Wizz World of®

SOCIAL STUDIES



GRADE 3

Aligned with Single National Curriculum

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PREFACE

Wizz Social Studies for grades I to 7 has been conceptualized, penned, composed and designed by professionals and educators who have vast experience of dealing with subject of science in the past. Our books lie well within the frameworks defined by National Curriculum. The newly introduced National Assessment Framework (NAF), that is now an integral part of National Curriculum Framework (NCF) has been particularly incorporated in Wizz Social Studies Series to make sure that basic purpose of this initiative regarding policy and practice level to improve quality of education is actually met. The quality of education has been further made sure with holistic and cognitive approach that identifies specific areas of learning and development that a today's student requires. The series:

- Guides students in a very simple way how to solve the cognitive tasks by creating a comfortable zone.
- Encourages students to practice and apply concepts.
- Involves students in interactive exercise and activities.
- Help students to create a natural space for thinking through well-planned activities.

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- Available at economical prices keeping in view the recent economic melt down domestically.
- Based on well-planned activities and systematically developed exercises.
- Helpful for students to develop the 21st century life skills for a bright future.

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Wizz World of Social Studies®

GRADE 3

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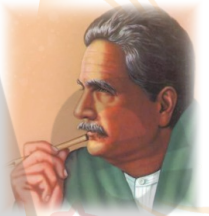
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Unit 1

Changing World
(From Past to Present)

Students' Learning Outcomes

All students will be able to:

- Recognise that the present time is different from past in terms of living style, food, communication, clothes, etc.
- Sequence events in a narrative in chronological order.
- Identify how schools, communities and transportation have change over time (from the given pictures).



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Change is a part of life. The world we live in today looks very different from how it was many years ago. Our homes, schools, clothes, food, and even the way we talk to each other have changed with time. In this unit, we will explore how life has changed from the past to the present and learn to value both old and new ways of living.

1. Life in the Past and Today

Life today is very different from how it used to be many years ago. In the past, people lived simple lives. They had fewer things but were happy and hardworking. Today, we use modern tools and technology that make our lives easier and faster.

Long ago, people cooked food on clay stoves using firewood. Today, we use gas or electric stoves.





In the past, people fetched water from wells. Now, we get clean water from taps.

Families lived together in large houses called havelis or small mud houses. Now, people live in concrete houses and apartments.



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2. Food, Clothes and Communication

In the past, people mostly ate simple, home-grown food. Farmers grew grains, fruits and vegetables without machines. Today, we have many kinds of food. We buy packed snacks, fast food and fruits from different parts of the country.

Clothing has also changed. In the past, people spun thread and wove their own clothes. Now, we buy stitched clothes from shops and wear different styles for different occasions.

Communication was very slow long ago. People sent letters that took days to reach. Today, we can talk to anyone instantly through mobile phones, video calls, or messages.





DO YOU KNOW

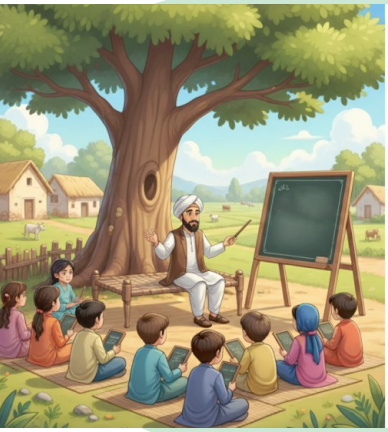
The era before 1500 is known as ancient time period. People used to live in caves. They ate wild plants and fruits and raw meats. They used to wear leaves and skin of animals.

3. Schools and Communities (Then and Now)

Schools in the past were small. Children sat on mats and teachers wrote on blackboards.Students learned basic reading, writing and counting. There were few books and no computers.

Today, schools have bright classrooms, desks, computers and whiteboards. Students use tablets and learn through videos and activities.

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Communities have also grown and developed over time.

In the past, people lived close together and supported one another in their daily lives. Today, our communities are larger and more connected. People still come together to celebrate festivals, help neighbours, and take part in activities that make our surroundings better and happier places to live.

4. Travel and Transportation



In the past, people used animals like camels, horses, and bullock carts for travel. Journeys were long and slow. For travel between countries, people used ships that took many days or even weeks to reach their destination.

As time passed, new inventions made travel faster and easier. When airplanes were invented, people could travel to faraway places in just a few hours instead of many days.

Today, we have cars, buses, trains and airplanes that help us move quickly and safely from one place to another. Roads, railways and airports connect cities and countries, making it easier for people to visit family, do business or explore new places.

DID YOU KNOW

The first successful airplane was invented by two brothers — **Orville and Wilbur Wright**, known as the **Wright Brothers**.
They flew their first airplane in 1903 in the United States.
Their invention changed the world of travel, making it possible for people to fly across countries and oceans in just a few hours!

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5. Timeline: From Past to Present

Let's look at how things have changed over time.

Category	Past	Present
House	Mud house or hut	Brick house or apartment
Food	Home-grown food	Supermarket and fast food
Transport	Animals, carts	Cars, buses, airplanes
School	Chalkboard, mats	Whiteboards, computers
Communication	Letters	Phones, internet



Activity

Ask students to bring an old photo from their parents' or grandparents' time (like a school photo, old car or clothes) and discuss how it is different today.



Think and Discuss

1. How is your life easier than your grandparents' life?
2. What do you like about the old ways of living?
3. Why do you think change is important?



Important points (Summary):

- People ate simple home-cooked grains and veggies then, now they eat varied, packaged and fast foods.
- Houses were mud based and small then, now they are made with brick, concrete and modern facilities.
- Communication was by letters and telegrams then, now it's mobile, internet and instant messaging.
- Dress was traditional and hand-woven then; now it's ready-made outfit.
- Transport was bullock carts and walking then, now it's cars, buses, trains and airplanes.

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Check Point

1 Tick (✓) the correct answer.

i. In the past, people sent messages through:

a Mobile phones
b Internet
c Letters
d Video calls

ii. The first airplane was invented by:

a Thomas Edison
b Wright Brothers
c Alexander Graham Bell
d Albert Einstein

iii. In the past, people cooked food on:

a Electric stoves
b Clay stoves using firewood
c Gas burners
d Microwave ovens

iv. Today, most students learn using:

a Storytelling only
b Books, computers and whiteboards
c Slates and chalks
d Only outdoor games

2 Fill in the blanks with the help of the given wordbank.

WORD BANK: connected | mats | slates | 1903 | camels | horses | mobile phones

i. In the past, people used _____ and _____ for traveling.

ii. The first airplane was invented in the year _____.

iii. People now use _____ to communicate quickly.

iv. In old schools, children sat on _____ and wrote on _____.

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v. Our communities have become more _____ and _____ over time.

3 Answer the following questions.

i. How is life today different from life in the past?

_____

_____

ii. What are some ways communication has changed over time?

_____

_____

iii. How have schools improved from the past to the present?

_____

_____

iv. Why do you think airplanes made life easier for people?

_____

_____

v. How can we keep our old traditions alive while enjoying modern life?

_____

_____

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4 Creative Activity: Then and Now Collage



Activity

"Then and Now" Picture Collage

- Collect or draw pictures that show life in the past and today.
- **Examples:** Old houses vs. Modern homes, bullock cart vs. car, letter vs. mobile phone.
- Paste them in two columns titled **"Past" and "Present."**
- Label each picture clearly.

Past	Present

5 Match the column A with column B.

Column A	Column B
Ist Plane	Floor mats
Early people	Concrete
Old Schools	1903
Houses	Before 1500
Fire	One millions year ago

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6 Answer these questions (on note book).

i. How has the variety of food changed from the past to the present?

ii. How has communication evolved overtime?

iii. What are the differences in housing materials used then and now?

iv. What changes have occurred in transportation from the past to the present?

7 Creative Corner: My Future World

How do you see the world in the next 5 years?

Imagine how life will look in the future!

- What kind of transport will people use?
- How will schools look?
- What new inventions might make life easier?



Activity

Draw a picture to show how you think the world will be in the next five years. You can show new types of vehicles, schools, clothes, or ways people might communicate.

Write 2–3 sentences below your drawing to explain your ideas.

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Unit 3

Understanding Disagreements and Solving Problems

Students' Learning Outcomes

All students will be able to:

- Recognise some disagreements/conflicts that occur at home, in school and the local community.
- Identify the feelings of people in different conflicting situations.
- Identify reasons for disagreements with friends and family members.
- Explore how people resolve conflicts/ disagreements at home and school.
- Apply discussion and problem-solving methods to work out disagreements.



What is a Disagreement



There are so many people in this world. Every one thinks, acts and behaves differently. When individuals or a group of people disagree with each other and in some situations involved in an argument is called a Conflict. Disagreements can happen at home, in school, or in the community. For example, two friends may want to play different games, or siblings may argue about what to watch on TV. It is normal to have disagreements because everyone has different thoughts and ideas.

How People Feel During a Conflict

Our face is the first part of our body which reflects our feelings. If we feel happy, sad, annoyed or angry, it reflects on our face. It is the face which reveals our true feelings. Here are some expressions:



Annoyed



Happy



Sad



Angry

We will discuss why do disagreements happen at home, in school and neighborhood one by one.

Why Do Disagreements Happen?

Disagreements can happen for many reasons:

- Wanting the same toy or seat.
- Feeling tired, hungry, or upset.
- Arguing about rules or chores at home.
- Not listening to others.
- Thinking something is unfair.

Even small things can cause a conflict if we are not careful with our words and actions.

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Conflicts at Home

There are number of reasons which cause conflicts between family members. It is a part of our day-to-day life. There are so many reasons, few of them are highlighted below:

- Difference in thinking
- Misunderstanding
- Refusing other's rights and your responsibilities
- Difference in likes and dislike
- Making fun of others
- Not giving other's their turn






Conflicts at School

School is a place where students spend half of their day. They meet different children. Every one has a different personality so, there is a chance of conflicts in between them. Here are few reasons highlighted below:

- On sharing stuff.
- On personal likes/dislikes.
- On not waiting for your turn.
- On sitting arrangement.
- On thinking.

When we talk nicely and listen, we can fix problem. The best solution in case you cannot resolve your issue is to ask your teachers or parent for help.







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Activity

Think about different emotions. Draw and colour these faces.
Also write the name of the expression.

Conflicts in Neighbourhood

Neighbourhood is the surrounding of our house. Different people with different personalities live in our neighbourhood. They belong to different families. Sometimes, conflicts arose in our neighbourhood as well. Some of the reasons are mentioned below:

- Throwing garbage in front of other's houses
- Parking your vehicle on other's doors
- Fights in between their children
- Invasion of privacy
- Noise

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Activity

Write about a conflict between people of your locality, between your friends and between your brothers and sisters.

People of your locality	Your friends	Your brothers and sisters

The first step before resolving a conflict formally is to stop the arguments and calm your self down. Now follow the four steps method to resolve the conflict:

Methods of Resolving Conflicts

The four best methods to resolve conflicts are:

- Talk patiently
- Calm your mind and think about it
- Listen patiently
- Choose the best option

As it is mentioned above the top best ways to resolve a conflict is to talk patiently. We should also listen others patiently. Then we should think about the matter wisely. Without any biasness, we should choose the best way possible to resolve the conflict. In this process we should set aside our personal feelings and emotions.

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If you fail to resolve your issue after all of your efforts, then you should take help from elders.






Important points (Summary):

- The difference or disagreement between two or more people creates conflict.
- We have differences with other at home, in school or even in neighbourhood.
- If we do not respect the difference, a conflict arises. The best way to resolve the conflict is to have a dialogue.
- If the problem is still not resolved you may take help from elders.



1 Choose the Correct Answer

i. A conflict can be resolved by:

a Not listening others
b Making fun of others
c Listening carefully

ii. How many methods have you read to resolve a conflict?

a One
b Three
c Four

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iii. We may fight with our neighbours on the issue of:

a Seat sharing b On T.V remote c Noise

iv. The last way to resolve a conflict is:

a Involve your brother b Tell a child c Tell an elder

v. How can we solve problems with friends?

a Fight b Ignore them c Talk and listen

vi. What helps people get along better?

a Sharing b Pushing c Taking everything

2 Fill in the blanks.

i. Conflicts can arise for opposing _____.

ii. Our _____ reveals our true feelings.

iii. In school, every children has a _____ personality.

iv. A conflict may arise when someone throw _____ in front of other's houses.

3 Answer the following questions.

i. Do we show emotions in a similar way?

_____

_____

ii. When we should take help from elders in the process of conflict resolution?

_____

_____

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iii. Write down two reasons of conflicts in school among classmates.

iv. How many steps have you read in the unit to resolve the conflicts? Name them.

v. Do you resolve your conflicts immediately or not?



Activity

i. **Role Play Conflict Resolution**

Act out a short conflict (e.g., two students want the same crayon). Show how to solve it by talking and sharing. Discuss what went right in the role play.

ii. **"Good Citizen Badge"**

Students will write and read aloud a pledge to keep the school and neighborhood clean and sign it.

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4 Match the column A with column B.

Column A	Column B
Neighbours	Fights on seats
Class fellows	Fight on remote
Friends	Fights on car parking
Siblings	Fight on games
Strangers	Fight on queue

5 Answer these questions: (on note book)

i. What is a conflict?

ii. How can we solve conflicts?

iii. Write about a conflict you had with your loved one and how you resolved it?



Activity

Make a poster of peace. Hint: you may use a dove's picture or a white flag. You can also write quotations.



Activity

Find out few more reasons of conflicts between siblings and write about it.

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Coping with conflict

Find and circle the words. The words can be found vertically, horizantally and diagonally.

x	b	c	g	d	z	g	a	i	j	k	l
m	u	o	p	u	I	s	t	c	a	r	e
f	f	n	b	c	d	s	f	g	b	i	j
e	l	f	d	t	p	q	a	s	v	h	v
e	x	l	z	e	b	c	d	g	f	g	h
l	e	i	c	m	r	o	p	q	r	i	t
i	v	c	x	p	z	s	b	w	j	e	f
n	h	t	j	k	d	m	t	o	p	q	e
g	t	u	v	o	x	y	a	a	k	c	y
s	w	g	h	i	j	k	l	m	n	o	l
l	i	s	t	e	n	w	k	m	z	d	b
c	r	e	s	g	n	I	t	h	I	n	k



conflict
talk
listen
understand

disagree
feelings
care
think



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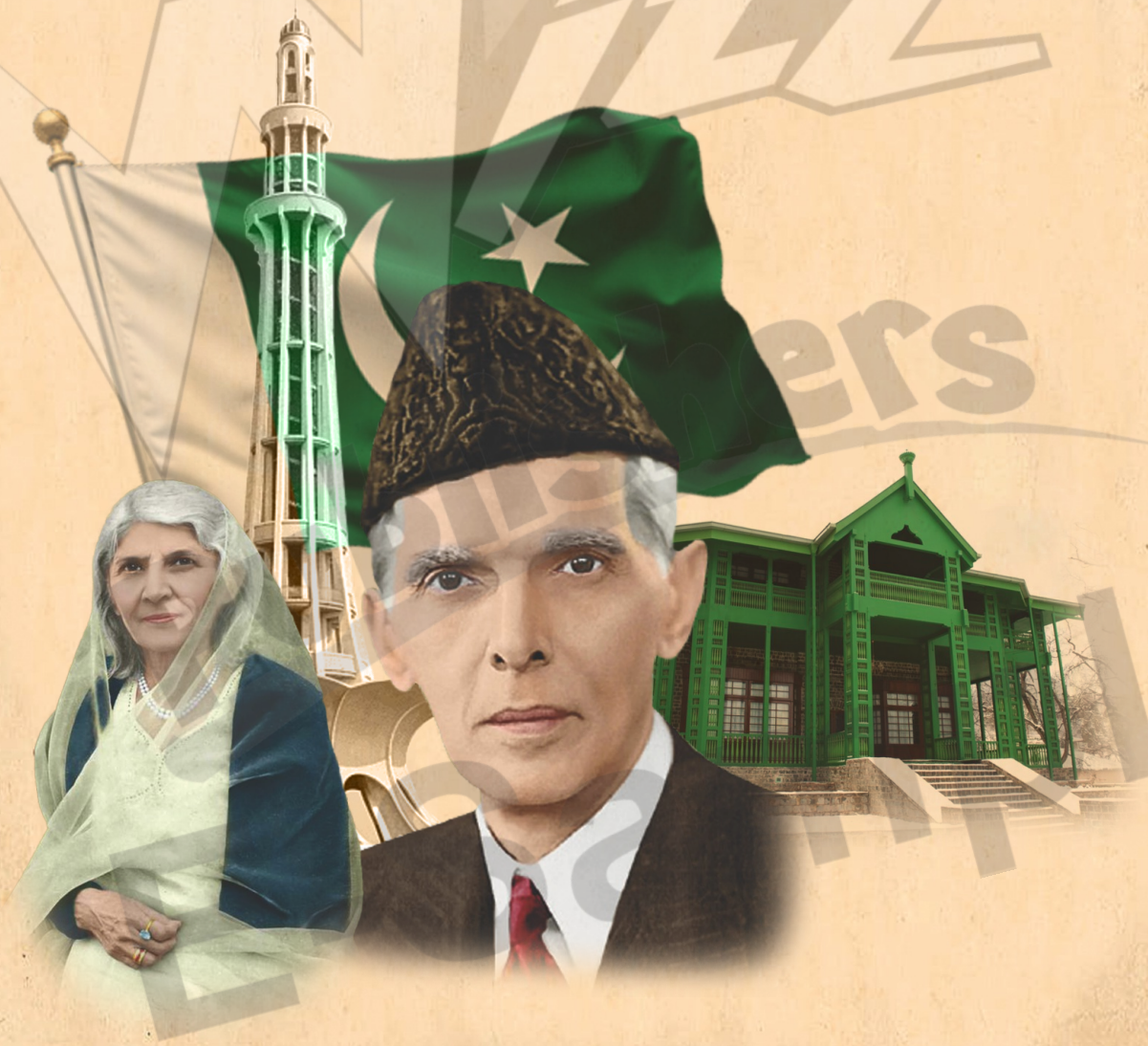
Unit 5

Quaid-e-Azam Muhammad Ali Jinnah

Students' Learning Outcomes

All students will be able to:

- Introduce Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan.
- Narrate the major events in the life of Quaid-e-Azam Muhammad Ali Jinnah (date of birth, founder of Pakistan, few major contributions and the date when he died).
- Introduce Mohtarma Fatima Jinnah as a key figure in the formation of Pakistan.



Our Great Leader

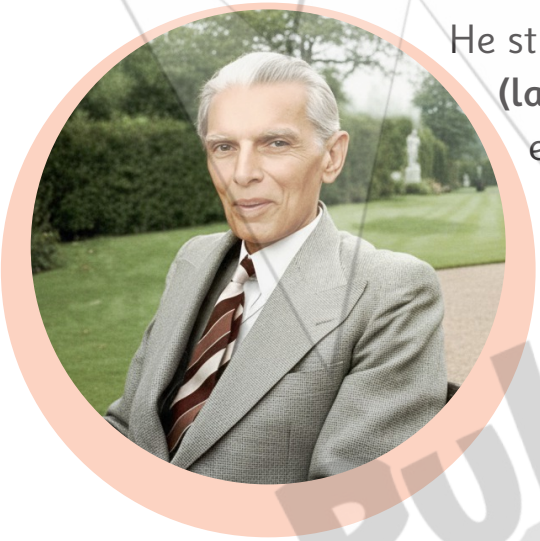


Quaid-e-Azam Muhammad Ali Jinnah is the **founder of Pakistan**. He was a great leader who worked very hard to get a separate country for the Muslims of the Indian subcontinent. Because of his honesty, wisdom and strong will, we have our homeland today, **Pakistan**.

Early Life

Quaid-e-Azam was born on **25th December 1876** in **Karachi**. His father's name was **Jinnah Poonja** and his mother's name was **Mithibai Jinnah**. He was a bright and hardworking student who loved to read and learn new things.

He went to **Sindh Madrassatul Islam School** and later studied at **Mission High School** in Karachi. After completing his early education, he went to **England** to study law at **Lincoln's Inn**, one of the most famous law schools in the world.



He studied with great dedication and became a **barrister (lawyer)**. Quaid-e-Azam always believed that education helps people become wise, confident and strong. After finishing his studies, he came back to India to work for justice and people's rights.

DID YOU KNOW

Wazir mansion is the birth place of Quaid e Azam. This was his family house in Karachi. This place is now turned into a museum.



His Struggle for Pakistan

Quaid-e-Azam Muhammad Ali Jinnah wanted the Muslims of the subcontinent to live freely and follow their religion with respect. At that time, Muslims and Hindus lived together in India, but Muslims were not treated fairly. Quaid-e-Azam saw that Muslims needed a separate homeland where they could live with freedom, peace and equality.

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He worked day and night to achieve this dream. He met many leaders, attended meetings and gave speeches to explain why Muslims needed their own country. He encouraged people to stay united and to work for their rights peacefully. His strong belief and leadership gave hope to millions of Muslims.



After years of hard work, his efforts were successful. On 14th August **1947**, his dream came true and Pakistan came into being. It was a moment of great joy and pride for all Muslims.

Quaid-e-Azam taught us his three golden principles: **Unity, Faith and Discipline**. He believed that if we follow these rules, we can make Pakistan a strong and successful country.

His Last Days

Quaid-e-Azam worked day and night for his people. He became ill but continued to serve the country until his last breath.



He passed away on **11th September 1948**. The whole nation was sad at the loss of its great leader. His tomb, the Mazar-e-Quaid is in Karachi.



Mohtarma Fatima Jinnah
The Mother of the Nation

Quaid-e-Azam's sister, Mohtarma Fatima Jinnah, stood beside him throughout the struggle for Pakistan. She supported him in every step and encouraged people to work for their freedom. She was a dentist by profession, but she dedicated her life to helping her brother and serving the nation.

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After the creation of Pakistan, she continued to work for the welfare of women and children. Because of her love and care for the country, people lovingly call her the Mother of the Nation.

DID YOU KNOW

Fatima Jinnah was a Dental Surgeon by profession. She completed her dentistry from Dr. Ahmad Dental College Calcutta.

Remembering Our Leaders

We are proud of Quaid-e-Azam Muhammad Ali Jinnah and Mohtarma Fatima Jinnah. Their honesty, hard work, and love for the nation inspire us to be good citizens and serve Pakistan with dedication.



Important points (Summary):

- Quaid e Azam Muhammad Ali Jinnah is the founder of Pakistan.
- He was born on 25th December 1876 and died on the 11th September 1948.
- He got his early education from Karachi and higher education from England.
- He was the first Governor General of Pakistan.
- Nation gave him the title of "Founder of Pakistan."

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Check Point

1 Choose the correct answer.

i. Quaid-e-Azam Muhammad Ali Jinnah was the:

a First Prime Minister of Pakistan
b Founder of Pakistan
c Poet of Pakistan

ii. Quaid-e-Azam was born in:

a Lahore
b Karachi
c Islamabad

iii. Quaid-e-Azam went to England to study:

a Medicine
b Engineering
c Law

iv. Mohtarma Fatima Jinnah was Quaid-e-Azam's:

a Friend
b Sister
c Teacher

iv. Quaid-e-Azam's birth place is:

a Wazir Mansion
b Mohata Palace
c None of these

2 Fill in the blanks with the help of the given word bank.

WORD BANK

Karachi | Lawyer | 25th December | 11th September | Mather of the Nation |

i. Quaid-e-Azam was born on _____ in _____ .

ii. He went to England to study and became a _____ .

iii. Quaid-e-Azam passed away on _____ 1948.

iv. Mohtarma Fatima Jinnah is known as the _____ .

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3 Answer the following questions.

i. Who is the founder of Pakistan?

ii. When and where was Quaid-e-Azam was born?

iii. What did Quaid-e-Azam study in England?

vi. What are the three golden principles given by Quaid-e-Azam?

v. Who was Mohtarma Fatima Jinnah and what did she do?

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Activity

Fatima Jinnah was born on _____. She completed her dentistry from _____. A title of _____ was given to her on her tireless efforts for the nation. She died on _____ in Karachi.

4 Answer the following questions: (on note book)

i. Write a brief note on Quaid's struggle for Pakistan.
ii. How Quaid e Azam spent his last days?
iii. What do you know about Fatima Jinnah? Write a brief note.

Let's Reflect

Discuss in class:
How can we follow Quaid-e-Azam's three principles 'Unity, Faith and Discipline' in our daily life?

5 Mini Project – Our National Heroes

As a class, collect pictures of Quaid-e-Azam, Mohtarma Fatima Jinnah and other Pakistani heroes.
Make a "Wall of Heroes" in your classroom with short captions under each picture.

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Activity

Draw and Colour:

Draw and colour the tomb of Quaid-e-Azam with a flag of pakistan. Write a few lines about how you show respect to our national heroes.

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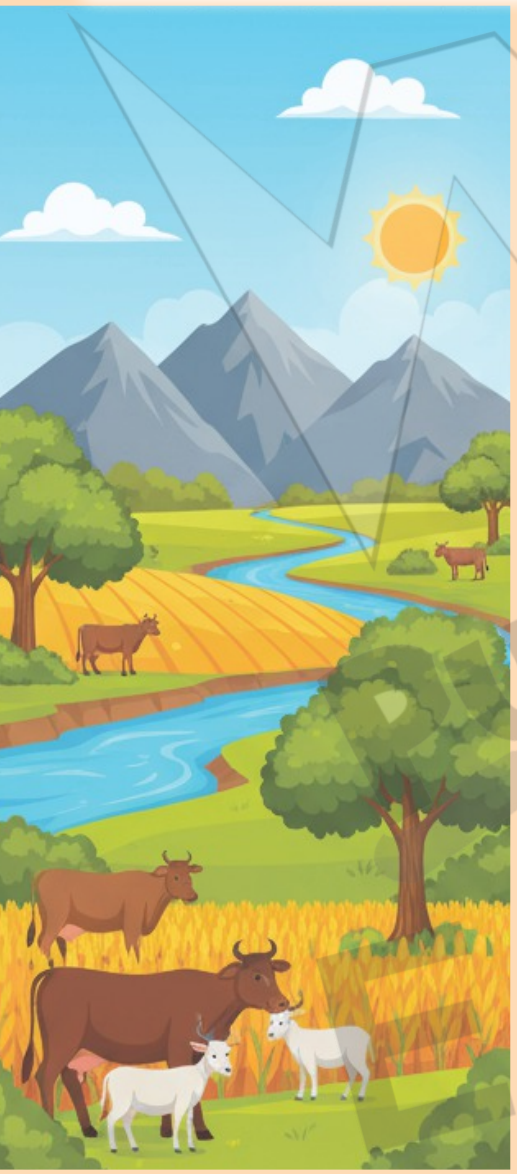
Unit 7

Natural, Human and Capital Resources

Students' Learning Outcomes

All students will be able to:

- Define the term 'resources.'
- State types of resources: natural resources, human resources capital resources.
- Identify natural resources (plants, animals, water, air, land, forests and soil), human resources (farmers, builders, painters etc.), capital resources (trucks, computers, factory buildings etc.).







What Are Resources?

Everything we use to live, work, and grow is called a resource. Resources help us meet our needs, like food, clothes, houses and transport. Some resources come from nature, while others are made or used by people.

There are three main types of resources:

Natural Resources | Human Resources | Capital Resources

Natural Resources

Natural resources are gifts of nature. We do not make them; we use what nature provides.

Examples include air, water, sunlight, soil, land, animals, and plants.



We breathe air and drink water to live.

We grow crops in soil and get food from plants and animals.





We use trees to make paper, furniture, and houses.

We get minerals like salt, coal, and iron from deep inside the earth.





Sunlight helps plants grow and gives us warmth and energy.



Rivers give us water for drinking and farming, and help to produce electricity.



Forests give us wood, fruits, and clean air.



Animals give us milk, meat, leather, and wool.

These resources are precious and limited. We should save water, plant more trees, and avoid polluting the air and land so that nature stays healthy for everyone.

DID YOU KNOW

Pakistan is rich in reserves of precious gem stones. It includes topaz, ruby and emerald.



DID YOU KNOW

The second largest salt mine in the world is located in Khewra, Punjab, Pakistan. It is also known as Mayo Salt Mine.



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Human Resources

Human resources are people who use their time, energy and skills to make life easier and better for everyone.

Each person in a community has an important role. Everyone's work matters whether it is big or small!



A farmer grows fruits, vegetables and grains for us to eat.



A teacher helps children learn new things and become good citizens.



A doctor takes care of sick people and keeps us healthy.



A builder makes homes, schools and bridges for people to live and work in.



A carpenter makes doors, chairs and tables that we use every day.



A cleaner keeps our streets and schools neat and tidy.

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A driver helps us travel from one place to another safely.

A shopkeeper sells goods we need in our daily lives.



People are the most valuable resource because they think, plan and use their ideas to make new things. When people work together, they help their community grow and become a better place for everyone.

Capital Resources

Capital resources are the man-made things that help people do their work faster and better.

These are not found in nature, people make them using their skills and natural materials.

Examples:



- Machines in factories help make clothes, toys and furniture.
- Tractors and tools help farmers grow crops easily.
- Computers help teachers, doctors and office workers do their jobs quickly.
- Vehicles like buses, trucks and trains help move people and goods from one place to another.
- Buildings and factories give people space to work and produce goods.

Without capital resources, work would be slow and difficult. These tools and machines save time and help us get more work done!

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Interdependence of Resources

All three resources (natural, human and capital) are connected and depend on one another.
Each type of resource helps the others to work properly.

For example:

- A farmer (human resource) uses land, water, and sunlight (natural resources) and a tractor (capital resource) to grow crops.
- A builder uses cement, sand and tools to construct houses.
- A teacher uses books and computers to help students learn.

This shows that no resource can work alone, they all work together to make life easier and better.

Humans also depend on one another in many ways.

- A farmer grows food, but needs a driver to take it to the market.
- A shopkeeper sells the food, and a teacher helps children learn how to read and count.
- A doctor keeps everyone healthy so they can do their jobs well.

When people help and support each other, the whole community grows strong and happy.

Always Remember

When all resources are used wisely and carefully, our world becomes a better and more balanced place to live.



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Important points (Summary):

- Materials are substances that occur in nature and are used in their natural form or as raw materials.
- Skillful or knowledge oriented people are called human resources.
- Human-made goods, tools, equipments and infrastructure used to produce goods are referred as capital resources.
- Interdependence is when people rely on each other to get goods and services. They can't make or get everything on their own



1 Choose the correct answer.

i. The things we use to live and work are called:

a tools b resources c toys

ii. Trees, rivers and sunlight are examples of _____ resources.

a natural b human c capital

iii. A doctor, teacher and carpenter are examples of _____ resources.

a natural b human c capital

iv. A tractor, factory and computer are examples of _____ resources.

a natural b capital c human

v. All resources are _____ on each other.

a separate b dependent c useless

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2 Fill in the blanks.

i. _____ are gifts of nature such as air, water, and sunlight.

ii. _____ use their time and skills to make life easier for others.

iii. All resources are _____ on one another.

iv. We should _____ natural resources and not waste them.

3 Match the column A with column B.

Column A	Column B
Farmer	Treats sick people
Doctor	Grows crops
Computer	Makes goods
Tree	Helps people work faster
Factory	Gives wood and shade

4 Answer the following questions.

i. What are resources?

_____

_____

ii. What are natural resources? Give two examples.

_____

_____

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iii. What are human resources? Give two examples.

vi. What are capital resources? Give two examples.

v. How are all resources are interdependent?

iv. How do people depend on one another in a community?

5 Answer the following questions: (on note book)

i. How does a farmer use natural resources and capital resources to grow food?

ii. What might happen if a country runs out of a natural resource like oil?

iii. Why is a teacher an important human resource in a school?

Think and Share

Question: Why is it important to save natural resources? Discuss your answer with your classmates and write two lines in your notebook.

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6 For each Natural Resource, write about how we use it:


Fresh water


Plants


Sunlight



Animals

7 Creative Activity – "My Resource Chart"

Draw or paste three pictures in each column.

Natural Resources	Human Resources	Capital Resources

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