

16th March to 20th March, 2020

Reading and analysis of Julius Caesar, Act 5

Scene 1

- Beginning of tension between Antony and Octavius.
- Octavius remarks "I do not cross you, but I will do so." Foreshadows the break in their alliance – he eventually betrays Antony and rules as Augustus Caesar.
- Difference in Cassius and Brutus further highlighted in this scene and shows how their characters have changed under stress – Cassius was an Epicurean who didn't believe in omens but is now hoping for a good omen from the Gods and Brutus is a Stoic who doesn't believe in suicide (but changes his mind later).

Scenes 2 and 3

- Tragic misunderstandings show that Brutus and Cassius were fated to fail/die.
- Brutus uses aggressive military tactics, marching to Philippi, attacking Octavius and leaving Cassius vulnerable to Antony. What does this tell you about Brutus? Has he changed from how he was in the beginning of the play?
- How does misinformation affect Brutus and Cassius?
- Shifting fortunes on the battlefield.
- Final battle is between Brutus and Antony – the two men who had been closest to Caesar.
- "Oh Julius Caesar, thou art mighty yet" – Caesar is mighty even in death/larger than life. Does this show that the conspirators' actions against him were not justified after all?
- Cassius misconstrued information he received on the battlefield and killed himself – did he also misconstrue facts about Caesar by building an entire conspiracy against him?
- Even though Cassius is dead, Brutus decides to continue the battle – what does this say about him?

Scene 4

- Everyone goes out to fight, the battlefield is a display of brute strength and power. Cato runs around, challenging the betrayers of Rome with his power and strength. What is Cato's role in this?
- Lucillius is about and around, making people believe he is Brutus. In his charade, why do you think he must protect Brutus? Or why is he masquerading as the mighty Brutus?
- Young Cato dies, an inglorious, anticlimactic death, Lucillius is caught but the soldiers don't kill but because he says he is Brutus and it would do them honour to kill him.
- Lucillius is taken prisoner, under the guise of Brutus, because the soldiers want to show their prey to Antony. Why do you think this capture of Brutus is important? And how are these soldiers so easily deceived?
- Lucillius says that Brutus cannot be taken, cannot be harmed. Even if they find him, in death or alive, he will continue to be as honorable and honest and noble as he always

was. Do you think Brutus is on his way to completely redeeming himself? Especially in the eyes of the enemy and of his friends. How do these events not affect the character of Brutus?

- Antony informs his excited, yet foolish, soldiers that it is in fact Lucillius and not Brutus. He informs his soldiers that they must keep Lucillius safe and not harm him, to keep him kindly. He might need someone like Lucillius as a friend. What does this say about Antony's character and his honour in war?
- Antony wants to know whether Brutus is alive or dead, so he sends off his soldiers to find him. In order to gain more information, he heads to Octavius. What does this say about Antony's relationship with Octavius and the new triumvirate?

Scene 5

- Scene shifts, Brutus is found with his friends and he asks them to rest
- Clitus is asked by Brutus, in hushed voices and whispers, to do something. The audience is unaware. Clitus refuses and says he would rather kill himself. What do you think this mystery deed is?
- Dardanius is asked the same. In a conversation with Clitus, both Dardanius and Clitus reveal that Brutus has asked to be killed.
- Brutus is upset, he weeps a little and continues to listen to his friends
- Brutus informs Voluminus of Caesar's ghost who has visited twice; once before and another in the battlefield. He says it is his time to go and he must die but not under the brutality of soldiers but gain an honorable death. Why is Caesar's ghost appearing as a premonition? He must fall into the pit himself rather than the soldiers pushing him.
- Brutus asks Voluminus to kill him. Brutus claims they have known each other since school. Voluminus rejects the request BECAUSE they have known each other since school
- The alarums (call to war) sound, Clitus asks his men to retreat and hide.
- Brutus delivers a speech, with certainty and great honor. He thanks his soldiers for their contribution and calls them all his friends. That he rather lose to Antony and Octavius than fight for a divided Rome. He then asks his friends to run and escape before the enemy arrives and promises soon to follow. Why does Brutus choose to stay behind a while? What reason would he have to give to be able to stay longer?
- Strato is the only one with Brutus. Strato has been asleep all this while, even through speeches and cries. Strato is then asked to hold Brutus's sword as Brutus runs into it. Strato thinks that okay and wants to only shake Brutus's hand before it is done. Why is Strato comfortable with decision? Why must Brutus commit suicide when it was said to be dishonourable and 'un-Roman'?
- Brutus's final words are of great importance, he says "Caesar, now be still, I kill'd not thee with half so good a will." What effect do these words have on Brutus's nobility? Is he redeemed in the eyes of the audience and does he manage to forgive himself?

- Antony, Octavius their armies and Lucillius and Messala as their captives, finally arrive at the scene of Brutus's death.
- Strato is asked by Messala of Brutus's whereabouts to which Strato responds that their Master is free. What effect does this have on Brutus's character? Does Brutus, in death, find his way back to becoming the hero?
- Only Brutus overcame Brutus, is what Strato claims, in wonderment, and then believes that it is only Brutus who can actually gain honor in his death. How is this differentiating Brutus from the rest?
- A small get together happens, Octavius entertains and allows for Brutus's army to enjoy and revel in splendor and peace. Justice was an important factor in Caesar's reign, do you think Octavius follows the same rules as late Caesar?
- Brutus's enemies now suddenly seem to appreciate him a lot - in death, he is hailed as a valiant, brave soldier and noble man. Antony declares Brutus 'the noblest Roman' of them all - why, because he only killed Caesar out of the concern for Rome and the common good of the people, not out of envy, unlike the other conspirators. How is Antony suddenly feeling differently about Brutus?
- Suddenly the tensions begin to fade. There is uncertainty as to Brutus's motives to killing himself. Can Brutus, now, also be hailed as a tragic hero?
- Octavius wants Brutus to be buried as an honorable man and soldier, he will rest and his body will lie in Octavius's tent.
- Then, all in all, agree that they must celebrate 'the glories of this happy day'.

Formatting: Times New Roman, 12pt, double spaced. Name your Document with your Name and Section.

Assignment

Task:

On a sheet of paper, draw a line through the middle. On one side, write *Brutus has redeemed himself* on the other *Brutus has not redeemed himself*. From the text, in points on either side, write support for each side with examples. [20 marks]

Qs. How is the theme of **nobility** explored in the play? Give at least **three references** from the text to validate your point of view. [25 marks]

To be submitted on Friday, 29th March to your respective English teachers via email/google classroom. Emails and classrooms are mentioned below.

NOTE: PLAGIARISM WILL NOT BE TOLERATED.

9A Miss Azka

On Google Classroom

9B Miss Faiza	faizaahmar@gmail.com
9C Sir Daniyal	daniyalhasan2303@gmail.com
9D Miss Zainab	Gardezi.zainab@gmail.com
9E Miss Aimen	s.aimenabbas@gmail.com
9F Sir Daniyal	daniyalhasan2303@gmail.com

Please email scanned images of your work to rukhsana.a.rehman@gmail.com or shaziasarwar2lgs@gmail.com depending on who your teacher is.

جماعت نہم

اردو نصاب ۲۰۲۱-۲۰۲۲ مارچ

لسانیات:

اردو رپورٹ: کھیلوں کے حوالے سے پی ٹی وی اردو نیوز دیکھیے اور اپنے الفاظ میں تحریر کریں۔

ادب:

کرنل محمد خان کی کتاب (بزم آریاناں) پڑھیے اور کسی ایک مضمون پر تبصرہ تحریر کریں۔

مزید رہنمائی کے لیے لنک دیکھیے

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جماعت نہم

اردو بی: نصاب ۲۰ تا ۲۰ مارچ

لسانیات پرچہ اول :

ترجمہ نویسی: عبارت نمبر ۱، ۲

ہدایت: راہنمائی کے لئے ’مجیب الرحمن‘ کی کتاب سے استفادہ کیجئے۔

پرچہ دوم :

پہلے پندرہ محاورات کی فہرست بنائیے اور جملوں میں استعمال کیجئے۔

مجیب الرحمن کی کتاب میں سے عبارت نمبر 5 کا مطالعہ کیجئے اور خلاصہ لکھئے

مزید راہنمائی کے لیے لنک دیکھیئے۔

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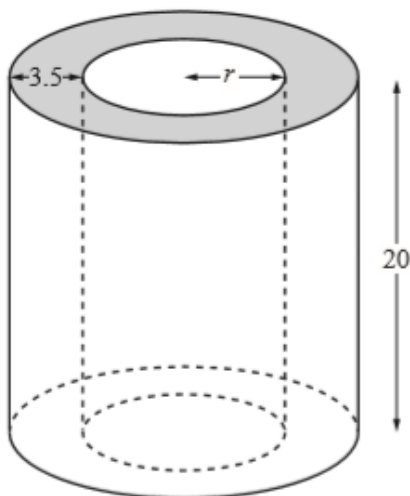
Grade 9 Math (Mensuration)

Time: 70 min

Q1.

[Volume of a cone = $\frac{1}{3}\pi r^2 h$]

(a)

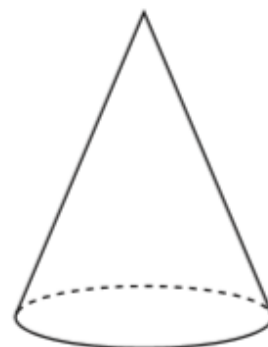


Solid I

Solid I is a cylinder with a small cylinder removed from its centre, as shown in the diagram. The height of each cylinder is 20 cm and the radius of the small cylinder is r cm. The radius of the large cylinder is 3.5 cm greater than the radius of the small cylinder. The volume of Solid I is 3000 cm^3 .

- (i) Calculate r .
- (ii) Solid II is a cone with volume of 3000 cm^3 .
The perpendicular height of the cone is twice its radius.

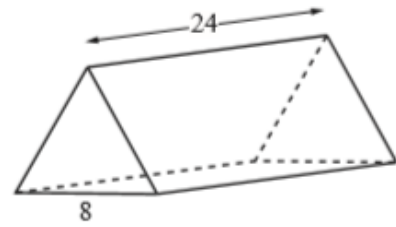
Which solid is the taller and by how much?



Solid II

- (b) The diagram shows a triangular prism of length 24 cm.
Its cross-section is an equilateral triangle with sides 8 cm.

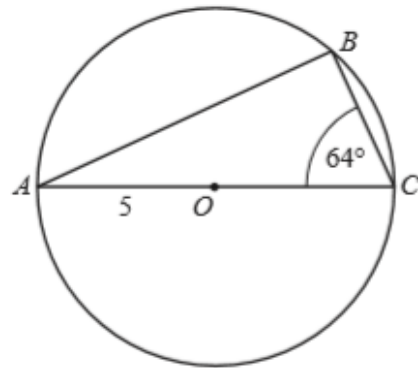
Calculate the **total** surface area of the prism.



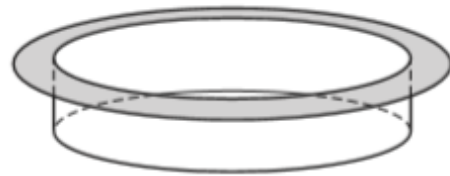
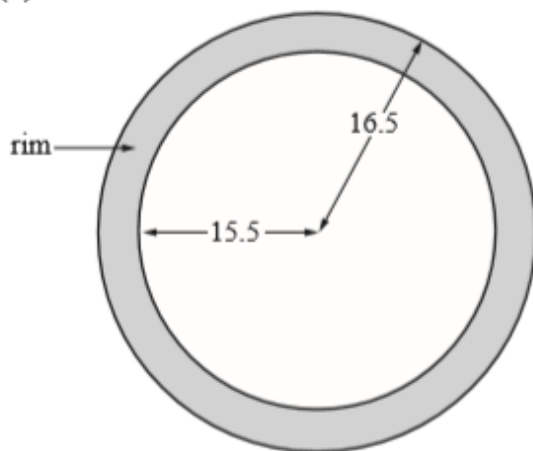
Q2.

- (a) AC is a diameter of the circle, centre O , radius 5 cm.
 $\angle ACB = 64^\circ$.

Calculate the length of the minor arc BC .



(b)



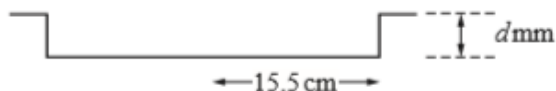
A baking tray is an open cylinder of radius 15.5 cm with a rim.
The outer edge of the rim is a circle of radius 16.5 cm.

- (i) Calculate the area of the top surface of the rim.

- (ii) 44 identical circular holes are cut out of the bottom of the baking tray.
The area of the bottom that remains is 650 cm^2 .

Calculate the radius of each circular hole.

(iii)



To make a pizza, the baking tray is completely filled with dough to a depth of $d \text{ mm}$.
The open cylinder holds 500 cm^3 of dough.

Calculate the depth of the dough, $d \text{ mm}$, giving your answer correct to the nearest millimetre.

Grade 9 Math

Time : 35 min

Q1.

(a) Factorise completely $12a^2b - 15ab^3$.

(b) (i) Write $4x^2 + 12x + 9$ in the form $(cx + d)^2$.

(ii) Hence solve $4x^2 + 12x + 9 = 49$.

(c) Express as a single fraction in its simplest form $\frac{(p+1)}{2} - \frac{(p-3)}{4}$.

Q2.

(a) Solve the equation $\frac{p-1}{7-p} = 5$.

(b) Simplify $\left(\frac{9ab^6}{a^3b^2}\right)^{\frac{1}{2}}$.

(c) Simplify $\frac{q^2 - q^3}{3 - 3q}$.

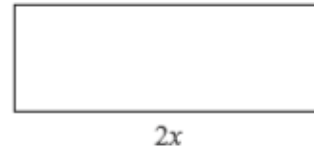
(d) (i) Factorise $4t^2 + 35t - 9$.

(ii) Hence solve the equation $4t^2 + 35t - 9 = 0$.

Q3.

A rectangle has length $2x$ cm, perimeter 18 cm and area 10 cm^2 .

(i) Show that $2x^2 - 9x + 5 = 0$.



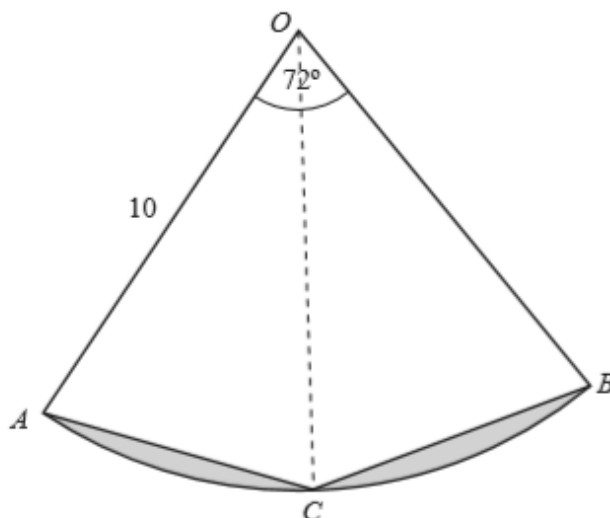
(ii) Solve $2x^2 - 9x + 5 = 0$, giving your answers correct to 2 decimal places.

(iii) Find the difference between the length and the width of the rectangle.

Grade 9 Math

Time : 70 min

Q1.



OAB is a sector of a circle, centre O , and radius 10 cm.
 $\angle AOB = 72^\circ$ and C is the point on the arc AB such that OC bisects $\angle AOB$.

(a) Calculate the perimeter of sector OAB .

(b) (i) Calculate the area of sector OAB .

(ii) Calculate the total shaded area.

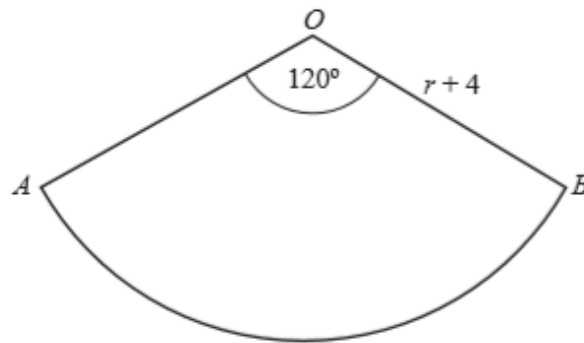
Q2.

(a) $T = 2\pi\sqrt{\frac{h}{g}}$

(i) Find T when $h = 125$ and $g = 981$.

(ii) Make h the subject of the formula.

Q3.

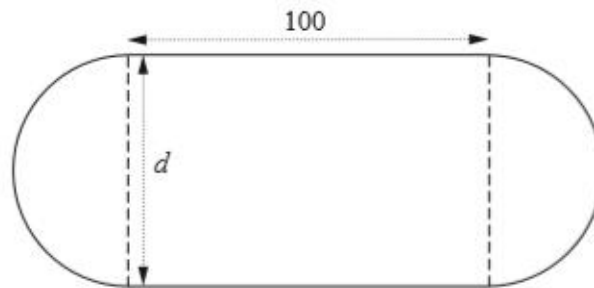


Sector OAB has radius $(r + 4)$ cm and its area is the same as the area of a circle of radius r cm.

(i) Show that $r^2 - 4r - 8 = 0$.

(ii) Calculate r .

Q4.

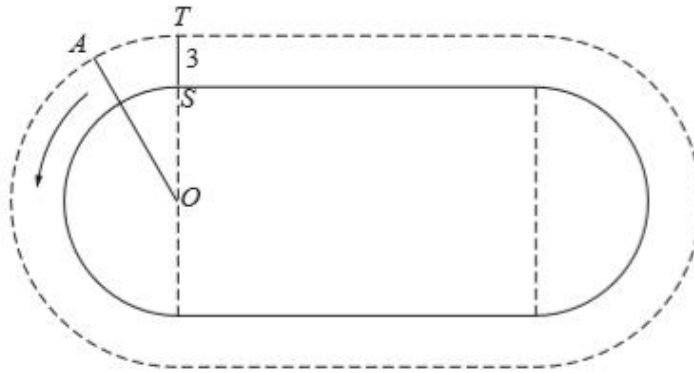


The diagram shows the perimeter of a 400 m running track.
It consists of a rectangle measuring 100 m by d metres and two semicircles of diameter d metres.
The length of each semicircular arc is 100 m.

(a) Calculate d .

(b) Calculate the total area of the region inside the running track.

(c)



S is the starting point and finishing point for the 400 m race for a runner in the inside lane.
A runner in an outer lane is always 3 m from the inner perimeter.
The runner in the outer lane starts at A , runs 400 m and finishes at T .
 $TS = 3$ m.

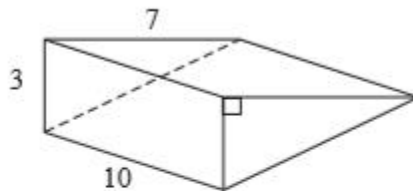
(i) Calculate the length of the arc TA .

(ii) O is the centre of a semi-circular part of the track.

Calculate \hat{AOT} .

Q5.

(a)



The diagram shows a solid triangular prism. The dimensions are in metres.

(i) Calculate the volume of the prism.

(ii) Calculate the total surface area of the prism.

Note: You may contact me

benish.hameed@hotmail.com

Work dated from 16th -20th March.

Pressure

UNIT 7.1

- Take a half litre water bottle and fill it with water .
- Place the bottle on top of soft plasticine.
- Then invert the bottle and place it on the plasticine.
- Observe what happens.
- In what position did the bottle make a deeper depression .
- In what position is the weight of the bottle spread over more plasticine.

Hence its concluded that

Pressure is defined as the force acting on an object per unit area.

Pressure= Force /Area

The SI unit of pressure is Pascals which is defined as 1 Newton of force acting on an area of 1m².

Attempt worked examples 7.1 and 7.2

In each example use min area to find max pressure and vice versa.

UNIT 7.2

Pressure in Liquids

- Make 3 holes vertically in a bottle.
- Place the bottle in a kitchen sink and fill it with water.
- Keep the tap running and observe how water flows out of the bottle.
- For which hole does water spurt out the furthest?

Conclusions

Pressure in liquids depend on three factors

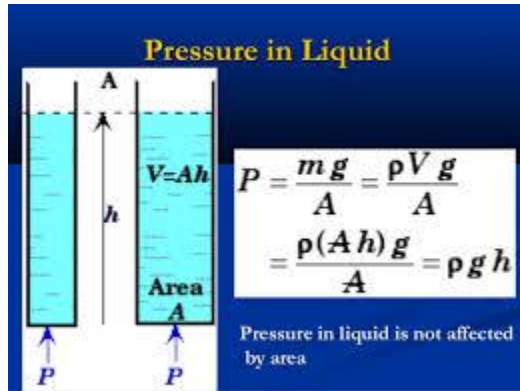
1. *Density of the liquid*
2. *Depth of the liquid*
3. *Gravitational field strength.*

ρ :- density of the liquid in kg/m³

g :- gravitational field strength N/kg

h :-height of liquid column m

Attempt Worked Example 7.3 ,Section B pg 141 Q1.



Observe the following video link.

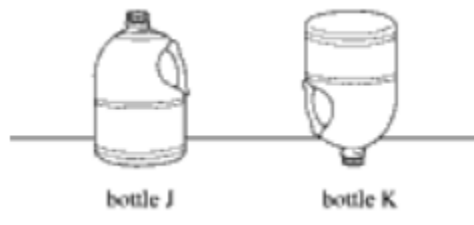
https://www.youtube.com/watch?v=kkq8ruV8_Jw&feature=youtu.be

Attempt the following questions.

1. (a) Define pressure and state its SI unit. [2]

- (b) Write down the equation used to measure pressure. [1]

- (c) The diagram below shows two identical 10-litre mineral water bottles resting on the floor as shown. Each weighs about 100 N when filled with water. The surface areas in contact with floor for bottles J and K are 0.12 m^2 and 0.003 m^2 respectively.



Evaluate the following statements. Correct any false statements.

[5]

- (i) Bottle J exerts more pressure on the ground. True / False
- (ii) Bottle K exerts more pressure on the ground because it is unstable. True / False
- (iii) To increase the pressure exerted by bottle J, some water must be removed. True / False
- (iv) The pressure exerted by bottle J on the ground is 33.3 kPa. True / False
- (v) Bottle K exerts a greater force per unit area on the ground compared to bottle J. True / False
-

2. A rectangular box has dimensions of $1\text{ m} \times 0.4\text{ m} \times 0.6\text{ m}$. It is placed on soft ground with the smallest surface area in contact with the ground. The box has a mass of 48 kg. (Take gravitational field strength to be 10 N/kg .)

- (a) Write down the weight of the box. _____ [1]
- (b) Calculate the minimum and maximum pressure exerted by the box on the ground. [4]
-

3. Theo and Darma are playing football on a wet and soggy field. Most of the time, Darma manages to stay on his feet but Theo keeps slipping. A close inspection reveals that both have different sets of shoes on and have approximately the same weight.



Shoe J



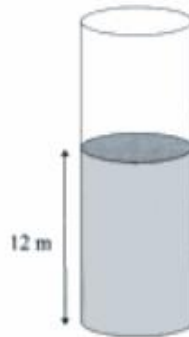
Shoe K

- (a) Which pair of shoes most likely belongs to Darma? _____ [1]
- (b) Explain using the term 'pressure' why shoe J is better than shoe K in a football match on a soggy field. [2]

4. The pressure caused by a column of liquid can be calculated using the equation below.

$$\text{Pressure due to liquid} = \frac{\text{height of liquid column}}{\text{column}} \times \frac{\text{gravity acceleration}}{\text{in m/s}^2} \times \frac{\text{density of liquid}}{\text{in kg/m}^3}$$

A well with a cross sectional area of 1.2 m^2 contains water with a height of 12 m . The pressure of atmosphere above the surface of water is measured to be 100 kPa . The gravitational acceleration is 10 m/s^2 and the density of water is $1\,000 \text{ kg/m}^3$.



- (a) Calculate the pressure, due to the water, exerted on the bottom of the well. [2]
- (b) Calculate the total pressure exerted on the bottom of the well. [2]
-
- (c) If the water in the well is replaced by mercury of density $13\,600 \text{ kg/m}^3$, calculate the height of mercury needed to exert the same total pressure on the bottom of the well. [2]
-

Sociology Lesson Plan - Grade 9 (Sections E & F)**Teacher: Maha Qamar****Email ID: mahaq10@gmail.com**

Week No.	Lesson No.	Topic	Task	Instructions
Week 1 (Mar 16, 2020 – Mar 20, 2020)	Lesson 1	Socialization Past Paper Practice	Q. What is meant by the term ‘Canalisation’? (2) Q. Describe two examples of Manipulation. (4) Q. Explain why the family is viewed by many sociologists as the most important agency of socialization. (8)	Attempt written task on Word and email the document to the specified email address. Time your work: 20 Minutes
	Lesson 2	Feral Children (pages 71-73)	https://www.youtube.com/watch?v=dLD-OBOchIQ https://www.youtube.com/watch?v=53h4HAbhmVY&t=264s Read the pages and make comprehensive notes Look up two cases of feral children from anywhere in the world	Watch the videos (Links Provided) Make notes in journals. Note down discussion points in journals.
		-	-	

1. Copy the questions and complete the worksheets on file papers.
2. For the 1st assignment, an example has been done for you.
3. Once completed, please email the scanned copies of your work at faryal@signingroup.com.
4. Deadline to submit the assignments: 20th March, 2020

Week: 16th to 20th March

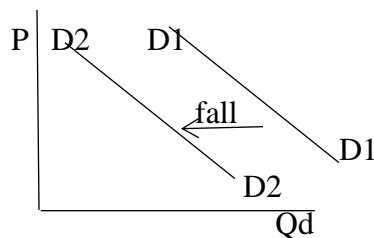
Lesson 1:

Shifts in Demand Worksheet

Directions: For each scenario, draw the original demand curve for the good. Then, based on what is written in the scenario, shift the demand graph appropriately. Be sure to label the original demand curve as “D1” and the shifted demand curve as “D2” and draw arrows to show if the demand curve shifted to the right or left. Label the axes on the graph. Then, write what the condition of demand is.

Example:

1. A news article on trans fat’s potential harm to people’s health was in the Sunday newspaper (KFC).



Condition: Due to health reasons mentioned, the demand for KFC falls and demand curve moves to the left.

2. The price of televisions will increase two months from now (Televisions).
3. Lance Armstrong is featured in an ad for Sport Chalet’s workout clothes (Sport Chalet workout clothes).

4. The weatherman on the morning news predicts it will be a rainy next few weeks (Sunglasses).

5. Margarine is on sale (Butter).

6. Families move out of Placentia into Yorba Linda (Homes in Placentia).

7. High-waisted shorts are now considered out of style (High-waisted shorts).

8. Peanut butter is buy one, get one free this week (Jelly).

Week: 16th to 20th March
Lesson 2:

Past Paper Questions on Demand

Q. Explain **three** likely reasons for and an increase in demand for:

- (a) bicycles
- (b) flat screen televisions
- (c) international travel

IGCSE ICT Revision worksheet

Topic: Networks and the effects of using them

Name:

Instructions:

- Read chapter no: 4 “**Networks and the effects of using them**”, and attempt the following worksheet.
- The worksheet should be attempted in a word document form on the computer.
- The attempted worksheet must be emailed at the following email id:

zunaira.asim.lgs@gmail.com

What is a Computer Network?

Advantages of using Networks	Disadvantages of using Networks

Understand how a Router works and its purpose?

Data Packets contain the following information:

Compare the differences between the following devices?

Switch

Hub

How does a Switch learn each workstations MAC address?

Network Devices	Describe the role of each Network Device?
Modem:	
Network Interface Card:	
Bridge:	
Server	





What are the differences between Bluetooth and Wifi?	
Bluetooth	Wifi

What software is required when using the Internet?	
What are the differences between the <u>internet</u> and <u>Intranet</u> ?	
Internet	Intranet

--	--

Provide a brief description of the following types of Networks?		
LAN	WAN	WLAN
Diagram		


--	--	--

Accessing the Internet		
Device	Advantage	Disadvantage
Laptop Computer 		
Desktop 		
Tablets 		
Smart Phones 		

How can hackers affect your network and data?

Threat to Data:

Threat to Network:

<p>Should the internet be policed?</p> 	Advantages	Disadvantages

What are Authentication techniques and why use them?	The use of passwords?	
	Advantages	Disadvantages

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Features of a strong password?

What other types of information could be asked for to verify a customer’s account?

Alternatives Methods of Authentication (Network Security)	
Device	Overview/Advantage
Biometrics <ul style="list-style-type: none"> • Finger Prints • Retina Scan • Iris Scans • Face Scans • Vocal Recognition 	
Magnetic Swipe Cards	
Transaction authentication number (TAN)	
Two factor authentication	

Security issues regarding data transfer: Viruses & Spyware?

What is a computer virus:

What is spyware:

Tips to keep your computer protected from viruses and spyware:

How is a firewall used to keep your computer protected?

--

What is the purpose of a Proxy Server?

What is data Encryption?		
Step 1:	Step 2:	Step 3:

Principles of the Data Protection Act?

Who does the data protection Act protect?

Device	Overview/Advantage
Physical Faxing	
Email Communication	

Electronic Faxing	

	Fax	Email
Advantages		
Disadvantages		

Video Conferencing		
Overview:	Advantages:	Disadvantages:
Hardware:		

Audio Conferencing		
Overview:	Advantages:	Hardware:

Web-Conferencing		
Overview:	Advantages:	Hardware:

Class 9 Art 6090

Watercolour

Art Movements and Genres

There are **4** main genres of art

Portraiture

Landscape

Still Life

Abstraction/Conceptual

Artist throughout history have made works confined within these genres, however their style and technique has varied. These variations in technique and style has constituted to what is referred to when we talk about art movements. Some notable examples of Art movements have been **classical renaissance (Leonardo Da Vinci painting of Mona Lisa)**, **impressionism (Van Gogh's Starry Night)**, **pop art (Andy Warhol's Campbell Soup cans)**, **abstraction (Pablo Picasso's The Weeping Woman)**.

Materials:

Watercolour sheet.

Watercolours

Drawing pencils

Colour pencils

Assingment:

1. I would like you to select your favorite genre and search for an artist work you like the most from within it. Please write a 200 write up, giving a brief introduction to the artist selected (What are they most famous for, which movement and genre of art they belong to) and explaining what in particular it is about the artwork because of which you prefer it over others.

The write up is due by the 20th of March 2020 to be mailed on j.haroon123@gmail.com

2. After studying the work of the artist, I would like you to create your own setup similar in content to the work of the artist and try to recreate it in their style on a full sized watercolour sheet (22 x28 inches) using watercolours. After having worked and finished with your watercolor painting I would like you to further refine your painting with the use of colour pencils. Use the pencils to refine edges, brighten or dull certain areas to further polish your final work.

The painting is due on the 6th of April 2020. (The day you will return to school.)

Considerations when creating your own setup

*When you are to create your own setup study what elements the artist has used:

In the case of landscape observe the, how the whole composition is divided, which elements are in focus, how much importance is given to the foreground as opposed to the background, where is the horizon divided and select your own references keeping the above in mind.

In the case of portraiture pay attention to the pose of the model, the lighting, the attire of the model. Consider what else is included in the image aside from the model posing; is it against a flat background, is the model situated within a landscape, what sort of landscape it is etc.

Similarly, for still life keep note of the kind of objects used, how the lighting is achieved and where the shadows fall.

Abstraction is never a jumble of colors and shapes, but is derived from existing and observable elements from life. Try to figure out how the artist has achieved the distortion, researching about their process will come in handy here. Perhaps they looked at the same object from different angles and made the whole thing on the same sheet.

Pakistan Studies P1 (History) Lesson Plan - Grade 9 (Sections B, C & F)

Teacher: Maha Qamar

Email ID: mahaq10@gmail.com

Week No.	Lesson No.	Topic	Task	Instructions
Week 1 (Mar 16, 2020 – Mar 20, 2020)	Lesson 1	Past Paper Practice	Q. a) How did the name “Pakistan” originate? (4) b) Why was the Second Round Table conference of 1931 unsuccessful? (7) c) Was an absence of leadership the main reason why the war independence 1857 failed? Explain your answer. (14)	Attempt written task on Word and email the document to the specified email address. Time your work: 5 Minutes for 4 Marks 10 Minutes for 7 Marks 15 Minutes for 14 Marks
	Lesson 2	Unit 12 <ul style="list-style-type: none"> - Khawaja Nazimuddin - Liaqat Ali Khan - Objectives Resolution - PRODA - Refugees - Hyderabad and Kashmir - Army Leaders 	<ul style="list-style-type: none"> - Develop a timeline of important events from 1948 to 1958 - Read pages from Nigel Kelly (120-122) and make comprehensive notes 	Attempt written task on Word and email the document to the specified email address. Make notes in journals.
Week 2 (Mar 30, 2020 – Apr 3, 2020)	Lesson 1	Unit 12 <ul style="list-style-type: none"> - Practice Questions - Ghulam Muhammad 	Q. What was PRODA? (4) Q. Why was it so difficult to agree on a new constitution in 1950? (7) <ul style="list-style-type: none"> - Read pages 122-124 from Nigel Kelly and make detailed notes 	Attempt written task on Word and email the document to the specified email address. Time your work: 5 Minutes for 4 Marks 10 Minutes for 7 Marks Make notes in journals.
	Lesson 2	Unit 12 <ul style="list-style-type: none"> - 1954-55 Constitutional Crisis - Iskander Mirza - 1956 Constitution - The One Unit Policy 	<ul style="list-style-type: none"> - Read pages 124-127 from Nigel Kelly and make detailed notes 	Make notes in journals.

History Lesson Plan - Grade 9
Email: alina.najam@gmail.com

Week No.	Lesson No.	Topic	Task	Instructions
Week 1	Lesson 1	<ul style="list-style-type: none"> Past paper Practice 	Q. a) How did the name “Pakistan” originate? (4) b) Why was the Second Round Table conference of 1931 unsuccessful? (7) c) Was an absence of leadership the main reason why the war independence 1857 failed? Explain your answer. (14)	Attempt written task on Word and email the document to the specified email address. Time your work: 5 Minutes for 4 Marks 10 Minutes for 7 Marks 15 Minutes for 14 Marks
	Lesson 2	<ul style="list-style-type: none"> Unit 12 <ul style="list-style-type: none"> Khawaja Nazimuddin Liaqat Ali Khan Objectives Resolution PRODA Refugees Hyderabad and Kashmir Army Leaders 	<ul style="list-style-type: none"> Develop a timeline of important events from 1948 to 1958 Read pages from Nigel Kelly (120-122) and make comprehensive notes 	Attempt written task on Word and email the document to the specified email address. Make notes in journals.
Week 2	Lesson 1	<ul style="list-style-type: none"> Unit 12 <ul style="list-style-type: none"> Practice Question Ghulam Muhammad 	Q. What was PRODA? (4) Q. Why was it so difficult to agree on a new constitution in 1950? (7) <ul style="list-style-type: none"> Read pages 122-124 from Nigel Kelly and make detailed notes 	Attempt written task on Word and email the document to the specified email address. Time your work: 5 Minutes for 4 Marks 10 Minutes for 7 Marks Make notes in journals.
	Lesson 2	<ul style="list-style-type: none"> Unit 12 <ul style="list-style-type: none"> 1954-55 Constitutional Crisis Iskander Mirza 	<ul style="list-style-type: none"> Read pages 124-127 from Nigel Kelly and make detailed notes 	Make notes in journals. -

		<ul style="list-style-type: none">- 1956 Constitution- The One Unit Policy		
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History Lesson Plan - Grade 9 (Section E)

Teacher: Ramla Ishraq

Week No.	Lesson No.	Topic	Task	Instructions
Week 1	Lesson 1	<ul style="list-style-type: none"> Past paper Practice 	Q. a) How did the name “Pakistan” originate? (4) b) Why was the Second Round Table conference of 1931 unsuccessful? (7) c) Was an absence of leadership the main reason why the war independence 1857 failed? Explain your answer. (14)	Attempt written task on Word and email the document to: ramla.ishraq@gmail.com Time your work: 5 Minutes for 4 Marks 10 Minutes for 7 Marks 15 Minutes for 14 Marks
	Lesson 2	<ul style="list-style-type: none"> Unit 12 <ul style="list-style-type: none"> Khawaja Nazimuddin Liaqat Ali Khan Objectives Resolution PRODA Refugees Hyderabad and Kashmir Army Leaders 	<ul style="list-style-type: none"> Develop a timeline of important events from 1948 to 1958 Read pages from Nigel Kelly (120-122) and make comprehensive notes 	Attempt written task on Word and email the document to: ramla.ishraq@gmail.com Make notes in journals.
Week 2	Lesson 1	<ul style="list-style-type: none"> Unit 12 <ul style="list-style-type: none"> Practice Question Ghulam Muhammad 	Q. What was PRODA? (4) Q. Why was it so difficult to agree on a new constitution in 1950? (7) <ul style="list-style-type: none"> Read pages 122-124 from Nigel Kelly and make detailed notes 	Attempt written task on Word and email the document to: ramla.ishraq@gmail.com. Time your work: 5 Minutes for 4 Marks 10 Minutes for 7 Marks Make notes in journals.
	Lesson 2	<ul style="list-style-type: none"> Unit 12 <ul style="list-style-type: none"> 1954-55 Constitutional Crisis Iskander Mirza 1956 Constitution 	<ul style="list-style-type: none"> Read pages 124-127 from Nigel Kelly and make detailed notes 	Make notes in journals. -

		- The One Unit Policy		
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Pakistan Studies P2 (Geography) Lesson Plan - Grade 9 (Sections B & F)**Teacher: Maha Qamar****Email ID: mahaq10@gmail.com**

Week No.	Lesson No.	Topic	Task	Instructions
Week 1 (Mar 16, 2020 – Mar 20, 2020)	Lesson 1	Power Resources - Map Work (Page 138)	Mark the Oil Pipeline and locations of Oil reserves on the map outline of Pakistan.	Use a separate map outline for each task. Send images of your work to the specified email address.
	Lesson 2	Power Resources -Map Work -Natural Gas (Page 140) -Practice Questions	Mark the Gas Pipeline Network on the map outline of Pakistan Q. a) What is CNG? (3) b) What is the difference between CNG and LPG? (4) Develop a list of uses of Natural Gas. Look up the organizations for the development of gas and oil in Pakistan	Use a map outline for the task. Send an image of your work to the specified email address. Attempt written task on Word and email the document to the specified email address. Take notes in journals.
Week 2 (Mar 30, 2020 – Apr 3, 2020)	Lesson 1	Power Resources -Nuclear Energy (Page 142) -Practice Question	Q. To what extent is it feasible to develop nuclear power in Pakistan? (6) Read page 142 and make comprehensive notes.	Attempt written task on Word and email the document to the specified email address. Make notes in journals.
	Lesson 2	Power Resources - Past Paper Practice	Attempt Question 5 from June 2017. (25 Marks)	Attempt written task on Word and email the document to the specified email address.

Geography Lesson Plan - Grade 9 (A & E)

Teacher: Ramla Ishraq

Week No.	Lesson No.	Topic	Task	Instructions
Week 1	Lesson 1	<ul style="list-style-type: none"> Power Resources <ul style="list-style-type: none"> - Map Work - Page 138 	Mark the Oil Pipeline and locations of Oil reserves on the map outline of Pakistan.	Use a separate map outline for each task. Send images of your work to: ramla.ishraq@gmail.com
	Lesson 2	<ul style="list-style-type: none"> Power Resources <ul style="list-style-type: none"> -Map Work -Natural Gas (Page 140) -Practice Questions 	<p>Mark the gas pipeline network on the map outline of Pakistan</p> <p>Q. a) What is CNG? (3) b) What is the difference between CNG and LPG? (4)</p> <p>Develop a list of uses of Natural Gas.</p> <p>Look up the organizations for the development of gas and oil in Pakistan</p>	<p>Use a map outline for the task.</p> <p>Send an image of your work to the specified email address.</p> <p>Attempt written task on Word and email the document to: ramla.ishraq@gmail.com</p>
Week 2	Lesson 1	<ul style="list-style-type: none"> Power Resources <ul style="list-style-type: none"> -Nuclear Energy (Page 142) -Practice Question 	<p>Q. To what extent is it feasible to develop nuclear power in Pakistan? (6)</p> <p>Read page 142 and make comprehensive notes.</p>	<p>Attempt written task on Word and email the document to: ramla.ishraq@gmail.com</p> <p>Make notes in journals.</p>

	Lesson 2	<ul style="list-style-type: none"> • Power Resources - Past Paper Practice 	Attempt Question 5 from June 2017. (25 Marks)	Attempt written task on Word and email the document to: ramla.ishraq@gmail.com
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World Affairs**Grade 9****Email:** alina.najam@gmail.com

Week	Lesson	Topics	Key ideas	Tasks	Resources
1	Single lesson	Reasons for Imperialism <ul style="list-style-type: none">Race and Religion		Answer the following questions <ul style="list-style-type: none">What is the connection between the Industrial Revolution and European Imperialism? Read the section on 'Race and religion' pg. 152 and answer the following question <ul style="list-style-type: none">Do you think the rise and spread of Enlightenment ideas could have encouraged Europeans to colonize other regions? Why?	Book
	Double lesson	Imperialism case studies <ul style="list-style-type: none">ChinaIndiaAfrica	How did Imperialism actually play out in these different regions?	Read pgs. 154- 156 and make comprehensive notes in your journal	Book Videos Crash Course https://www.youtube.com/watch?v=eBA7P-zKbi8 https://www.youtube.com/watch?v=alJaltUmrGo

2	Single lesson	Lesson continued		Read the sections on China, India and Africa and make a list of ways in which Europeans extended power into each region. You should consider economic, cultural and political means of spreading power.	Book
	Double lesson	Source evaluation	European attitudes towards the colonized	Watch Babar the Elephant and attempt the following task <ul style="list-style-type: none"> • Write a response discussing the message behind this story and how it sheds light on European imperialism 	https://www.youtube.com/watch?v=glucc2MymUY

WORLD AFFAIRS

IX A AND B

Contingency workplan for students, March 16-20, 2020

Objectives:

Understanding the nature, methods and strategies of imperialism in Africa

Understanding Neocolonialism and its many forms as they exist in the world today

Understanding how Imperialism/Colonialism helped create the conditions for the First World War

Interpreting art and literature for colonial prejudices and biases

Tasks:

- I. Watch the complete documentary 'The Scramble for Africa',
<https://www.youtube.com/watch?v=CgzSnZidGuU>

Take notes as you watch. By the end, you should be able to answer the following questions:

- What important events and factors in Europe led to the search for colonies?
- How was Africa useful and important to Europe?
- List the strategies the Europeans used for subjugating Africa? (e.g gunboat diplomacy etc.)
- What happened in the Berlin Conference?
- Which natural resources did the African colonies supply to Europe?
- What factors contributed to the eventual end of colonial rule in Africa?

II. Here are links to some important stories dealing with the themes of colonialism, imperialism, orientalism etc.

1. Babar the Elephant by Jean de Brunhoff (children's story) :
<https://www.youtube.com/watch?v=4M75UgbdH3I>
2. Gentlemen of the Jungle by Jomo Kenyatta:
<https://szig.hu/user/browser/File/Bal%20oldali%20men%C5%B1kh%C3%B6z%20tartozik>

[z%C3%B3%20f%C3%A1jlok/versenyek/di%C3%A1kakra%20palyazatok/The%20Gentlemen%20of%20the%20Jungle.pdf](#)

FOR EACH OF THEM:

- write down a critical analysis.
- identify the perspectives they come from.

Your analysis must identify the imagery and symbolism as well as any prejudices and biases you may detect. It must bring out the elements of satire criticizing politics, society and human nature.

Your maximum word limit analyzing each story is 250 words. Each essay evaluating the stories will be marked out of 10.

Send your responses to:

meem.seen@gmail.com

Please email your work to hajrazaid@gmail.com or meherfaruki@gmail.com depending on who your teacher is.

Islamiat IX

Scribes of the Revelation & History and Importance of the Qur'an Practice

Week 1

Monday 3/16/20- Friday 3/20/20

Objectives:

- To become familiar with the lives and contributions of Abdullah ibn Masud, Zaid ibn Thabit, Muawiyah ibn Abu Sufyan, Ubbay ibn Ka'ab, and Khalid ibn Walid
- To practice the previous topic in order to stay prepared for an assessment

Study Method:

Materials

1. Source material for reading and note taking: Farkhanda Noor - Chapter 5, Section 4, pg 131 "Scribes of the Divine Revelation"
2. Supplementary pdf to be emailed/posted on Google Classroom to students: *Men Around the Messenger* by Khalid Muhammad Khalid

Lesson 1

- Students will read five entries from Farkhanda Noor, starting with Abdullah ibn Masud.
- **Task for each entry:** Make **notes** on most (if not all) of these relevant points as per the availability of information in your textbook
 1. Where was he from? Which clan/tribe?
 2. Does he have any titles given to him? What is the meaning of the title?
 3. Three things that he is known for, or three contributions (give at least one related to preserving the Qur'an unless not listed in the book)
 4. Note down any quotations given by him or about him
 5. What was his role after the Prophet's death?

Written Review Task: History and Importance of the Quran

- a) The Angel Jibril brought the revelation of the Qur'an to the Prophet Muhammad at different times and places. Give examples to show how this took place. [10]
- b) What was the significance of the Prophet being given the revelation by word rather than in writing? [4] **[May15]**

(Please look up the marking schemes of the May 2015 Exam to guide you in your answering process)

Further Guidelines: Part a should include at least three examples, and must include relevant details for each example such as the verse revealed, the context of revelation such as Makka or Madina, after, before, or during a major event. Part b requires you to individually think about an issue and reflect on it based on what you have learned. Try your best to jot down original points before looking to the marking scheme for help. Remember, significance means importance.

Lesson 2

- Based on the list included below, students will have to do extra reading on **one** of the Scribes from *Men around the Messenger* (pdf) which has been emailed/shared. The task will be to add four extra facts about their assigned Scribe, possibly about their historical background, their contributions, their personal characteristics, or notable family members.
 - a) *Men Around the Messenger*, Page 76 - Abdullah ibn Masud
 - b) "" Page 158 - Zaid ibn Thaabit
 - c) "" Page 117 - Khalid ibn Walid
 - d) "" Page 195 - Ubayy ibn Ka'ab
- Once school reopens, I will be checking the general notes from Lesson 1 (10 marks) and the extra assignment from Lesson 2 (4 marks)
- Five students (one assigned to each Scribe) will be chosen at random to share their four extra facts with the rest of the class on their specific Scribe.

*note for 9A-D (Ms. Meher's classes): you may choose any one scribe rather than being assigned one.

9E

Amal Kamal: Abdullah ibn Masud

Amelia Khan: Abdullah ibn Masud

Amina Ahmed: Abdullah ibn Masud

Damia Salman: Abdullah ibn Masud

Dania Naveed: Abdullah ibn Masud

Eman Atif:

Abdullah ibn Masud

Eman Mudassar: Zaid ibn Thabit

Fatima Faruqi: Zaid ibn Thabit

Izza Athar: Zaid ibn Thabit

Khadija Ahmed: Zaid ibn Thabit

Mahey Ali: Zaid ibn Thabit

Mahnoor Faiz: Zaid ibn Thabit

Mahnoor Mehmood:
Abdullah ibn Masud

Rameen Ali Shah: Ubbayy ibn Ka'ab

Rania Adnan: Khalid ibn Walid

Saman Moin: Ubbay ibn Ka'ab

Saman Nabeel: Ubbay ibn Ka'ab

Sara Bandial: Ubbay ibn Ka'ab

Sara Hafaz: Ubbay ibn Ka'ab

Sara Hashim: Ubbay ibn Ka'ab

Sehr Bari: Khalid ibn Walid

Seimal Zahid: Khalid ibn Walid

Sophea Abdullah: Khalid ibn Walid

Syeda Haania Zainab:
Khalid ibn Walid

Tooba Rehan: Khalid ibn Walid

Wania Nadeem: Khalid ibn Walid

Zainab Imran Malik:
Khalid ibn Walid

Zoya Tariq: Khalid ibn Walid

9F

Amna Humayun: Abdullah ibn Masud

Abbyah Javed: Abdullah ibn Masud

Aleena Yusuf: Abdullah ibn Masud

Aleeza Javed Paracha:
Abdullah ibn Masud

Aman Haroon: Abdullah ibn Masud

Amna Abdullah: Abdullah ibn Masud

Ariba Moeid: Abdullah ibn Masud

Ayesha Bint Sultan: Zaid ibn Thabit

Deena Jamal: Zaid ibn Thabit

Eman Jilani: Zaid ibn Thabit

Fiza Zafar: Zaid ibn Thabit

Ghania Ali: Zaid ibn Thabit

Haram Chaudhry: Zaid ibn Thabit

Hareem Shahzad: Zaid ibn

Thabit

Hira Dilawer Natt: Zaid ibn Thabit

Iraj Toosy: Ubbayy ibn Ka-ab

Laiba Fazal: Abdullah ibn Masud

Lyba Umer Hayat: Khalid ibn Walid

Maha Sarwar Khan: Zaid ibn Thabit

Maheen Masood: Khalid ibn Waleed

Maheen Zahid: Ubbay ibn Ka'ab

Maleeka Rehman: Ubbay ibn Ka'ab

Maryam Rehman: Ubbay

ibn Ka'ab

Mehrunnisa Riaz: Ubbay ibn Ka'ab

Pariza Amir: Ubbay ibn Ka'ab

Raima Ahsan: Khalid ibn Walid

Rameen Adeel: Khalid ibn Walid

Saniya Taimoor: Khalid ibn Walid

Sarah Amir: Khalid ibn Walid

Shanzay Khurram: Khalid ibn Walid

Zainab Abdullah: Khalid ibn Walid