assign each group a specific energy resource to research and present. The energy resources can include natural gas, coal, oil, and renewable energy (solar, wind, hydro). Analyze Pakistan's renewable energy potential and current initiatives. Highlight the advantages, challenges, and opportunities associated with each renewable energy source.

Instruct each group to prepare a presentation on their assigned energy resource, addressing the following points:

- Availability, reserves, and production/consumption trends of the energy resource in Pakistan.
- Contribution of the energy resources to the national [energy mix](#) and its significance in meeting the country's energy demands. Advantages,

disadvantages, and environmental impacts associated with the energy resource.

- Current and potential future initiatives or policies promoting the use of energy resource in Pakistan.

Provide time for each group to present their findings to the class. Encourage interactive discussions and questions from other students after each presentation.

Conclude the activity by summarising the key points from each presentation and discussing potential strategies to address Pakistan's energy challenges. Highlight the importance of diversifying the energy mix, investing in renewable energy sources, improving energy infrastructure, and promoting energy conservation.

Activity 4 (5.3.6, 5.3.7)

Class discussion on Importance of Crops: Mind map / discussion. Problems/ Solutions of Agricultural Sector:

Divide the class into small groups.

- Assign each group one specific problem related to the agriculture sector in Pakistan. Instruct the groups to research and brainstorm solutions for the assigned problem.
- Allocate sufficient time for the groups to prepare their presentations.
- Each group will present their assigned problem, discuss its causes, and propose viable solutions.
- Encourage class participation and discussion after each presentation to foster a comprehensive understanding of the issues and solutions.

Activity 5 (SLO# 5.4.1)

Methods of irrigation

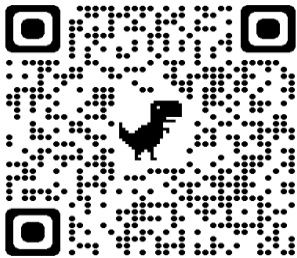
- Start by asking your students if they know what irrigation is and why it is important in agriculture. Write their responses on the whiteboard or chart paper.
- Introduce the different sources of irrigation in Pakistan, which may include all the sources given in syllabus, Divide the class into small groups and assign each group a specific source of irrigation to research. Provide them with handouts or ask them to use their textbooks or the internet to gather information.
- Ask each group to prepare a short presentation on their assigned source of irrigation, including information on how it works, its advantages and disadvantages, and its significance in Pakistan's agriculture sector.
- After each group has presented their findings, facilitate a discussion on the different sources of irrigation and their relative importance in Pakistan. Ask your students to identify which sources are the most common, which are the most reliable, and which are the most sustainable.

- Finally, ask your students to reflect on the importance of irrigation in Pakistan's agriculture sector and how it impacts the country's economy and food security.
- To deepen their understanding, you could ask students to conduct further research on the impact of irrigation on crop production, the challenges facing irrigation in Pakistan, and possible solutions to these challenges. They could present their findings in a subsequent class or in a written report.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Note: This teacher-led pacing guide has been developed for AKU-EB affiliated schools to facilitate them by

- ensuring smooth transition of a school's academic year.
- ensuring curricular continuity in schools.
- predicting the time and pace of syllabi implementation.

This document also contains **suggested activities and/or formative assessments** that may enhance the learning experience. Please note that these activities are meant to serve as suggestions. As educators, you have the flexibility and autonomy to adapt and modify them to best suit the needs of your students and the dynamics of your classroom.

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FOR ACADEMIC YEAR 2023 AND ONWARDS