



UTKARSH

Ek Kadam Safalta Ki Aur

Social Science Activity Book
for Class 6

State Council of Educational Research and Training
Varun Marg, Defence Colony, New Delhi-110024

ISBN : 978-93-93667-44-1

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December 2021

No. of Copies : 16,300

Published by : State Council of Educational Research and Training, Delhi
Printed at :M/s Star Forms, 8710, Rahat Ganj, Roshnara Road, Delhi-110007

MANISH SISODIA
मनीष सिसोदिया



DEPUTY CHIEF MINISTER
GOVT. OF NCT OF DELHI
उप मुख्यमंत्री, दिल्ली सरकार
DELHI SECTT, I.P. ESTATE,
दिल्ली सचिवालय, आई.पी.एस्टेट,
NEW DELHI-110002
नई दिल्ली-110002
Email : msisodia.delhi@gov.in

D.O. No. DyCM/2021/230
Date : 21.12.2021

MESSAGE

The Government of Delhi has been putting up various efforts to provide universal access to quality education to the children studying in the schools of the Directorate of Education, Delhi. We have implemented many programs to ensure equitable and inclusive education in our schools.

The corona virus pandemic has affected the school education immensely in the last two years. Due to the closure of the schools, the students were confined to their homes. We introduced and managed online learning successfully. The teachers were constantly connected with the students through online classes and kept assessing their progress. But during this time, children who had continuously been in difficult circumstances could not join online classes, lagged behind and a great need was felt to connect them to the mainstream school education.

Taking these aspects into account, to encourage children for learning and to ensure their active participation in learning, 'Utkarsh' book series has been created with the joint effort of State Council of Educational Research and Training, New Delhi and Samagra Shiksha to bridge the gap in education.

This series contains activities based on practical learning which will enable the students to read, write, and perform basic numerical operations and to develop basic competencies in school subjects. The books in this series will also act as an effective medium for their physical, cognitive, social, emotional, moral and cultural development.

The books are based on the concept of play-based, multi-dimensional and discovery-based learning for Hindi, English, Social Science, Science, Urdu, Punjabi, and Mathematics books of activities have been designed for Classes 6 to 8 (Middle Level). Social Science, Science and Mathematics books have been created in both Hindi and English language for achievement of better learning outcomes. Students will learn about human sensitivities, group work, mutual cooperation, courtesy through play and activities and will be able to imbibe these qualities in them to become ideal citizens. It is hoped that a new educational revolution will be ushered in through these books. Students will develop conceptual understanding and the tendencies of creative and logical thinking. Based on empirical pedagogy, these books incorporate diversity of local contexts, multilingualism and respect for the local environment.

I am sure that these books will provide a strong foundation to the students for equitable and inclusive education, and will prove to be a milestone in the world of education.


(MANISH SISODIA)

**H. RAJESH PRASAD
IAS**



प्रधान सचिव (शिक्षा/प्रशिक्षण व तकनीकी शिक्षा/ उच्च शिक्षा)

राष्ट्रीय राजधानी क्षेत्र

दिल्ली सरकार

पुराना सचिवालय, दिल्ली-110054

दूरभाष: 23890187 टेलीफैक्स : 23890119

Pr. Secretary (Education/TTE/ HE)
Government of National Capital Territory of Delhi

Old Secretariat, Delhi-110054

Phone : 23890187, Telefax : 23890119

E-mail : secyedu@nic.in

MESSAGE

Recent times have been extremely challenging for people all over the world. Now, after two formidable years of corona times, we are again moving towards normal life.

In the field of education in Delhi, though various successful efforts were made to keep students engaged in learning through online teaching, worksheets and online assessment for the last two years, but due to the lack of face-to-face mode of teaching- learning process or a direct contact and communication with students or due to some family and financial reasons there was a gap in the process of learning.

Keeping this new scenario in mind, 'Utkarsh' book series has been prepared under the Learning Enrichment Program to rise up from the challenge of this learning gap. There are many activity sheets in these books which have been developed on the basis of context specific learning outcomes. Activities have been designed around the social context of learning, taking into account the culture, multilingualism, and environment of the students. These activities are designed according to the emotional and intellectual level of the students so as to ensure active participation of the students in the learning process.

We aim to initiate the all-round development of the students through our efforts.

We hope that the students will become active participants in the process of knowledge creation through these activities.

With best wishes,

(H. Rajesh Prasad)

HIMANSHU GUPTA, IAS
Director, Education & Sports



Directorate of Education
Govt. of NCT of Delhi
Room No. 12, Civil Lines
Near Vidhan Sabha,
Delhi-110054
Ph.: 011-23890172
E-mail : diredu@nic.in

MESSAGE

"It is said that when the going gets tough, the tough get going."

COVID Pandemic was one such trying time. Although as country, India, tried to deal with this time in a multipronged manner, we are still trying to rise above its negative effects in various aspects of life.

Education sector also saw its negative impact especially in school education. So it has become extremely important to bridge the gap of expected learning outcomes and the current status of learning outcomes. To achieve the goal of providing high quality education to all students we have developed 'Utkarsh' series. These books have been created for students of classes 6 to 8 and have interesting activities which will develop curiosity, zeal to search, experience and create various opportunities for dialogue, which in turn will provide them a strong foundation for all aspects of life.

In the changing situations it is really important for students to master 21st century skills along with ethics, rationality, empathy and sensitivity so that in future they move towards an enriched life ahead. The 'Utkarsh' series books written on subjects of Mathematics, Science, Hindi, English, Social Science, Urdu and Punjabi will develop the creative abilities of the students and they will be able to connect to their environment and establish coordination.

These books have been designed keeping in view the goal of multidisciplinary and holistic education, in which ample opportunities for learning have been provided. Self-instructional activities like colourful pictures, songs, poems, puzzles, stories, cartoons, posters, games, puppets will attract the attention of the students and motivate them for self-assessment and will further pave the way for effective learning.

I firmly believe that learning difficulties of the students will be catered to and desired learning outcomes will be achieved through the 'Utkarsh' series. These books will prove to be an effective medium in the attainment of desired goals and will contribute directly to build an inclusive, egalitarian and just society.

With best wishes.

(HIMANSHU GUPTA)

Rajanish Singh
Director



**State Council of Educational
Research and Training**

(An autonomous Organisation of GNCT of Delhi)
Varun Marg, Defence Colony, New Delhi-110024
Tel.: +91-11-24331356, Fax: +91-11-24332426
E-mail: dir12scert@gmail.com

Date : 20/12/2021

D.O. No. : 10(4)/M/SCERT/DP/2021-22/212

MESSAGE

Dear students,

The last two years have been challenging due to the COVID pandemic for all of us. This pandemic impacted nearly every dimension of life, be it health, employment, economy or livelihood of human life. Even the education sector has not been left untouched by it because of the closure of schools. It not only affected the teaching-learning process, it also had a formidable impact on the possibilities of learning for students, limiting the opportunities of peer learning and directs guidance of teachers. Although online classes helped to maintain the continuity of the teaching-learning process but there were numerous challenges related to the accessibility of online education for students studying in the government schools of Delhi.

This context led to the development of the 'Utkarsh' series to cater to the new learning needs of the students. This series is a compendium of the worksheets which aim to provide opportunities to the students for self-learning. These worksheets are child-centered and activity-based and they reflect regional, social and cultural domains of the students. These worksheets help the students to explore their environment as a learning resource, as they have many activities that require them to interact with and learn from family members, neighbours, community members, locality and nature.

I am hopeful that this initiative of State Council of Educational Research and Training would play a significant role in inspiring the students of classes 6 to 8 to take ownership of their learning process and to provide the opportunity of accessing quality education.

With best wishes.

(Rajanish Singh)



Dr. Nahar Singh
Joint Director

**State Council of Educational
Research and Training**

(An autonomous organisation of GNCT of Delhi)

Tel. : +91-11-24336818, 24331355, Fax 91-11-24332426

Tel. : +91-11- 24331355, Fax 91-11-24332426

Email : jdsertdelhi@gmail.com

Date: 20/12/2021

D. O. No. : 1162/308/Secy/SCERT/2021-22/205

Message

It is said that the trying times test out mettle the best. The corona period brought many challenges for us, but these challenges also changed our perspective and inspired us to adopt patience, indomitable courage and self-reliance. During the lockdown for some time, school education could not be done smoothly, due to which the learning process of the children was hampered. In this context, it is important to ask whether children studying online at home are able to acquire knowledge, skills and competencies according to their prescribed class and development level? In the present context, it is relevant that meaningful efforts should be made in the direction of reducing this gap of learning.

To bridge this gap in the level of learning, special course material, in the form of **Utkarsh** series, has been created for students with the combined effort of State Council of Educational Research and Training, New Delhi and Samagra Shiksha. This text material is interesting, responsive, informative and engaging for students. I am hopeful that it will be effective for self-development and will provide students the required competencies. These activities are designed to engage students in observation, critical thinking, creative thinking, questioning, problem- solving, effective communication, decision making, empathy and contemporary problems using play- based, story-based, art integrated and child- centered learning methods.

With best wishes for the bright future of our students.


(Dr. Nahar Singh)

Book Development Committee

Patron

Mr. H. Rajesh Prasad, Pr. Secretary (Education), Delhi

Advisor

Mr. Rajanish Singh, Director, SCERT, Delhi

Academic Advisor

Dr. Nahar Singh, Joint Director, SCERT, Delhi

Authors

| | |
|----------------------------------|--|
| Ms. Vandana Gautam (20171771) | Lecturer History, SKV, Pushp Vihar, Delhi |
| Mr. Amit Kumar Thakur (20025134) | Lecturer History, G,Co-ed SSS, E Block West Vinod Nagar, Delhi |
| Mr. Mahesh (20130046) | Lecturer Pol. Sc. GSBV, Sec-20 Rohini, Delhi |
| Ms. Sarita Gupta (20190516) | TGT Social Science, SV FU Block Pitam Pura, Delhi |
| Ms. Vijayeta Sharma (20081295) | TGT Social Science, GGSSS, Shahbad Daultalpur, Delhi |
| Ms. Sunita | Assistant Professor, DIET Motibagh , SCERT,Delhi |
| Dr. Neelam | Assistant Professor, DIET Motibagh ,SCERT, Delhi |
| Mr. Sanjeet Kumar | Assistant Professor, DIET Motibagh .SCERT, Delhi |
| Mr. Joginder Kumar (20101552) | Assistant Professor, DIET Motibagh, SCERT, Delhi |

Subject Experts for Vetting

| | |
|----------------------|---|
| Ms. Vani Malik | Vice-Principal, Dayanand Public School, Model Town, Delhi |
| Dr. Dharmendra Dagar | Assistant Professor, DIET Gummanhera, Delhi |
| Mr. Dheeraj Roy | Assistant Professor, DIET Darya Ganj, Delhi |

Other Contributors

| | |
|-----------------|---|
| Dr. Poonam Gaur | Principal DIET, Motibagh, Delhi |
| Ms. Eeti | EVGC, Free Lancer |
| Ms. Neeru Maan | (20130204) Lecturer English, SKV Khera Khurd, Delhi |

Nodal Incharges of the Project

Dr. Sonu Lal Gupta, Assistant Professor, SCERT, Delhi
Dr. Gaurav Sharma, Assistant Professor, SCERT, Delhi

Subject Coordinator

Mr. Joginder Kumar (20101552), Assistant Professor, SCERT, Delhi

Publication Officer

Dr. Mukesh Yadav, SCERT, Delhi

Publication Team

| | |
|-------------------------------|-------------------------------------|
| Mr. Navin Kumar, SCERT, Delhi | Ms. Neha Rizwana, BRP, SCERT, Delhi |
| Ms. Radha, SCERT, Delhi | Ms. Fouzia, BRP, SCERT, Delhi |

Message for Teachers

Respected teacher fellows,

Every book that is meant to provide learning experiences has some unique features which determine its urge. This book has been developed as a Beaming enrichment outcomes. The theme under which the book interacts with leaders is activity-based learning followed by 'assessments for learning'. This means that each chapter has some activity sheets which begin with some activity and then some questions follow, through which leaders enrich their learning in science. Each question has cues/clue in the form of pictures, examples and hints so that learners are tempted to find answer through the available resources. This learners may take help from their teacher, NCERT textbook, intimate or family members to quench the quest. The answers of the questions have not been provided in the book deliberately, to maximize the opportunity to think critically.

Another important feature of the book integration of leaders with utmost care has been taken that the context of the book relates with the real-life experiences of learners so that application of conceptual understanding becomes easier. For this purpose the commonly available material has been used / suggested for doing science activities. Also the examples and generally considered subject specific like, graphs, stories etc have been used to make the content interesting as well as integrated.

Each activity sheet entertains one to two learning outcomes only to easily monitor their fulfilment. Efforts have been made for the gamification of the process of assessment. It is hoped that these unique characteristics of the book would make the learning process joyful and interesting even for the low achieving group of students.

The language that has been used in the contextual and in common usage. This makes the content easy to grasp and comprehend. Besides making the learning process interesting, this book will also help in fulfilling the goals envisaged in 'Mission Buniyad'.

Message for Students

Message for Students

Dear student

This content has been developed to enrich your learning after getting learning experiences from regular classroom interactions. Efforts have been made to align the chapters with list of Class-wise learning outcome (developed by SCERT, Delhi) as well as the chapters of SCERT textbook. You are expected to perform the activities suggested in these activity sheets and then try to answer the questions. This process has been designed in such a way that it would prompt you to lead actively and find answers. The illustrations, exemplar answers and clues would help you understand the concept and think critically. At certain times, you may need help in doing some activity, to respond to a particular statement or in obtaining an answer. In such situation you must approach your teachers, your teacher, family members of NCERT textbook as guides and instead of asking for the answers, you must ask them guide you so that you may find the answer yourself.

It is hoped that this content will help you all to incubate a habit of self-learning.

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The background image is a photograph of the interior of a Gothic cathedral. It features a series of pointed arches supported by stone columns. The ceiling is high and decorated with intricate carvings. At the far end of the nave, a bright light source, possibly a window or an open door, creates a strong beam of light that illuminates the floor and the lower parts of the walls. The overall atmosphere is one of grandeur and historical significance.

HISTORY

SOCIAL SCIENCE



History

Worksheet No.: 1

Date:- _____

What, Where, How And When ?

Learning Outcomes

The learner will be able to locate important historical sites, places on the outline map of India

Dear students, people lived in Indian subcontinent from as early as 2 million years ago. The banks of river Narmada, Sulaiman and Kirthar hills to the northwest, Garo hills to the north-east and the Vindhyas in Central India were the early habitats of stone age people. About 4700 years ago, some of the earliest cities flourished on the banks of river Indus and its tributaries. Later, about 2500 years ago, 16 Mahajanpada and Magadh Empire developed on the banks of river Ganga and its tributaries.

We can locate some of these on the following map of Indian subcontinent:



Key Words

1. Stone age : The period from 2 million years ago to 4700 years ago. In this age the tools and weapons used by human were mainly made of stone.



Q.1: Locate the following historical sites on the given outline map of India :

- a) River Narmada , b) Sulaiman and Kirthar Hills , c) Garo Hills, d) Vindhyas ,
e) River Indus , f) River Ganga



Q.2: Fill in the blanks :

The occupation of people living on the banks of river Narmada was(hunting and gathering/ agriculture)

Q.3: Rewrite the following sentence after making suitable correction(s) :

From Garo hills , agriculture and animal rearing began in the Indian subcontinent.

Q.4: Talk to 5 of your neighbours and find out which historical places they have ever visited .
Locate those historical places (cities) on the outline map of India.

Q.5: Imagine that you are a member of a tribe living at the Vindhyas . You travel to the banks of river Narmada , Sulaiman and Kirthar hills and Garo hills to see your friends living there. Draw a graph (a line from starting point to the end point showing the mountains, rivers, forests and other places lying on the route) and also write an interesting description of your journey.



History

Worksheet No.: 2

Date:- _____

What, Where, How And When ?

Finding out about the past

Learning Outcomes

The learner will be able to identify different types of sources (archaeological, literary etc.) and describe their use in reconstruction of history of that period.

Dear students, the things from which we try to find out about the events occurred hundreds and thousands of years ago are called sources of history. Literary works like manuscripts, epics, poems and plays, and archaeological evidences like inscriptions, tools, weapons, utensils, jewellery, coins, bones of animals, birds and fishes and the remains of plants and grains etc. are used by the historians and the archaeologists to know about the past. Some of these have been shown below.



Manuscript



Inscription



Archaeological evidences

The background of the page is a collage of various Indian historical and cultural elements. At the top left, there's a depiction of ancient stone buildings. To the right, a classical Indian sculpture of a reclining figure is visible. Below these, there are faint, artistic renderings of historical figures and events. At the bottom, a row of prominent Indian monuments is shown, including the Qutub Minar, the Gateway of India, and several Hindu temples with intricate carvings.

Key Words

1. **Manuscript** : A book written by hands
2. **Inscription** : These are writings on relatively hard surfaces such as stone or metal.
3. **Archaeologist** : They study the remains of buildings made of stone and brick, paintings and sculpture. They also explore and excavate (dig under the surface of the earth) to find tools, weapons, pots , pans, ornaments and coins etc.
4. **Historian** : A scholar who studies the past.

Q.1 : Prepare a list of old objects lying in your house such as old utensils, lamps, paintings, jewellery, lanterns, coins, dresses, decorative items, fans pulled by hands. Open up the old trunk kept in your house and try to find out old articles kept in it like mark sheet or certificates of your grandparents. What things are used today for the same purpose as done by old objects ? Prepare a list of these items and complete the following table on the basis of these changes.

| Purpose | Objects used in the past | Objects used at present |
|--------------------|--------------------------|------------------------------|
| Light in the house | Lanterns, Lamps | More Light, Less pollution ? |
| | | |
| | | |
| | | |
| | | |



Q.2 : Talk to your grandparents or any other elderly person in your neighbourhood and find out how was their childhood when they were of your age. Complete the following table on the basis of discussion held with them :

| Basis of Difference | Childhood of Grandparents | Your Childhood |
|--|---|---|
| Writing material used for studies | Takhti (wooden writing board), Kalam made of reed, slate , chalk | Exercise book made of paper, digital writing materials like notepad , tab, laptop |
| Textbooks | | |
| School building | | |
| Seating arrangements in school | | |
| Salutation used for teachers | | |
| Tuition | | |
| % of Marks scored | | |
| Did student get promotion even without studies | | |
| Corporal punishment in schools | | |
| Facilities in schools | | |
| Games played by children | | |
| Dresses of children | | |
| Means of entertainment of children | | |
| Salutation used for elders | | |
| Distance between home and school | | |
| Means of transport used for going to school | | |
| Major household items | | |





Q.3: Read the Hindi poem "Jhansi ki Rani" written by Subhadra Kumari Chauhan . Complete the following table on the basis of information regarding India of 1857 derived from this poem:

| | | |
|--------------------------------------|--|--|
| Major cities of that time | | |
| Weapons used in that period | | |
| Indian states annexed by the British | | |
| Name of British Generals | | |
| Name of the companions of Laxmi Bai | | |
| Material used in wars | | |

Q. 4 : Distinguish between a historian and an archaeologist.

Q.5 : Write the history of your own family on an A 4 size sheets by interviewing your grandparents, parents and other relatives. Some of the major points of this history may be – from where your family had been migrated to Delhi, at what places in Delhi did your family reside , what occupation had been pursued by your grandparents and parents, from which schools in Delhi your parents and elder siblings got education etc. Bind these pages by using needle and thread . Take help from an elder of your family for this. In this way prepare a self made manuscript that tells the history of your family.



History

Worksheet No.: 3

Date:- _____

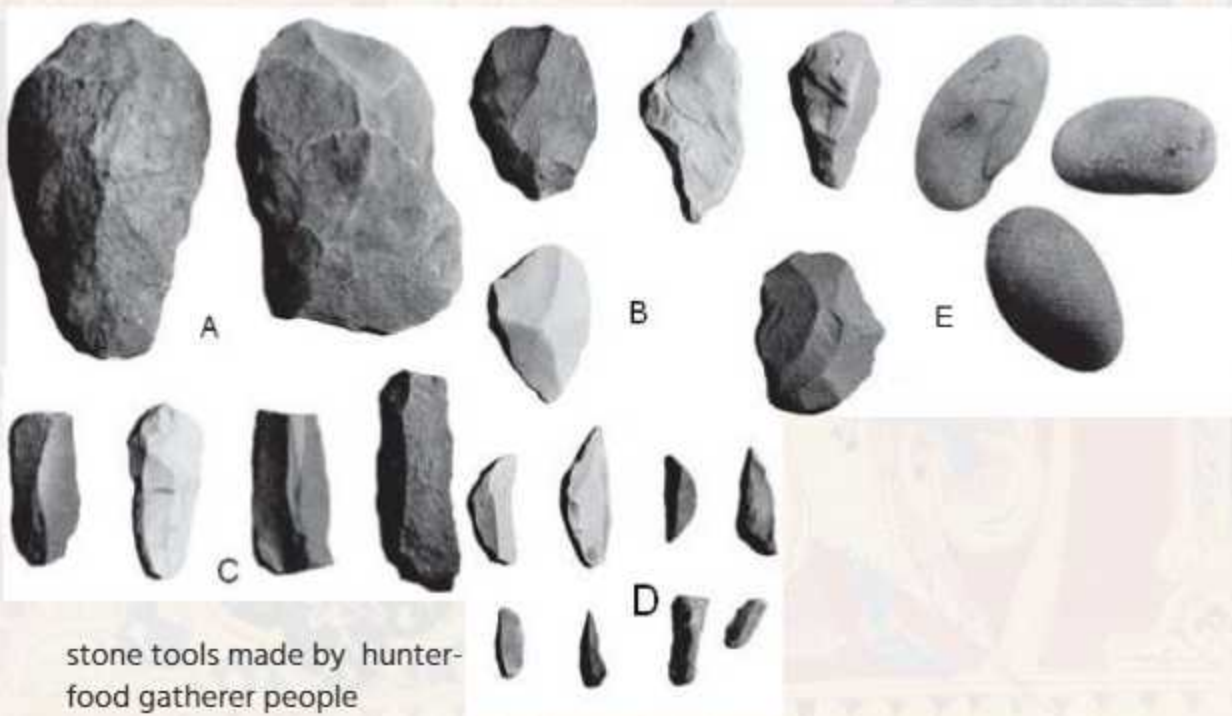
From Gathering To Growing Food

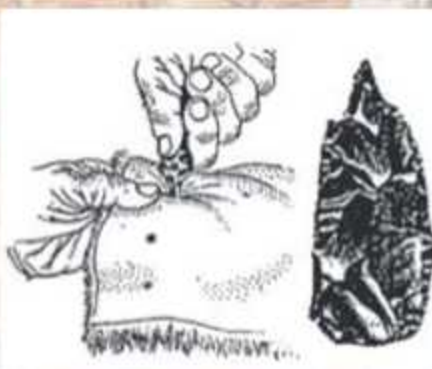
How Do We Know About Earliest People ?

Learning Outcomes

The learner explains broad developments during the ancient period, e.g., hunting – gathering stage .

Dear Children, early human started living in Indian subcontinent 2 million years ago. These early people didn't know how to cultivate. They lived on hunting birds and animals and gathering fruit and roots from here and there. That's why these early people are called hunter- food gatherer. They used to make tools of stone, wood and bone. The hunter-food gatherer people used these tools for various purposes. You can see those tools and their uses in the following pictures :





Stone tools

A : These were example of the earliest stone tools.

B : These were made several thousand years ago.

C : These were made later also.

D : These were made about 10,000 year ago.

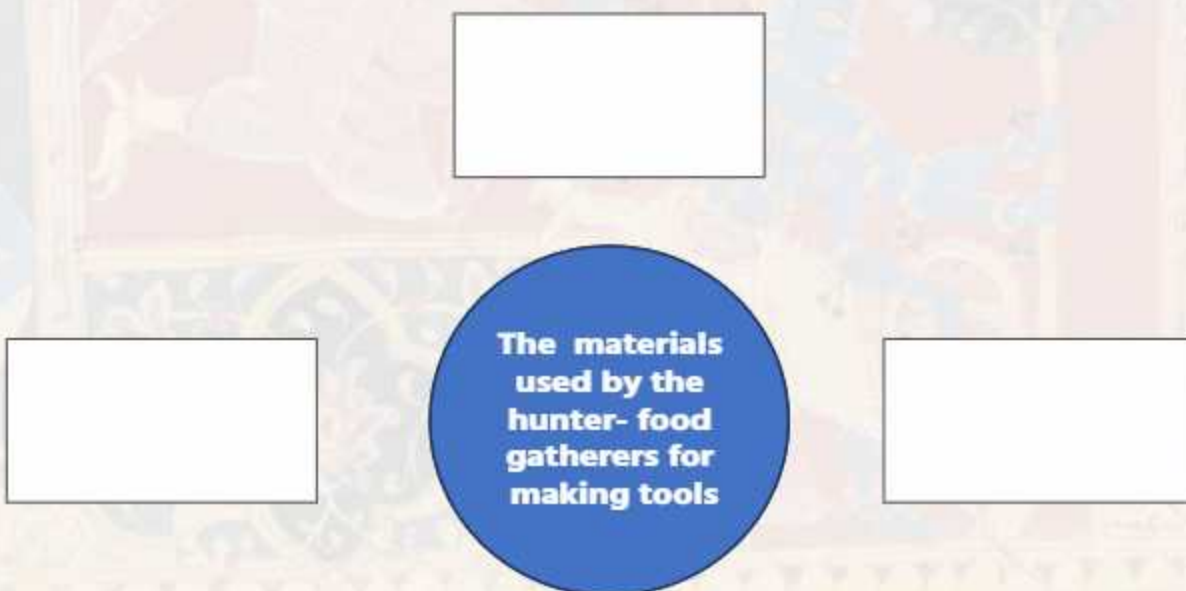
E : These are natural pebbles.

Stone tools may also have been used for :

Left : Digging the ground to collect edible roots.

Right : Stitching clothes made out of animal skin.

Q.1 : What materials were used by hunter- food gatherer people to make tools ? Fill in the names of those materials in the blank circles in the following diagram on the basis of the above information :





Q. 2 : For what purposes were the stone tools used by the hunter- food gatherers ? Think about it and complete the following table on the basis of your thoughts. We have given one use of stone tools for your reference :

The table showing uses of stone tools

| | | |
|-------------------------|--|--|
| To chop fruit and roots | | |
| | | |

Q. 3 : Observe the labourers and craft persons working in your neighbourhood . Make a list of tools used by them. Compare what tools are used by the labourers and craft persons for a specific purpose at present and what tools were used by the hunter- gatherers for the same purpose during stone age . Write this comparison in your exercise book. Do you think that the use of modern tools has made the work of modern labourers and craft persons easier than that of the hunter- food gatherers ? Write your thoughts about it.

Q. 4. If you were a hunter- food gatherer, how would your life have been different from your present life – e.g. would you go to school for studies like you do at present ? Write a comparative paragraph by keeping in mind such things.

Q. 5 : How would have the stone tools been made by the hunter- food gatherers ? Do you think that some specific place would have been used like a factory or workshop by the hunter- food gatherers for making tools ? Would tools have been made by women also ? Write down your thoughts on it.



History

Worksheet No.: 4

Date:- _____

From Gathering To Growing Food

Choosing A Place To Live In

Learning Outcomes

The learner explains broad developments during the ancient period, e.g., hunting – gathering stage.

Dear children, the places where hunter- food gatherers lived in Indian subcontinent are called Archaeological Sites. Many such archaeological sites are located across the subcontinent, some of which you can see in the following map. Many such sites were located near sources of water and where good quality stone was easily available. These sites were of 3 types:

1. Habitation sites
2. Factory sites

Rock paintings and what they tell us



A painting from a rock shelter.
Describe the painting.

Many of the caves in which these early people lived have paintings on the walls. Some of the best examples are from Madhya Pradesh and southern Uttar Pradesh. These paintings show wild animals, drawn with great accuracy and skill.



The above is the picture of Bhimbetka (in M.P.). It was a habitation site.



Key Words

1. **Indian Subcontinent** : The extensive land area which includes present day India, Pakistan, Bangladesh, Nepal and Bhutan
2. **Neolithic age** : The period from 10 thousand years ago to 4700 years ago in which early people made and used polished stone tools, widely adopted agriculture and animal rearing and in this period many human settlements of agriculturalist and herder communities emerged.

Q. 1 : Locate the following archaeological sites on the given outline map of India :

a) Burzahom , b) Bhimbetka , c) Inamgaon, d) Brahmagiri, e) Kurnool Caves

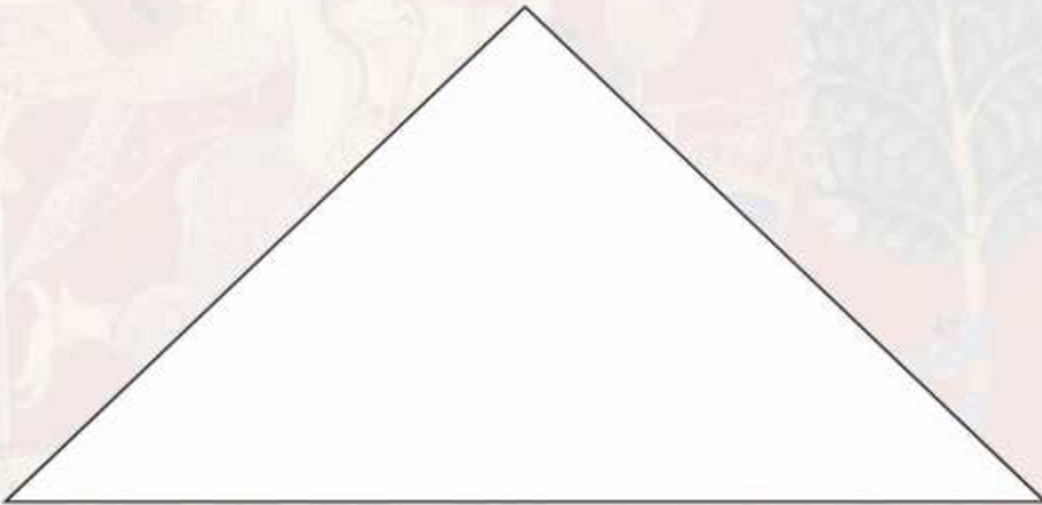


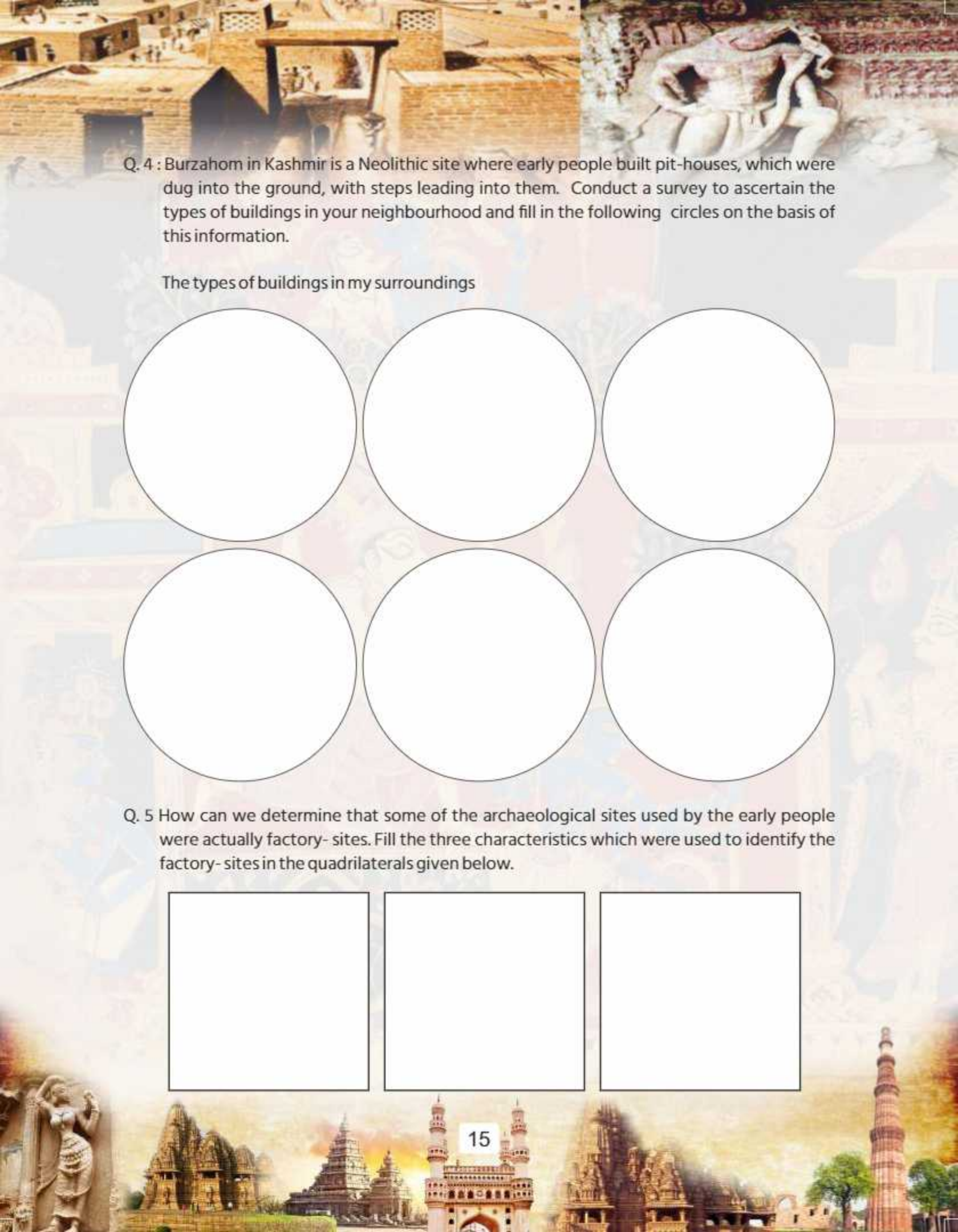


Q. 2 : The archaeological sites related to hunter- food gatherer people were of different types. Fill the names of three types of site in the following quadrilaterals.

| | | |
|--|--|--|
| | | |
|--|--|--|

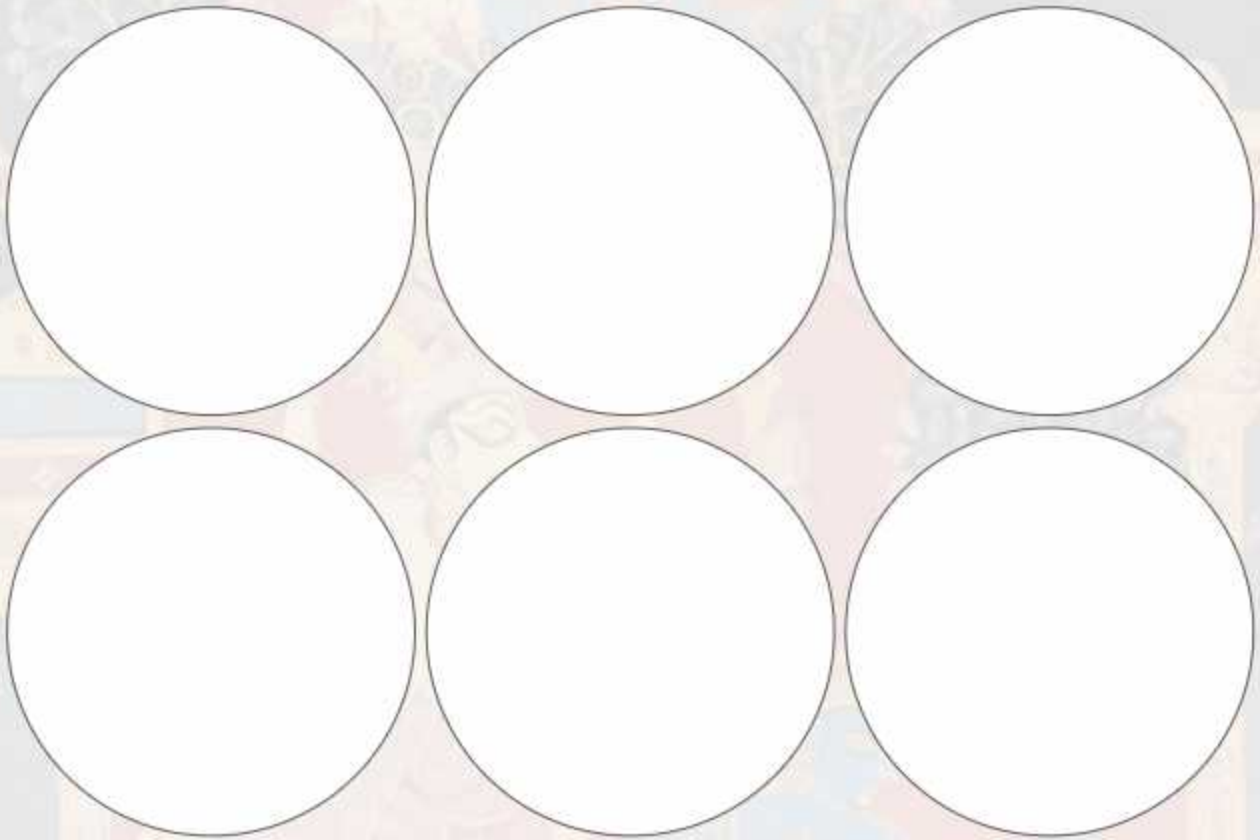
Q. 3 : Rock paintings are the important artefacts made by the hunter-food gatherers. The early people used to paint fascinating images of animal hunting on the walls of caves they lived in. They perhaps did this as rituals or a leisure time activity. Paint a picture of your favourite activity like playing in playground with your friends in the following triangle .



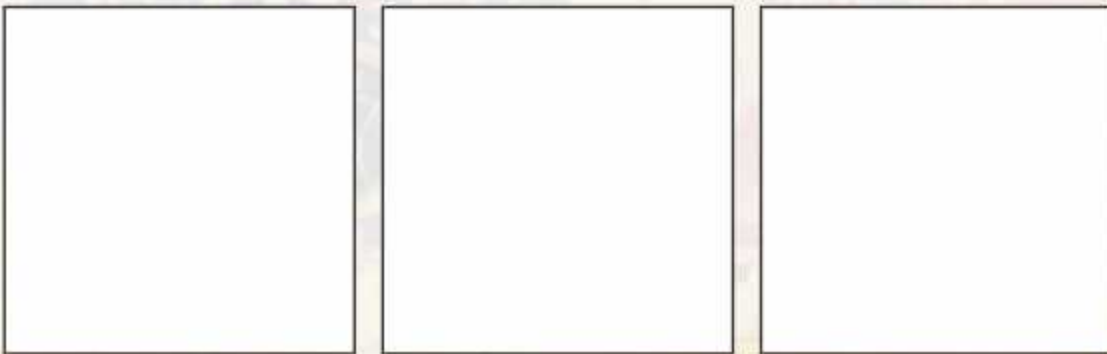


Q. 4 : Burzahom in Kashmir is a Neolithic site where early people built pit-houses, which were dug into the ground, with steps leading into them. Conduct a survey to ascertain the types of buildings in your neighbourhood and fill in the following circles on the basis of this information.

The types of buildings in my surroundings



Q. 5 How can we determine that some of the archaeological sites used by the early people were actually factory- sites. Fill the three characteristics which were used to identify the factory- sites in the quadrilaterals given below.



History

Worksheet No.: 5

Date:- _____

From Gathering To Growing Food

Learning Outcomes

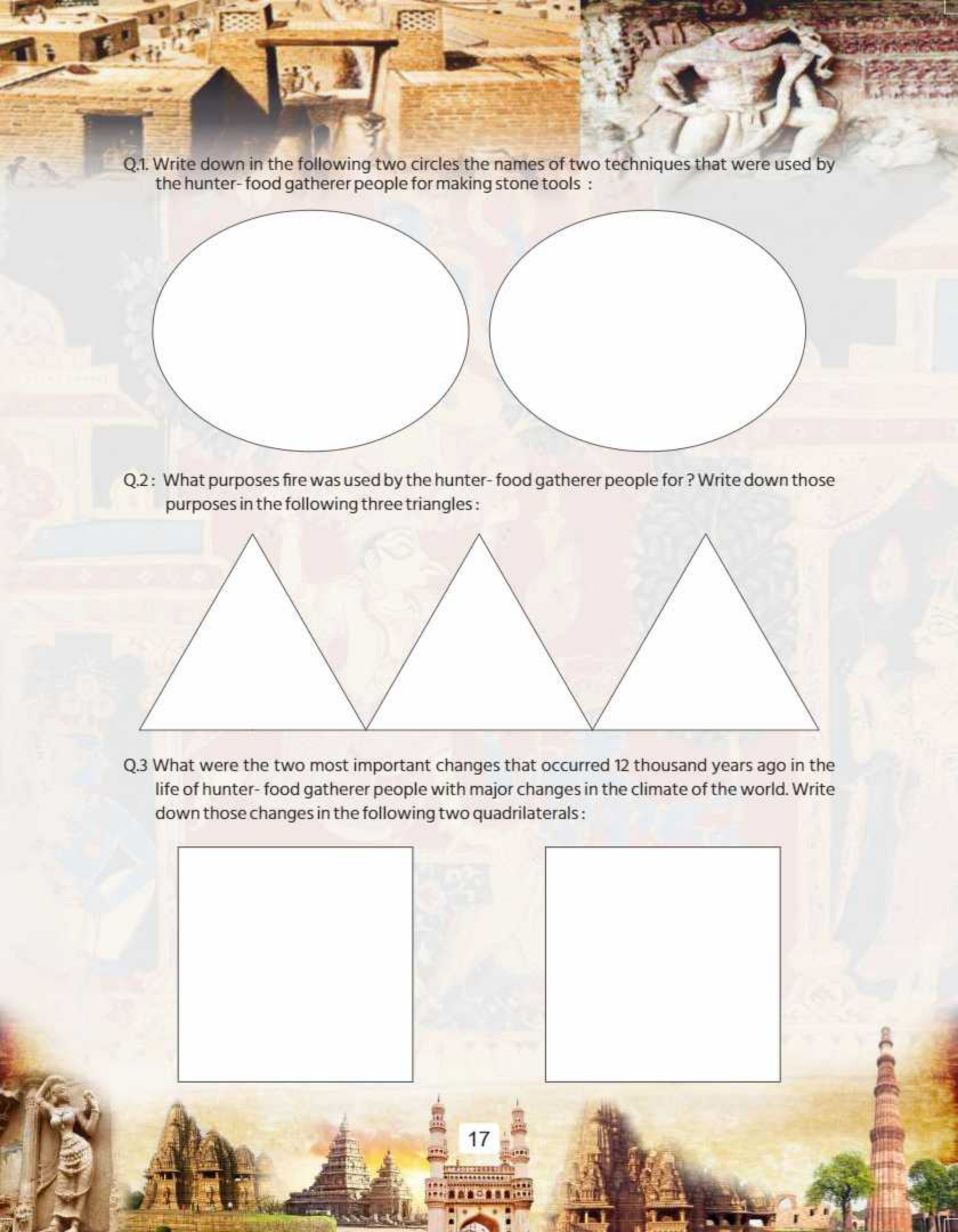
The learner explains broad developments during the ancient period, e.g., hunting-gathering stage, the beginning of agriculture.

Dear children, hunter- food gatherer people made stone tools by using two techniques – 1. Stone on Stone, 2. Pressure Flaking. They also learned to lit fire. Traces of ash have been found in Kurnool caves. They used fire as a source of light, to roast meat, and to scare away animals.

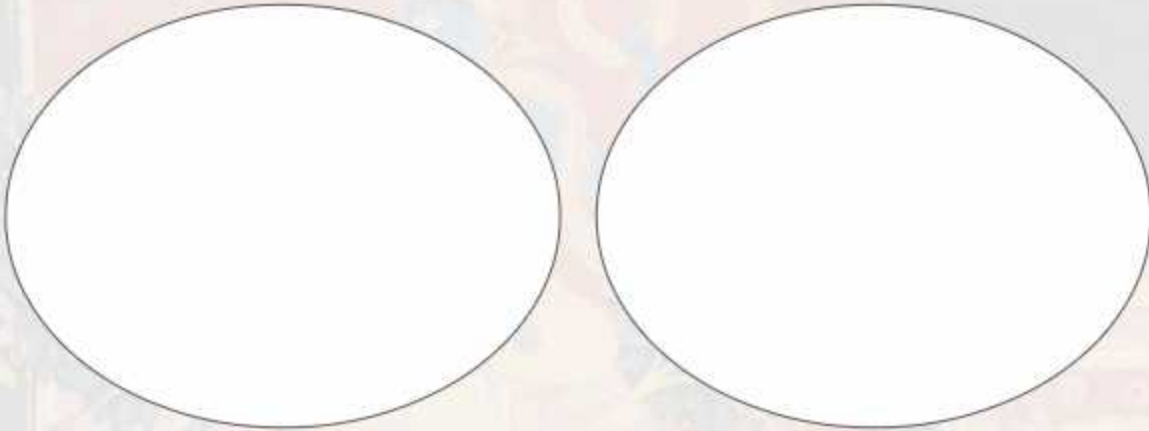
Around 12 thousand years ago, there were major changes in the climate of the world, with a shift to relatively warm conditions. Consequently early people learned to rear animals and grow grains. We don't know whether there was division of labour among men and women i.e. some specific works were reserved for men and some for women only, in the ancient society.

Key Words

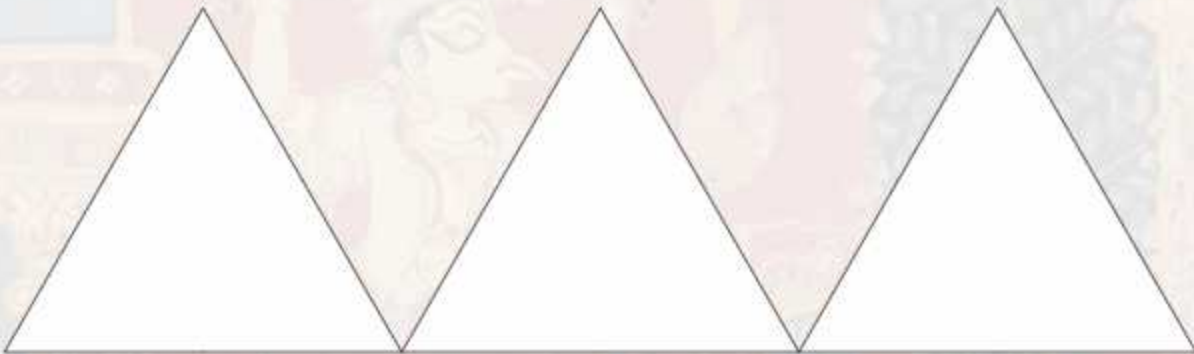
- 1. Pressure Flaking :** In this technique of making stone tools, the core was placed on a firm surface. The hammer stone was used on a piece of bone or stone that was placed on the core, to remove flakes that could be shaped into tools.



Q.1. Write down in the following two circles the names of two techniques that were used by the hunter- food gatherer people for making stone tools :



Q.2: What purposes fire was used by the hunter- food gatherer people for ? Write down those purposes in the following three triangles :



Q.3 What were the two most important changes that occurred 12 thousand years ago in the life of hunter- food gatherer people with major changes in the climate of the world. Write down those changes in the following two quadrilaterals :





Q.4: How was work divided between men and women in the society of hunter- food gatherer people? Prepare a list of division of work between men and women in your family, your neighbourhood and your school. Do you think that the same kind of division of work between men and women as prevalent in your society also existed in the society of hunter- food gatherer people?

Q.5 Hunter- food gatherer people painted fascinating images on the walls of caves in which they lived. The following is one such example :

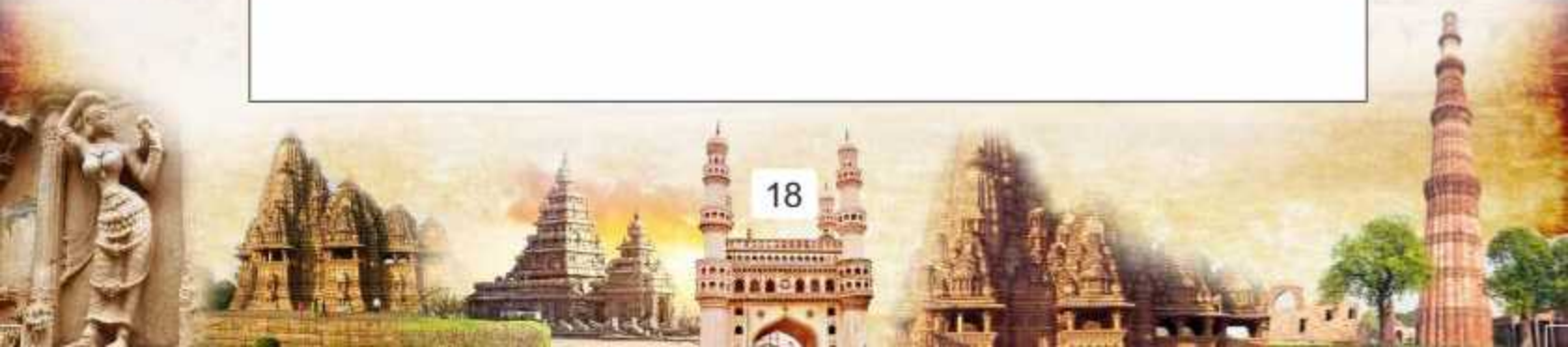
Rock paintings and what they tell us



A painting from a rock shelter.
Describe the painting.

Many of the caves in which these early people lived have paintings on the walls. Some of the best examples are from Madhya Pradesh and southern Uttar Pradesh. These paintings show wild animals, drawn with great accuracy and skill.

In following given space , make a painting relating to your daily life and write a paragraph to describe this painting in your own words.



History

Worksheet No.: 6

Date:- _____

From Gathering To Growing Food

A New Way Of Life

Learning Outcomes

The learner explains broad developments during the ancient period, e.g., hunting-gathering stage, the beginning of agriculture.

Agriculture.. Animal herding.. Settled Life.. Construction of houses and huts.. Storage of grains.. Making of large clay pots and baskets.. Making and use of Neolithic stone tools.. Production and consumption of food grain and cotton.. Weaving of clothes.. custom of burials with goats and other items in the belief that these would be used by the dead

in the other world.

In total, the hunter- food gatherer man had turned into farmer- herder man and became self sufficient in producing his food.

WAYS IN WHICH GRAIN WAS USED



AS SEED

AS FOOD

AS GIFTS

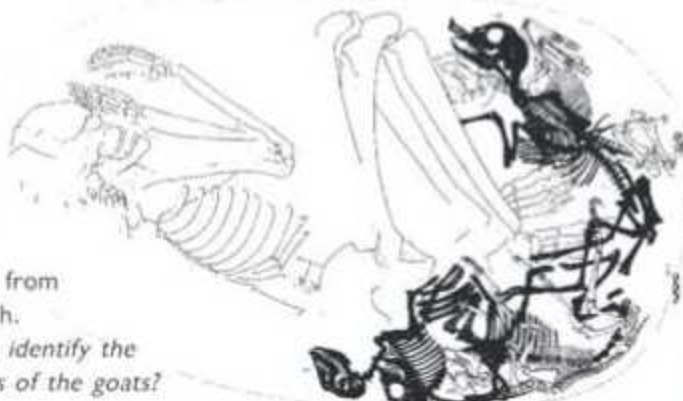
STORED FOR FOOD



Neolithic Polished Stone tools



*What do you think
could have been stored
in this jar?*



*A burial from
Mehrgarh.
Can you identify the
skeletons of the goats?*

Clay Pots : Might have been
used for storage

Q. 1 : Humans started growing food grains for themselves with the beginning of agriculture. What might have been the ways in which grain was used by the early people? For What purposes we use grain today ? Complete the following table on the basis of this comparison :

| Use of Grains By Humans in ancient times | Use Of Grains by Humans Today |
|--|-------------------------------|
| | |
| | |
| | |



Q. 2 : There would have been many changes in the life of hunter- food gatherer people when they had become farmer- herder. Write down those changes in the following circles :

Q. 3 : Early people became herders because animals might have been very useful for them. Write down the advantages derived by the early people from animals in following triangles :





Q. 4 : A goat and some other things had been buried with a dead man in a grave found in Inamgaon. These might have been their rituals associated with death of a person. Have you ever observed the rituals performed at the time of death of a person in your neighbourhood ? If you have not ever observed, even then you ask your parents about this. Write a paragraph on the rituals performed nowadays at the time of death of a person

Q. 5 : The early people learnt to make clay pots in the Neolithic age. How would the pots have been useful for the Neolithic people ? Write down at least 4 uses of clay pots for the early people. What purposes do we use pots for ? Make some clay models of the pots made and used by the Neolithic people.



History

Worksheet No.: 7

Date:- _____

In The Earliest Cities

The Story Of Harappa

Learning Outcomes

The learner locates important historical sites, places on an outline map of India

Raju, a student of class 6 is on a tour to Dholavira in Gujrat along with his classmates and teachers. Dholavira is located on khadirbet in the Rann of Kutch. His teacher told them that Dholavira is one of the Harappan cities which flourished before 4700 years ago in the Indian subcontinent especially in the Punjab and Sind in Pakistan, and in Gujarat, Rajasthan, Haryana and the Punjab in India.

Q. 1 :Colour the states of India on an outline map of India where Harappan cities were found 4700 years ago. Do you think that these cities were also present in the southern and eastern India?

The teacher told Raju and his friends that some of the most important Harappan cities were Mohenjodaro in Sind(Pakistan), Harappa in the Pakistani Punjab, Kalibangan in Rajasthan, Lothal in Gujarat, Dholavira in Gujarat and Rakhi Garhi in Haryana.



Some Important Harappan Cities



Q. 2 : Locate the following Harappan sites on the given outline map of India :



a) Mohenjodaro,

c) Kalibangan,

e) Lothal,

b) Harappa,

d) Dholavira,

f) Rakhi Garhi

Q. 3 : Find out the distance of following Harappan cities from Delhi and write it in your notebook :

a) Harappa,

c) Kalibangan,

e) Dholavira,

b) Mohenjodaro,

d) Lothal,

f) Rakhi Garhi





Q. 4: Imagine that you are also on the tour to Dholavira along with Raju and his friends. Write a paragraph on the experiences of this tour. You can write on the basis of point like the mode of transport you used, the fun you had with your friends, the food you ate in Gujarat, the local culture of Gujarat and about your idea of life in Dholavira 4700 years ago.

Q. 5: Discuss with your teacher and friends and try to find out the Harappan sites near Delhi. Try to watch the documentary on Sanoli at Discovery channel and write the important points discussed in the documentary in your own words.



History

Worksheet No.: 8

Date:- _____

In The Earliest Cities

What Was Special About These Cities

Learning Outcomes

The learner recognizes distinctive features of early human cultures and explains their growth with special reference of the first cities on the Indus river banks.



The teacher told Raju and his friends that Harappan cities had a distinct culture. Archaeologists have found a set of unique objects in almost all of these cities such as : red pottery painted with designs in black, stone weights, seals, special beads, copper tools and paralleled sided long stone blades.



Q.1 : Harappan cities are known for some unique objects. Complete the following table by filling in the name of those unique objects :

| | | |
|--|--|--|
| | | |
| | | |

Children were amazed to see the stone walls and gateways around the three parts of Dholavira city. The teacher told that every Harappan city was known for some special attractions. Mohenjodaro was known for the Great Bath, Kalibangan and Lothal were known for the fire altars. Mohenjodaro, Harappa, and Lothal had elaborate store houses. Lothal was known for its dockyard.

Q.2 : Given below are some circles on which some attraction of a Harappan city is written. Write the names of Harappan cities where those attractions were found in the blank circles given below

Fire Altars

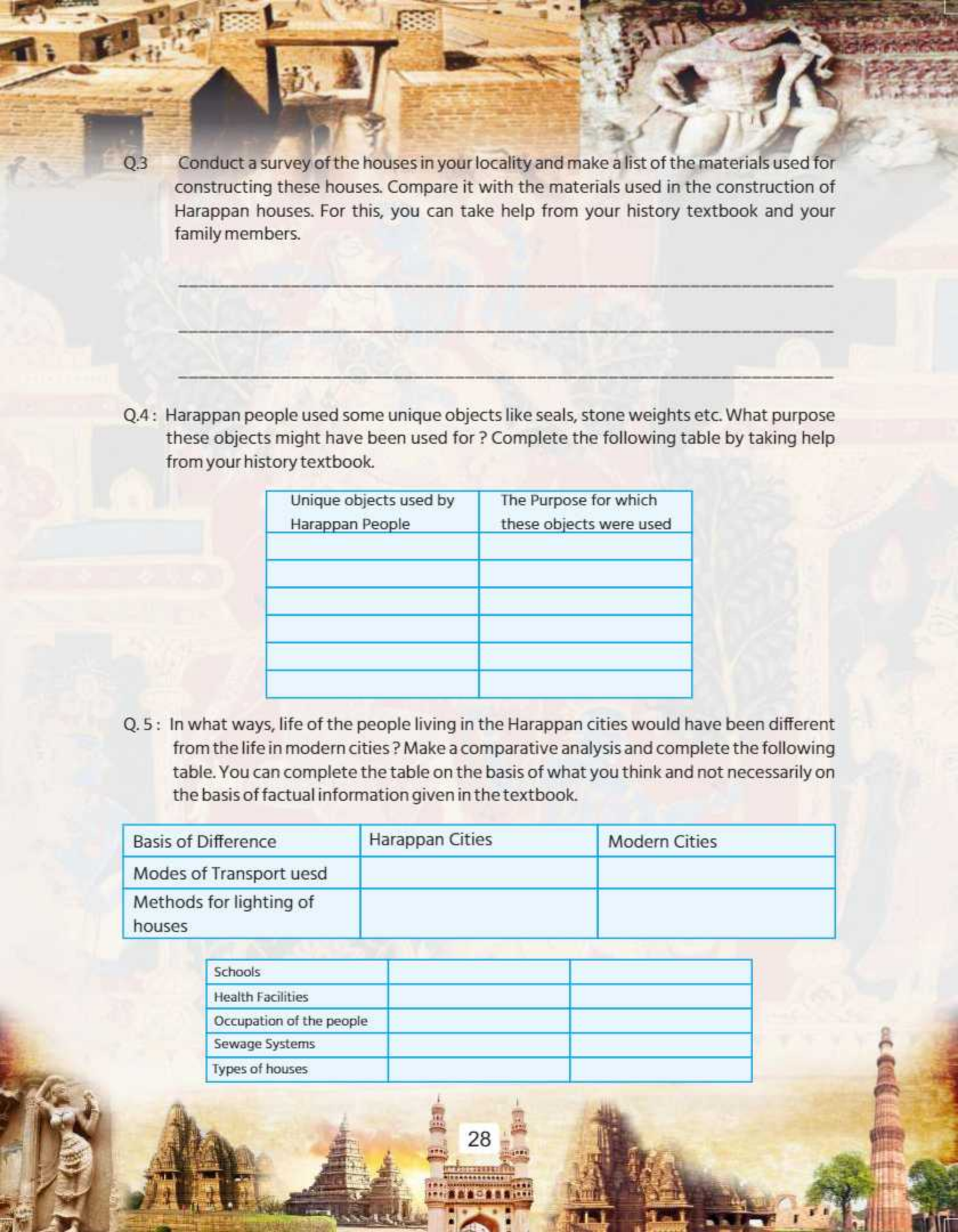
Great Bath

Dockyard

Store houses

Raju asked his teacher whether these Harappan cities were like modern cities. The teacher replied that these cities had many features which the modern cities have. The Harappan cities had one storey and two storey houses made of baked bricks. They had drains, manholes and streets crossing each other at right angle thus forming a grid.



- 
- Q.3 Conduct a survey of the houses in your locality and make a list of the materials used for constructing these houses. Compare it with the materials used in the construction of Harappan houses. For this, you can take help from your history textbook and your family members.

- Q.4: Harappan people used some unique objects like seals, stone weights etc. What purpose these objects might have been used for? Complete the following table by taking help from your history textbook.

| Unique objects used by Harappan People | The Purpose for which these objects were used |
|--|---|
| | |
| | |
| | |
| | |
| | |
| | |

- Q. 5: In what ways, life of the people living in the Harappan cities would have been different from the life in modern cities? Make a comparative analysis and complete the following table. You can complete the table on the basis of what you think and not necessarily on the basis of factual information given in the textbook.

| Basis of Difference | Harappan Cities | Modern Cities |
|--------------------------------|-----------------|---------------|
| Modes of Transport used | | |
| Methods for lighting of houses | | |

| | | |
|--------------------------|--|--|
| Schools | | |
| Health Facilities | | |
| Occupation of the people | | |
| Sewage Systems | | |
| Types of houses | | |

In The Earliest Cities

life in the city and search of raw materials

Learning Outcomes

The learner explains broad developments during the ancient period for e.g., (i) the first cities on the Indus river bank. (ii) relate the developments occurring in one place or another.

The teacher told Raju and his friends that rulers, scribes and crafts persons lived in Harappan cities. They made seals, beads, weights, blades out of stone, shell and metal. They also made pots with beautiful black designs grow cotton and produce cloth. There were specialists in Harappan cities who produced many things.

Q.1: Imagine that you were the ruler of a Harappan city. Write a paragraph describing your work of administering the city. Also write whether this work was challenging for you or you enjoyed this work.

Q.2: Discuss with your parents and friends and try to find out what objects are produced in your locality? Make a list of those objects and compare them with the things that were produced by Harappan people.

Raju asked his teacher whether all the raw materials required for producing various things by Harappan people were locally available. The teacher replied that some raw material was locally available but some was procured from distant places. They got



copper from Rajasthan and Oman, Tin from Afghanistan and Iran, Gold from Karnataka and Precious stones from Gujrat, Iran and Afghanistan.

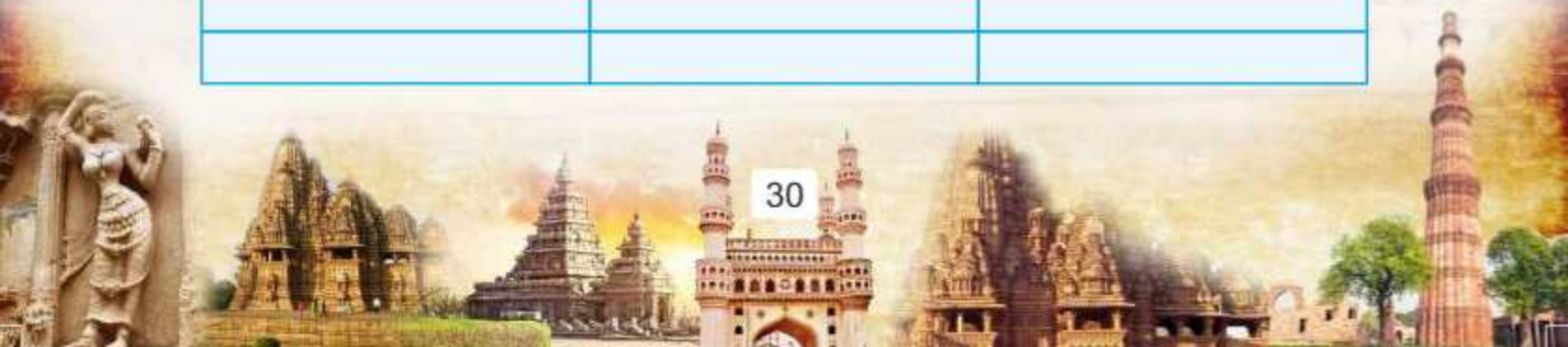
Q.3: Complete the following table :

| Name of Raw Material | The place from where Harappan people got this raw material | The place from where this raw material is obtained at present |
|----------------------|--|---|
| | | |
| | | |
| | | |
| | | |

The teacher told the children that all Harappan people didn't live in cities. Many people also lived in the countryside who grew crops and reared animals. They grew wheat, barley, pulses, peas, rice, sesame, linseed and mustard. They reared cattle, sheep, goat and buffalo. A new tool plough was used and means of irrigation were used for agriculture.

Q.4: Complete the following table :

| Crops grown by Harappan people | Animals reared by Harappan people | Tools and technologies used by Harappan people for agriculture |
|--------------------------------|-----------------------------------|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |





Raju asked the teacher how did Harappan cities come to an end . The teacher told that there might be different reasons of the end of Harappan cities. Rivers might be dried up or it might be due to deforestation, green cover might have been destroyed by the overgrazing by animals or there might be floods.

Q. 5 : The Harappan cities most probably declined due to ecological changes and degradation of environment. Do you think that our modern cities are also going to face the similar problems? Write 5 measures to conserve environment in our modern cities



History

Worksheet No.: 10

Date:- _____

What Books And Burials Tell Us

The Vedas And Vedic Society

Learning Outcomes

The learner describes issues, events, personalities mentioned in literary works of the time.

There is yajna in Golu's house today. Pandit ji chanted hymns from Rigveda. Golu asked his Dadaji about the Vedas in the evening. Dadaji told that sages composed four Vedas- Rigveda, Samaveda, Yajurveda and Atharvaveda in Sanskrit in ancient time. The Vedas were heard and recited rather than read.

Q.1: write the name of four Vedas. Why do you think that the Vedas were heard or recited rather than read? What is the language of the Vedas? Is this language prevalent even today?

Dadaji also told that historians find out about the past by using literary works as well in addition to material remains which are generally studied by the archeologists. Historians study the hymns of the Veda like a dialogue between Vishvamitra and two rivers and try to reconstruct the past on their basis.

Q.2: What is the difference between the work of an archaeologist and that of a historian? Read a story of your choice compiled in Panchatantra and complete the following table on the basis of information you gather from that story:



| | |
|--|--|
| Time period of the story | |
| Occupations of people who were mentioned in the story | |
| Religion of the people who were mentioned in the story | |
| Form of government mentioned in the story | |
| The festivals celebrated by the people who were mentioned in the story | |

Dadaji told Golu that Rig Vedic people prayed for cattle, sons and horses. Battles were fought for cattle, land, water and to capture people. Wealth was distributed among the leaders, priests and the people. Some wealth was used for performing yajnas. There were no regular armies. Brave and skillful warriors were chosen as leaders.

Q. 3 : Complete the following table on the basis of information you have got by reading the story of Golu :

| The objects for which Rig Vedic people prayed for | The objects for which Rig Vedic people fought wars | Among whom the wealth of Rig Vedic society was distributed | The type of army in Rig Vedic period | How the leader of society was chosen in Rig Vedic period |
|---|--|--|--------------------------------------|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Dadaji told Golu that Brahmins(Priests) and Rajas were described in Rigveda. Two words Jana and Vish were used to describe the people or community. Aryas were the people who composed the Vedas and their opponents were called Dasas or Dasyus. Later, the term dasa/ dasi came to mean slave.



Q.4 : Complete the following table by describing the following terms as used in the Rigveda. You can consult your history text book for this :

| The Words mentioned in the Rigveda | Description of the Word |
|------------------------------------|-------------------------|
| Brahmins(Priests) | |
| Raja | |
| Jana | |
| Vish | |
| Aryas | |
| Dasyus (Dasas) | |
| Dasa/Dasi | |

Q.5: When you watch a historical movie or T.V. serial you find that the King(Raja) in the movie lives a luxurious life having large palaces, big army, collecting taxes from people and his son succeeding to his throne after his death etc. Do you think that the Rajas in the Rig Vedic period were similar to the kings shown in movies ? Consult your textbook and complete the following table on the basis of this information :

| Questions regarding Characteristics of Rigvedic Rajas | Your answer (Yes/ No) |
|---|------------------------|
| Did they have capital cities ? | |
| Did they have palaces? | |
| Did they have armies ? | |
| Did they collect taxes ? | |
| Did their sons automatically succeed fathers as rajas ? | |



History

Worksheet No.: 11

Date:- _____

What Books And Burials Tell Us

Learning Outcomes

The learner recognises distinctive features of early human cultures and explains their growth.

Silent sentinels - the story of the megaliths and a special burial at Inamgaon

Q.1 : The following table consists of some important terms relating to the 3000 year old history of the Indian Subcontinent and their meaning. Complete the table by describing those terms in your own words. You can write period, places, uses, sources of those terms and give some example to describe those terms.

| Important Term | Meaning of the Term | Description |
|--------------------|--|-------------|
| Megaliths | Big Stones | |
| Burial Sites | The places where dead people were buried | |
| Black and Red Ware | Distinctive Pots | |
| Brahmagiri | A Megalithic Site | |
| Inamgaon | An Early Village | |



Q.2 Suppose you were a resident of Inamgaon and One of your neighbours had died. It was your tradition to build a megalithic burial for dead person. You had to do several things to make megaliths like transporting stones, burying the dead, breaking boulders, finding suitable stone, digging pits, shaping stones, placing stones in position.

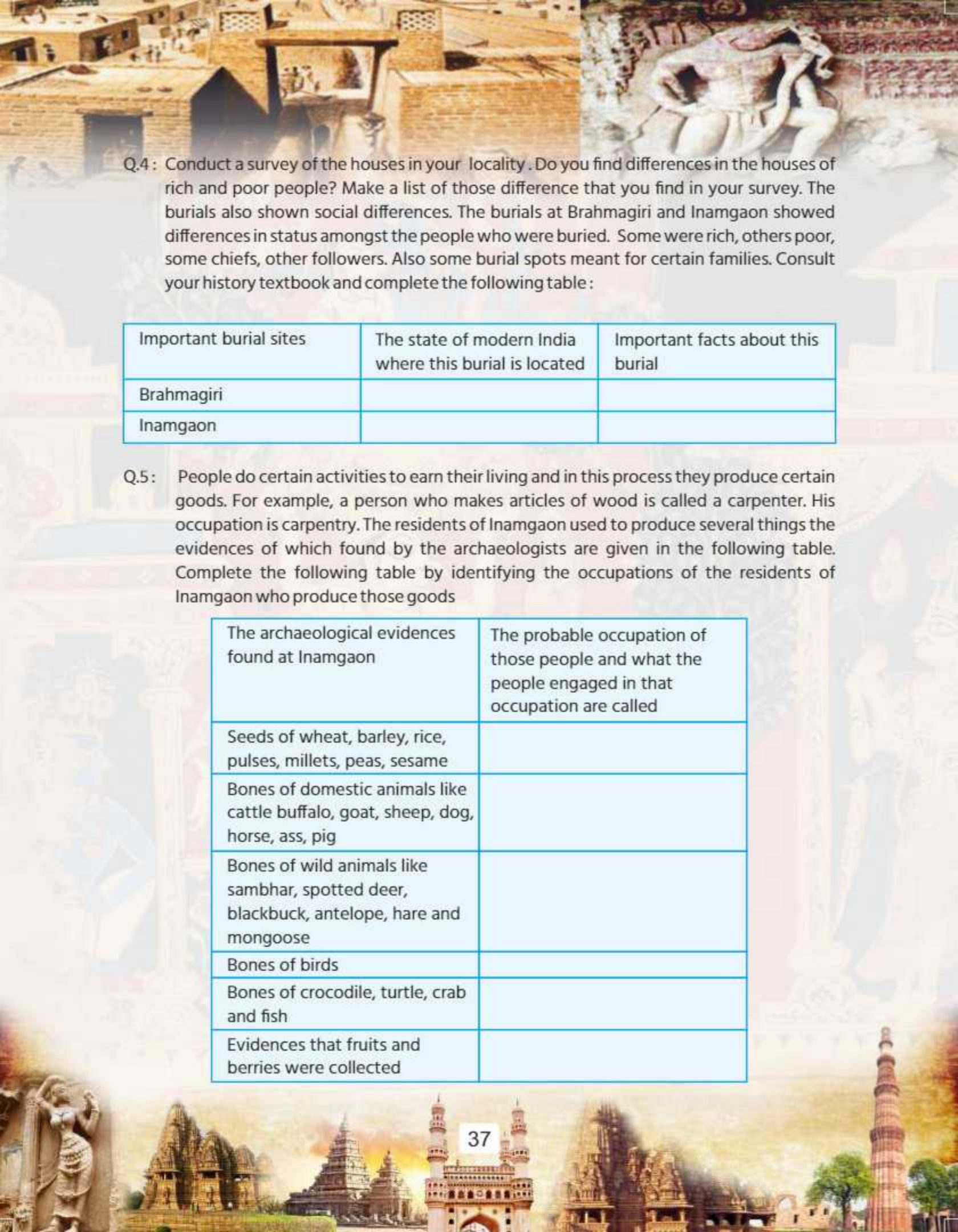
Arrange all these steps in the correct order and complete the following table

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |

Q.3 : All the Megalithic burials have some common features. Generally , the dead were buried with distinctive pots, which are called Black and Red Ware. Also tools and weapons of iron and sometimes , skeletons of horses, horse equipment and ornaments of stone and gold had been found.

Do you think that these traditions relating to burial of dead were developed by the practices of people or were they imposed by the rulers on the people ? Was iron used in the Harappan cities ?





Q.4: Conduct a survey of the houses in your locality. Do you find differences in the houses of rich and poor people? Make a list of those difference that you find in your survey. The burials also shown social differences. The burials at Brahmagiri and Inamgaon showed differences in status amongst the people who were buried. Some were rich, others poor, some chiefs, other followers. Also some burial spots meant for certain families. Consult your history textbook and complete the following table:

| Important burial sites | The state of modern India where this burial is located | Important facts about this burial |
|------------------------|--|-----------------------------------|
| Brahmagiri | | |
| Inamgaon | | |

Q.5: People do certain activities to earn their living and in this process they produce certain goods. For example, a person who makes articles of wood is called a carpenter. His occupation is carpentry. The residents of Inamgaon used to produce several things the evidences of which found by the archaeologists are given in the following table. Complete the following table by identifying the occupations of the residents of Inamgaon who produce those goods

| The archaeological evidences found at Inamgaon | The probable occupation of those people and what the people engaged in that occupation are called |
|--|---|
| Seeds of wheat, barley, rice, pulses, millets, peas, sesame | |
| Bones of domestic animals like cattle buffalo, goat, sheep, dog, horse, ass, pig | |
| Bones of wild animals like sambhar, spotted deer, blackbuck, antelope, hare and mongoose | |
| Bones of birds | |
| Bones of crocodile, turtle, crab and fish | |
| Evidences that fruits and berries were collected | |

History

Worksheet No.: 12

Date:- _____

Kingdoms, kings And An Early Republic

Learning Outcomes

The learner locates important historical sites, places on an outline map of India

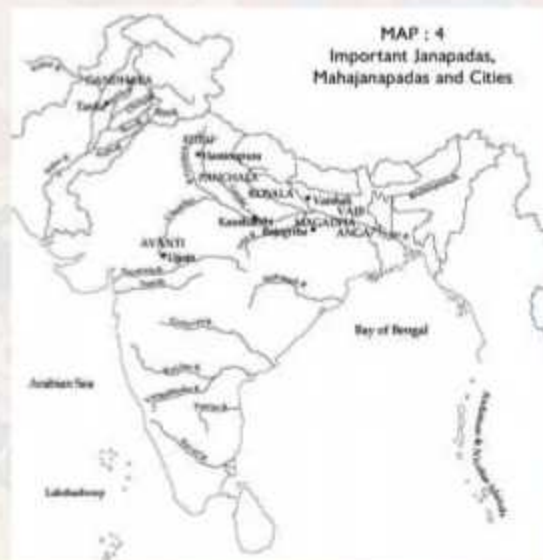
JANPADA

The word Janapada literally means the land where the jana set its foot, and settled down

MAHAJANAPADA

About 2500 years ago some Janapadas became more important than others, and were known as Mahajanapada.

There were 16 MAHAJANAPADAS which are shown on the following map :





Q.1: On the given outline map of India locate the following Mahajanapadas :

1. Avanti, 2. Kuru, 3. Vajji, 4. Magadh, 5. Kosala, 6. Gandhara, 7. Anga, 8. Panchala



Q.2 : Find out the distance of following cities(which were the capital cities of Mahajanapadas) from Delhi and arrange them in increasing order of distance from Delhi in the given table :

1. Rajgriha, 2. Taxila , 3. Ujjain, 4. Hastinapura, 5. Kaushambi , 6. Vaishali

| Cities in increasing order of distance from Delhi | Distance from Delhi (in KM) |
|---|-------------------------------|
| 1. | |
| 2. | |
| 3. | |
| 5. | |
| 6. | |
| 7. | |





Q.3 : Imagine that you were a merchant living in Ujjain, the capital city of Avanti Mahajanpada. You were traveling along with your goods in caravan to reach Taxila, the capital city of Gandhara MAHAJANAPADA. Describe your journey in your own words by mentioning the names of rivers, cities, forests, villages that lied in your way, the people you met in the way, the difficulties you faced and how did you enjoy your journey.

Q.4 Distinguish between Janpadas and Mahajanapadas.

Q.5 Can we compare Janapadas from present day districts and Mahajanapadas from present day states ? Complete the following table by taking help from the current political map of India :

| Name Of Mahajanapadas | The states of India/ Country where they are currently located |
|-----------------------|---|
| Gandhara | |
| Kuru | |
| Panchala | |
| kosala | |
| Magadh | |
| Anga | |



History

Worksheet No.: 13

Date:- _____

Kingdoms, Kings And An Early Republic

Learning Outcomes

The learner recognises distinctive features of early human cultures and explains their growth.

Q.1 : Complete the following table :

The objects found from archeological excavations in some Janapadas

| Excavation Sites | Where they are situated | Object found from excavation sites | The probable occupation of the residents of these sites |
|------------------|-------------------------|--|---|
| PURANA QUILA | Delhi | People lived in huts | |
| HASTINAPUR | Near Meerut in UP | People kept cattle as well as other animals and also grew a variety of crops | |
| ATRANJIKHERA | Near Etah in UP | People made earthen pots known as " Painted Grey Ware " | |

Q.2 : Some features of Mahajanapadas are given in the following table. What might have been the reasons of the emergence of these features? Complete the following tables by reading page no. 49- 50 of your history textbook as well as applying your own mind :

Q.2 : Some features of Mahajanapadas are given in the following table. What might have been the reasons of the emergence of these features? Complete the following tables by reading page no. 49- 50 of your history textbook as well as applying your own mind :

| Features of Mahajanapadas | The reasons of emergence of these features (Why did the need for these things arise ?) |
|---------------------------------|--|
| Capital city | |
| Fortification | |
| Regular army | |
| Punch marked coins | |
| Bureaucracy (King's officials) | |
| Tax | |

Q.3 : What were the similarities and differences between the Kings of Mahajanapadas period and those of Rigveda period ? Read the pages of numbering 38-39 and 49-50 of your history textbook and complete the following table on that basis :

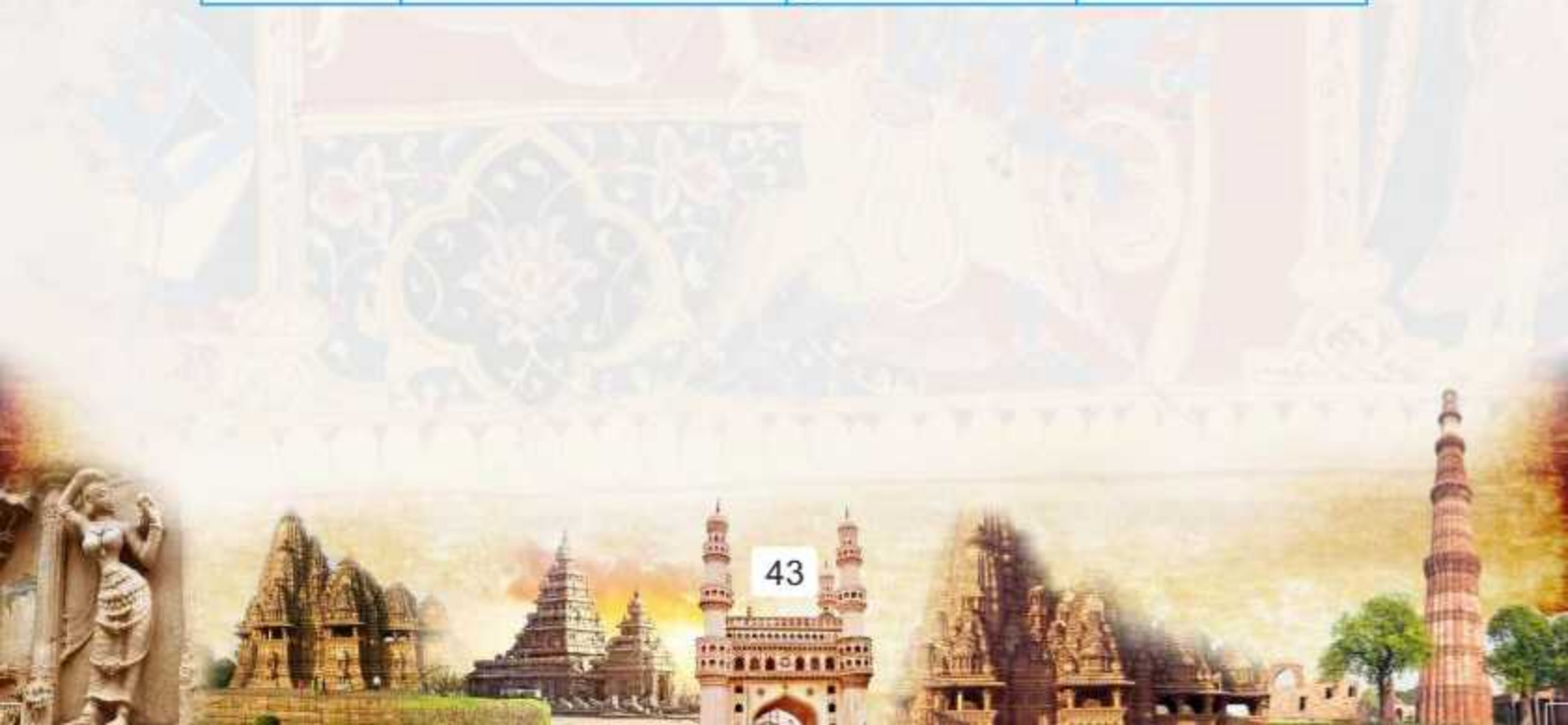
| Basis of difference/similarity | Kings of Rigveda period (Yes/No) | Kings of Mahajanapada period (Yes/No) |
|---|----------------------------------|---|
| Did they live in large capital cities? | | |
| Did they live in large and magnificent palaces ? | | |
| Did they have regular army? | | |
| Did they collect taxes ? | | |
| Did the son of king become king automatically at the death of the king ? | | |
| Did these Kings build forts? | | |
| Did they have government officials in large number ? | | |
| Did their subjects obey them ? | | |
| Did they need huge resources i.e. more money to run their administration? | | |



Q. 4 : The kings of Mahajanapadas get constructed large forts, raised large regular armies and appointed government officials in large numbers. They need huge resources i.e. more money for all these. Hence , instead of depending on occasional gifts brought by people, as in the case of Rajas of Janapadas, they started collecting regular taxes.

Complete the following table by reading page no. 51 of your history textbook :

| Type of Tax | Who might have been paying these taxes (Write his occupation) | In what form these taxes might have been paid(Write the name of that commodity which was paid in the form of tax) | The amount of tax (the quantity of the commodity to be paid in the form of tax) |
|----------------|--|--|--|
| Taxes on crops | | | |
| | | | The tax payer have had to work for a day every month for the king |
| | | In the form of animals and animal produce | |
| | Traders had to pay this tax | | |
| | | Forest produce were given as tax | |





Q.5 : There were two forms of government in the Mahajanapadas – In some Mahajanapadas like Magadha there was monarchy where one single powerful king ruled, Whereas in some other Mahajanapadas like Vajji , there were many rulers and they ruled together. Among all these Mahajanapadas, Magadha became the most powerful Mahajanpada . There were many reasons for this. Read page number 52 of your history textbook and complete the following table on that basis :

| The essential conditions required for becoming a powerful kingdom | Did Magadha fulfill these essential conditions ?(Yes/No) | Describe how Magadha fulfilled these essential conditions ? |
|--|---|---|
| Good means of water transport should be available | | |
| Good water supplies should be there for irrigation to good harvest | | |
| Large rivers should be there which can make soil fertile through annual floods | | |
| Elephants should be available in large number in the kingdom to make army strong | | |
| Good quality timber should be available | | |
| Iron should be available for making tools and weapons | | |
| Competent and powerful rulers should be there | | |



History

Worksheet No.: 14

Date:- _____

New Questions And Ideas

Learning Outcomes

The learner analyse basic Ideas and values of various religions and systems of thought during ancient period .

Q. 1 : Siddhartha, also known as Gautama, the founder of Buddhism, was born about 2500 years ago. Go through the page number 57-58 of your history textbook and complete the following table on that basis :

| Terms/Places/Persons related with Gautama Buddha | Describe these terms/ Places/Persons in your own words |
|--|--|
| Sakya Gana | |
| Kshatriya | |
| Bodhi Tree | |
| Bodh Gaya | |
| Buddha | |
| Sarnath | |
| Kusinara | |
| Tanha | |
| Karma | |
| Prakrit | |
| Kisagautami | |
| Sangha | |
| Vinaya Pitaka | |

Q.2 The last and 24th tirthankara of the Jainas, Vardhamana Mahavira, also spread his message around 2500 years ago. Read the page number 61-62 of your history textbook and complete the following table on that basis :

| Terms/Persons/Places related with Vardhamana Mahavira | Describe these Terms/ Persons/Places in your own words |
|---|--|
| Lichchhavis | |
| Vajji Sangha | |
| Enlightenment | |
| Ahimsa | |
| Magadhi | |
| Jainas | |
| Bhikkhus and | |
| Bhikkhunis | |
| Valabhi | |
| Celibacy | |
| Tirthankara | |

Q. 3 : Both Gautama Buddha and Vardhamana Mahavira were great thinkers and preachers who lived in this Subcontinent about 2500 years ago. They taught the masses how to get rid of sorrow and pain. Read their thoughts and teachings from your history textbook and complete the following table by writing the teachings of Gautama Buddha and Vardhamana Mahavira . Write NA in the column if you don't find anything to write on this point:

| Basis of difference/similarity | Buddhism | Jainism |
|------------------------------------|----------|---------|
| Attitude towards life | | |
| Cause of suffering and unhappiness | | |
| Solution to this suffering | | |
| How should we behave with others? | | |
| Thoughts on Karma | | |



| | | |
|--|--|--|
| Language used for teaching | | |
| Should disciples follow their teachers blindly ? | | |
| Is it necessary to leave home to know the truth? | | |
| Ideal conduct prescribed for followers | | |
| Main supporters of the sect | | |
| How were the teachings written down and by whom | | |
| The places where the sect spread | | |

Q. 4 : You might have seen religious preaching by various Dharm Gurus of various sects on TV. Listen to the preaching of any religious leader on TV for some time and write down its main points in your notebook. Compare the teachings of this religious leader with those of Buddha and Mahavira. Write down the similarities and differences between them.

Q. 5 : Do you think that the teachings of Buddha and Mahavira are relevant and useful for solving the problems relating to your daily life ? For example if you have a dispute with your classmate over a seat in the classroom, can teachings of Buddha and Mahavira be useful to resolve this dispute ? Explain how. Give five examples from your daily life where you find the teachings of Buddha and Mahavira useful and relevant . Explain in detail.



History

Worksheet No.: 15

Date:- _____

New Questions And Ideas

Learning Outcomes

The learner analyse basic Ideas and values of various religions and systems of thought during ancient period .

Key Words

1. Moksha : Ultimate salvation from the cycle of birth and death.

Q.1: Upanishads were part of the later Vedic texts. Read page number 59- 60 of your history textbook and complete the following table on that basis :

Upanishads

| Terms/People/Places relating to Upanishads | Describe about them in your own word |
|--|--------------------------------------|
| Upanishad | |
| Upanishadic thinkers | |
| Gargi | |
| SatyakamaJabala | |
| Jabali | |
| Gautama | |
| Shankaracharya | |
| Chandogya Upanishad | |



Q. 2 : Around the time when Jainism and Buddhism were becoming popular, brahmins developed the system of ashramas. Read page number 64 of your history textbook and complete the following table on that basis :

The System Of Ashramas

| Terms related with the system of Ashramas | Describe them in your own words |
|---|---------------------------------|
| Ashrama | |
| Brahmacharya | |
| Grihastha | |
| Vanaprastha | |
| Sannyasa | |
| Status of women in the system of ashramas | |

Q. 3 : Both the Mahavira and the Buddha felt that only those who left their homes could gain true knowledge. They arranged for them to stay together in the sangha, an association of those who left their homes. Monasteries were also built as permanent shelters for monks and nuns. It was like a hostel or school. Read page number 62 – 63 of your history textbook and complete the following table on the basis of that and by applying your own mind :

The Sangha and Monasteries

| Rules/ Practices | Followed in Sangha and Monasteries | Followed in your school/ hostel |
|---|------------------------------------|---------------------------------|
| Name of the book containing rules | | |
| Co- Education is practiced or not | | |
| Rules regarding admission to sangha/ school | | |
| Life in sangha/ school | | |





| | | |
|--|--|--|
| The Term used for inmates of Sangha/ School | | |
| Method used for resolving quarrels that took place within the Sangha/ school | | |
| Social background of those who joined the Sangha/ School | | |
| The literary contribution of inmates of the sangha/ school | | |
| Description of Shelter/ building used for Monastery/ School | | |
| The name of shelter used by monks/ students | | |
| Who gave land to build Monastery/ School | | |
| Who feed the monks/ students | | |
| How local people help monks/ students | | |
| What the monks/students return to society | | |

Q. 4 : Imagine that you were a Buddhist monk living in Karle monastery. This is a cave hollowed out in the hills. This is located in present day Maharashtra. Write a paragraph describing your life as a Buddhist monk living in Karle monastery. Describe how did you live and meditate there.

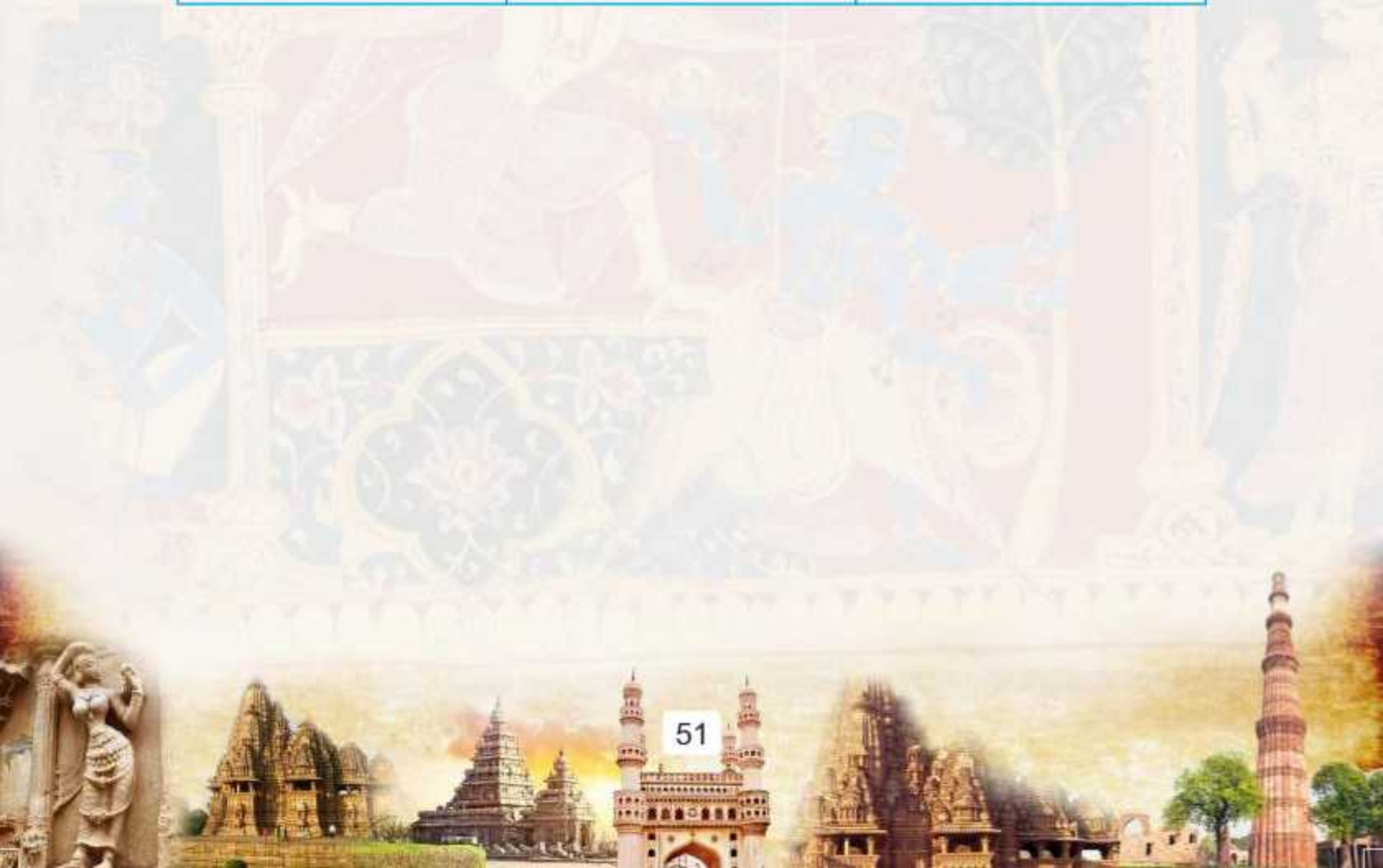




Q.5: Over centuries, India's intellectual exploration of truth has come to be represented by six systems of philosophy. Read page number 59 of your history textbook and also take help from internet and complete the following table :

Six Schools of Indian Philosophy

| Name of the School | Founder of the School | Brief Description of the School |
|--------------------|-----------------------|--|
| Vaishesika | | |
| | Gautama | |
| Samkhya | | |
| | | The path of Yoga is guided by ethical principles, yamas and niyams, and should ultimately result in Moksha. It is also known for physical and breathing exercises. |
| PurvaMimansa | | |
| | Vyasa | |



History

Worksheet No.: 16

Date:- _____

Ashoka, The Emperor Who Gave Up War

Notice the figurine given in the picture below. Can you recall the place/places where you have seen this picture?

Which king is associated with the picture? To which dynasty did he belong?

Look at the chakra on the figurine. What does it signify? Where can you spot this chakra?

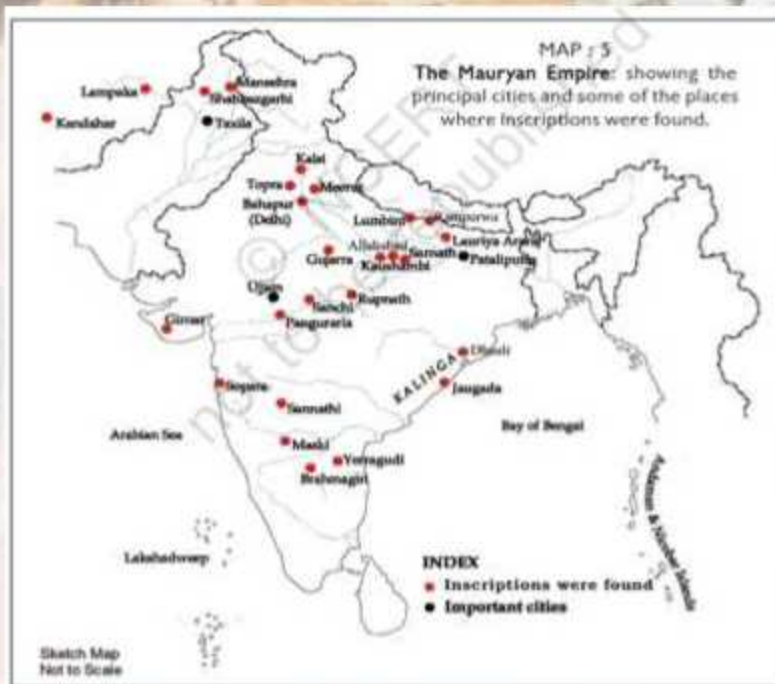
What fascinated you the most about this figurine?

When members of the same family become rulers one after another, the family is often called a dynasty. The Mauryas were a dynasty with three important rulers Chandragupta, his son Bindusara and Bindusara's son Ashoka. Ashoka was one of the greatest rulers known to history. Do you know Ashoka was one of the unique rulers who spoke to his subjects through the various instructions he inscribed on various pillars and rock surfaces. His inscriptions have been found throughout the country and even outside his empire in Afghanistan.

Why do you think emperor Ashoka's inscriptions were found outside India? What does it signify?

The area that Ashoka ruled was called an empire and not a kingdom, can you guess why? Look at the map given below to find out the answer.





Name the places where Ashoka's inscription have been found outside India. Which country are they located in?

Ashoka followed Buddhism. Name two places of Ashokan inscriptions which are also associated with Buddhism.

Locate and name the site of the famous war that Ashoka fought after which he gave up war for all times to come.

Imagine you are a merchant from South India visiting emperor Ashoka's kingdom. Which special articles would you bring as tribute for him?

Difference between empires and kingdoms

Empires are large, spread over a huge area, while kingdoms are smaller.

Emperors of the empire need more resources than kings. They need to be protected by big armies.

Empires need larger nos of officials to collect taxes.

Difference between taxes and tributes

Taxes are collected on a regular basis while tributes are collected as and when possible.

People offer a variety of things more or less willingly.

Ashoka, The Emperor Who Gave Up War

Learning Outcomes

- Locates important sites, places on an outline map of India.
- Lists out significant features and contributions of various empires such as Mauryas.

ADMINISTRATION UNDER THE MAURYAN EMPIRE

The Mauryan empire was a vast empire. Different parts were ruled in different manner.

Central Empire

Directly ruled by the emperor
Officials appointed by the king collected taxes.

Ruled with the help of members of royal family and senior ministers.

Vast areas between the administrative centres.

Mauryas controlled the roads and rivers

Collected resources as tributes

Forest regions which were more or less independent.

They were expected to provide the Mauryan officials articles such as timber, honey, wax and even elephants.

Provinces ruled from provincial capital such as Taxila or Ujjain.

Royal princes were sent as governors with some control from Patliputra.

Local rules and customs were followed.



What was the capital of Mauryas? In which present day state was it located? On a map of India plot the capital city of Mauryas and present day capital city of India.

Why do you think the King controlled important roads and rivers of the empire?

What was the system of administration in the provinces? Name and plot any two provincial capitals on the same map of India.

PATLIPUTRA, THE CAPITAL CITY.

The capital city of Patliputra has been described by Megasthenes, an ambassador of the Greek ruler of West Asia Seleucus Nicator who was sent to the court of Chandragupta. Let's read an interesting account of the city given by him.

The emperor and the capital city

Megasthenes was an ambassador who was sent to the court of Chandragupta by the Greek ruler of West Asia named Seleucus Nicator.

Megasthenes wrote an account about what he saw. Here is a part of his description:

"The occasions on which the emperor appears in public are celebrated with grand royal processions. He is carried in a golden palanquin. His guards ride elephants decorated with gold and silver. Some of the guards carry trees on which live birds, including a flock of trained parrots, circle about the head of the emperor. The king is normally surrounded by armed women. He is afraid that someone may try to kill him. He has special servants to taste the food before he eats. He never sleeps in the same bedroom for two nights."

Why do you think the King never sleeps in the same bedroom for two nights?

Did you find something unusual in this description? What was that?

Megasthenes writes that the king was afraid that somebody might kill him. Give two evidences from above description which prove this.



History

Worksheet No.: 18

Date:- _____

Ashoka, The Emperor Who Gave Up War

Learning Outcomes

- Locates important sites, places on an outline map of India.
- Lists out significant features and contributions of various empires such as Ashokan inscriptions.

THE KALINGA WAR OF ASHOKA AND HIS DHAMMA

Kalinga is the ancient name of coastal Orissa. Ashoka fought a war to conquer Kalinga. However he was so horrified of the violence and bloodshed that he decided not to fight any more wars. Do you know he is the only king in the history of the world who gave up conquest after winning a war? We know that he was also the first ruler who took his messages to the people through his inscriptions. Most of Ashoka's inscriptions are written in the Brahmi script. We have seen that his inscriptions were found throughout India and even outside the country.

In one of his inscriptions he describes his experience after the Kalinga War. Let's observe his inscription carefully to find out what message did he want to convey to his subjects.

Ashoka's inscription describing the Kalinga war

This is what Ashoka declared in one of his inscriptions:

"Eight years after becoming king I conquered Kalinga.

About a lakh and a half people were captured. And more than a lakh of people were killed.

This filled me with sorrow. Why?

Whenever an independent land is conquered, lakhs of people die, and many are taken prisoner. Brahmins and monks also die.

People who are kind to their relatives and friends, to their slaves and servants die, or lose their loved ones.

That is why I am sad, and have decided to observe *dhamma*, and to teach others about it as well.

I believe that winning people over through *dhamma* is much better than conquering them through force.

I am inscribing this message for the future, so that my son and grandson after me should not think about war.

Instead, they should try to think about how to spread *dhamma*."





When did Ashoka conquer Kalinga?

What filled him with sorrow after the war?

What message is he giving to his future generations?

If not by war and force, how can a king win people?

ASHOKA'S POLICY OF DHAMMA

We have seen in the above inscription that Ashoka gave up the policy of war and adopted the policy of dhamma. He was also inspired by the teachings of the Buddha. He treated his subjects just like his children and instructed them just as a father instructs his children. For this he got his messages inscribed on rocks and pillars. He appointed special officers called **dhamma mahamattas** to read these instructions to people and went from place to place to teach about dhamma. His messengers went to the other far off lands such as Syria, Egypt, Greece and Sri Lanka to spread dhamma.

Ashoka considered the numerous rituals people performed at the time of birth, marriage and other occasions as not very useful. Instead, he asked his subjects to observe other practices which would be more fruitful such as:-

- Being gentle with slaves and servants.
- Respecting one's elders
- Treating all creatures with compassion.
- Giving gifts to both Brahmins and monks.
- Respecting other's religion. Understand the main ideas of another's religion and respect it.

Answer the following questions:-

In which language and script have Ashoka's inscriptions been found?





King Ashoka instructed his subjects just like a father. You must have received many words of wisdom from your father or elders. Which one do you find most important and why?

What were the salient features of Ashoka's policy of Dhamma?

Why do you think it's important to respect other's religion besides your own religion?



History

Worksheet No.: 19

Date:- _____

Vital Villages And Thriving Towns

Learning Outcomes

- Familiarise with development in lives and activities of the ordinary people in towns and villages- about hunters and peasants, craftsmen and traders, saints and pilgrims.
- Developing a sense that History is not only about political events but about everything that happens in a society.

INCREASE IN PRODUCTION - IRON TOOLS AND IRRIGATION

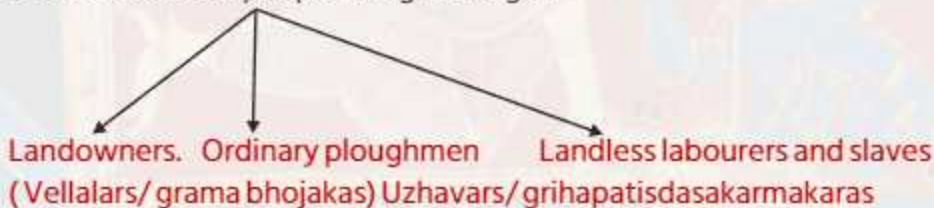
Around 2500 years ago there was evidence of growing use of iron tools. There were axes and iron ploughshare that were used for clearing forests and increasing production. New irrigation works built during this period such as canals, wells, tanks and artificial lakes. New techniques such as transplantation also helped in increase production.

Do you think the King got benefitted when agricultural production increased?

Name some of the other artificial means of irrigation which are used by the farmers today.

LIFE IN THE VILLAGES

Different kinds of people living in villages



In most villages some craftspersons such as blacksmith, Potter, carpenter and weavers were also there. The wealthy landowners even functioned as judge and policeman. They hired workers and had slaves to cultivate their land.

LIFE IN THE CITIES

The Jatakas- stories composed by ordinary people and preserved by Buddhist monks give us a glimpse of the life and occupation of people in towns and villages. Some other sources to know about the same are scenes carved by sculptors on the railings, pillars or gateways of the



buildings visited by people. Another way of finding about early cities is from the accounts of sailors and travellers who visited them. An unknown Greek sailor has described all the ports that he visited. He has described about Bharuch where wine, copper, lead, coral, topaz, cloth, gold and silver coins imported. Exports from the town included Himalayan plants, ivory, agate, cotton silk and perfumes. Special gifts such as vessels of silver, fine wines and fine clothes were bought by the merchants for the king.

Q Locate Bharuch on the map of India. In which present day state of India is it located?

Q What were the major items of imports to Bharuch? Name any two items that India imports today from other countries.

Q See the picture of a sculpture from Sanchi given below. Write a story about the scene represented on the sculpture in your own words.





History

Worksheet No.: 20

Date:- _____

Vital Villages And Thriving Towns

Learning Outcomes

Familiarised with the development in lives and activities of the ordinary people in the towns and villages- about hunters and peasants, craftsmen and traders, saints and pilgrims.

Developing a sense that History is not only about political events but about everything that happens in a society.

Marks the important historical sites on the map of India.

IMPORTANT CITIES OF THE PERIOD.

During those times just like today, every single town was important for a variety of reasons.

Case of Mathura-It has been important settlement for more than 2500 years. It was located at the crossroads of two major routes of travel and trade- from the Northwest to the east and from the north to the south. It was also a centre where extremely fine sculptures were produced. During the time of question hours Mathura was also a religious centre- they were Buddhist monasteries, Jaina shrines in it, besides it was also an important centre for the worship of Krishna just as it is today. The inscriptions from Mathura mention many occupations that people followed- there were blacksmiths, weavers, basket makers, garland makers and perfumers.

Case study of Arikamedu- between 2200 and 1900 years ago was the coastal settlement where ships unloaded goods from far off lands. Archaeologists have discovered warehouse like structure, pottery from the Mediterranean region such as amphore, stamped red glazed pottery known as Arrentine Ware, named after a city in Italy. Roman lamps glassware and gems have also been found from the site. Evidence shows that beads of semi precious stones and glass were also made.



Q Mark Mathura and Arikamedu- on the map of India.

Q Mathura was majorly a religious centre while Arikamedu was primarily an important trading centre. Do you agree? Give two reasons to support your answer.

Q Can you name a city/ town of today which is popular for many reasons. Give reasons to why is it important or popular for?

Q Name some of the important occupations which the people in cities and towns were engaged in.



History

Worksheet No.: 21

Date:- _____

Vital Villages And Thriving Towns

Learning Outcomes

Familiarizes with development in lives and activities of the ordinary people in towns and villages- about hunters and peasants, craftsmen and traders, saints and pilgrims.

Developing a sense that History is not only about political events but about everything that happens in a society.

Marks the important historical sites on the map of India.

COINS AND CRAFTS DURING THE PERIOD.

Observe carefully the pictures of the coins given below. One of the coin is still in circulation today and other is picture of coins in circulation in the early centuries of CE.. Make observations about the material, shape, size and pictures depicted on the coins. What differences do you observe in all the coins?



Punch marked coins

Coins in circulation in early centuries of CE were called Punch marked coins.

Generally rectangular and sometimes round or square in shape.

They were not inscribed but stamped with symbols using dies or punches.

The earliest coins which were in use about 500 years ago are called punch marked coins.

Do you think sale, purchase order exchange was carried out through coins only, since ancient times? How would have people bought or sold things of use when coins or money was not in circulation?



CRAFTS AND CRAFTSPERSON

We also have archaeological evidence for various crafts. Some of them have survived while others may not have survived. Where archaeological evidence is not available, we can find information from the literary texts of the period. As per these texts manufacturing of cloth was important. Varanasi in north and Madurai in south were famous centres for cloth manufacturing.

Many crafts persons and merchants then started forming associations known as shrenis. They procured raw material and distributed the finished product. They organised trade and also served as banks for deposition of money.

Key Words

Northern Black Polished Ware.- Hard, wheel made metallic looking pottery with a shiny surface.

Shrenis- Associations of merchants and craftsmen.

What were Shrenis? What kinds of functions did they perform?

What are the various sources through which we come to know about the various crafts of any period?

What do you think would be the advantages or disadvantages of being a member of a Shreni?



History

Worksheet No.: 22

Date:- _____

New Empires And Kingdoms

Learning Outcomes

Describe issues, events and personalities mentioned in the literary works of the time.

Sources to know about the history of the period- literary works and travelogues of the times.

One of the important sources to know about the life times of the ages are the literary works of the time. These could be either accounts written by travellers (called travelogues) who visited India or the works written by the court poets such as Harshacharitra written by Banabhatta and Abhigyan Shakuntalam written by Kalidasa, the poet during the reign of the Gupta ruler Chandragupta II. You would be surprised to know that the Chinese pilgrim Fa Hien travelled to India on foot during the reign of Gupta ruler Chandragupta II. He wrote about the plight of those who were treated as untouchables by the high and the mighty. He writes about them....."



"They are expected to live on the outskirts of the city. If such a man enters a town or a marketplace, he strikes a piece of wood in order to keep himself separate; people hearing his sound know what it means and avoid touching him or brushing against him."



Q1 Why were the untouchables expected to live on the outskirts of the city?

Q2 Do you think untouchability is still practised in our society? Can you give one example of the same?

Q3 Untouchability is a form of discrimination (treating one person or group worse than others) Can you write two other examples of ways in which you have observed discrimination being practised?

Q4 Fa Hien wrote his account thousands of years ago. What, according to you, could be the reason that evils such as untouchability are still prevalent in our society after thousands of years?



History

Worksheet No.: 23

Date:- _____

New Empires And Kingdoms

Learning Outcomes

Describes issues, events and personalities mentioned in the literary works of the time.

LITERARY SOURCES OF THE PERIOD

Account of Banabhatta, the biographer of king Harshavardhana who ruled 1400 years ago.

Besides inscriptions and coins, we can find out about some of the kings from the biographies. Harshavardhana who ruled nearly 1400 years ago, was one such ruler his court poet Banabhatta wrote his biography "Harshacharita" in Sanskrit. Harsha took over the kingdom of Kannauj and then led the army against the ruler of Bengal.

Banabhatta provides us with the vivid picture of the king's army on the move.



The king's army

The king travelled with an enormous amount of equipment. Apart from weapons, there were things of daily use such as pots, pans, furniture, golden footstools, food, including animals such as goat, deer, rabbits, vegetables, spices, carried on carts or loaded on to pack animals such as camels and elephants. This huge army was accompanied by musicians beating drums, and others playing horns and trumpets.

Villagers had to provide hospitality along the way. They came with gifts of curds, *gur* and flowers, and provided fodder for the animals. They also tried to meet the king, and place their complaints and petitions before him.

The army left a trail of destruction behind. Elephants often trampled down the huts of villagers, and the oxen yoked to the caravans of merchants ran away, scared by the tumult.

As Banabhatta says: "The whole world was swallowed up in dust."



Q1 There are many articles mentioned in the description given above. Categorise them in the table given below.

| Food Articles | Animals | Persons |
|---------------|---------|---------|
| | | |
| | | |
| | | |
| | | |
| | | |

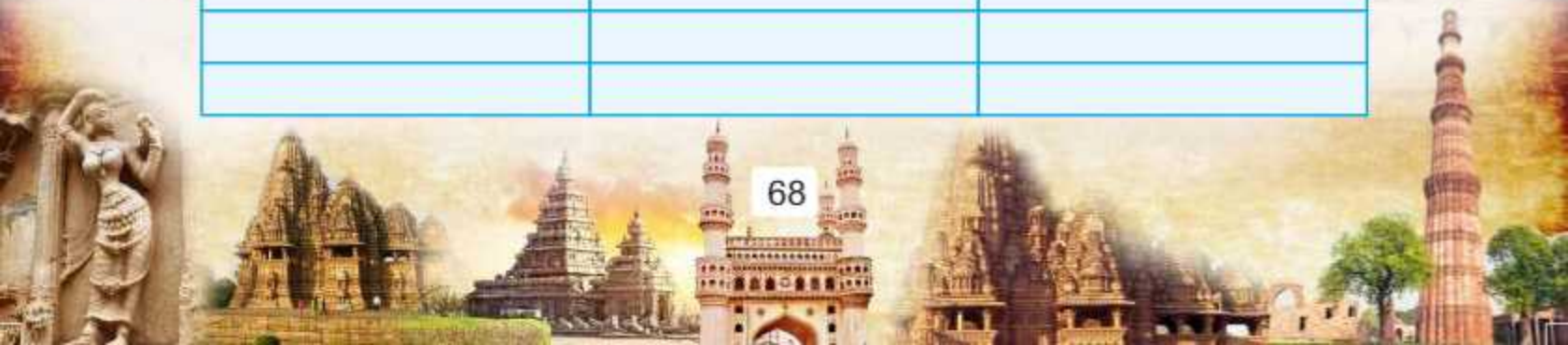
Q2 "The visit of the king with the army was both a boon and a bane." Explain one way in which such visit was beneficial and another way in which it was destructive for the villagers.

Q3 What do you think Banabhatta means when he says "The whole world was swallowed up in the dust"?

Q4 What did the king's huge army consists of? Why, do you think, the king moved with such a huge army?

Q5 The villagers came with the Nazrana or gift when they visited the king. Imagine yourself as a king. Merchants from far off lands come to visit the king. Which items would you like to have as nazrana from different places? Think and complete the table given below -:

| Name of the items | Place from where it will come | Reason why you would like to have it. |
|-------------------|-------------------------------|---------------------------------------|
| | | |
| | | |
| | | |



History

Worksheet No.: 24

Date:- _____

Building, Painting And Books

Learning Outcomes

Outlines significant contributions of the period in Culture and Science viz astronomy Medicine, Maths, Knowledge of metals etc.

Bedtime is the story time for Jagriti who sleeps beside her mother every day. Her mother tells a story and some interesting facts each day. Jagriti curiously asks her mother:-

Jagriti: Where does the sun disappear in the night and from where does it appear in the morning?

Maa: Do you think that the sun is moving? Are day and night caused due to the movement of the Sun?

Jagriti: Ofcourse maa, we can clearly see the sun rising and setting so it is the sun which is moving isn't it?

Maa: Well, perhaps that's what people thought earlier.

Aryabhatta, a famous mathematician and astronomer wrote a book Aryabhatiyam in which he mentioned that day and night were actually caused by the movement (rotation) of the Earth on its own axis. Though it seems that the sun is rising and setting everyday.

Jagriti: Really maa? That's so surprising. I thought, it was the sun which changed its position.

Maa: Do you know Aryabhatta did many other wonderful things such as developing a scientific explanation of eclipses, calculating the circumference of a circle which is nearly as accurate as the formula in use today?

Jagriti: Wow, that's so exciting to know!

Maa: Ok, tell me what happens when you add zeros after a digit?

Jagriti: It's value increases.

Maa: Do you know it was an Indian mathematician who invented the zero. The system was adopted by Arabs and then spread to Europe. Infact, Romans used a system of counting without using zero.

Jagriti: Oh my God !It's unimaginable, how maths existed without a zero! What a proud contribution of my country!

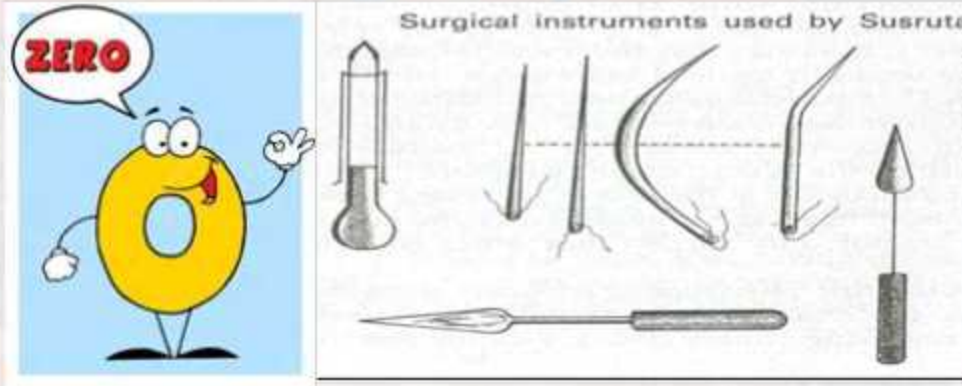
Maa: Yes, you will be happy to know that we have a remarkable work in medicine too, that too since ancient times. Charaksamhita written by Charak and Sushrutasamhita written by Sushruta, famous ayurvedic practitioners speak about medicine and surgical procedures.





Jagriti: That's so exciting to know. Was surgery even possible during those days? Were there hospitals too?

Maa: We will continue discussing tomorrow. I have more interesting stories coming up for you. Time to Sleep now dear Jagriti.



Q1 What did Jagriti think earlier about the cause of day and night?

Q2 Was she right in thinking so? What explanation did her mother give?

Q3 What would happen if we would not have known the use of zero? State any two points.



History

Worksheet No.: 25

Date:- _____

Building, Painting And Books

Learning Outcomes

Outlines significant contributions of the period in Culture and Science viz astronomy Medicine, Maths, Knowledge of metals etc.

Time to Travel: Delhi Darshan

Jagriti was super excited today as they were going for the annual Delhi Darshan trip from the school. Maa packed Puri sabji for her. She had also prepared chilled lemonade for her as it was too hot outside. But that didn't lower the excitement of Jagriti.

They board the bus and she sits besides her favourite window seat. The grand Qutub Minar is visible from far off. The bus approaches the historic monument within no time. How majestic does the tower look, thinks Jagriti. Their teacher Meenal ma'am escorts them to the Qutub complex.

Meenal Ma'am: Have a look at the majestic Qutub. Carefully look at the majestic building. Can you tell me which shapes do you observe in the building?

Jagriti: Ma'am I can see a circle, square, star, slanting lines and even squares in the form of windows.

Meenal ma'am: Great! Do you know this building is more than 800 years old. It is built in red sandstone and is 72.5metres high. This complex has many interesting things to watch, but before that. I would like to ask Anu, why are you not bringing your bicycle to the school these days?

Anu: Ma'am bicycle was parked in my backyard. We went to our village for about a month. When I returned, I saw that due to heavy rains it's iron chain had rusted.

Meenal ma'am.- Yes, it must have. Rusting occurs when iron comes in contact with moisture and air. Now have a look at this magnificent iron pillar. It is a remarkable example of the skills of Indian craftsmen. It is 7.2 metres high, built with iron and weighs 3 tons. Can you imagine how old it is? It was made 1500 years ago.



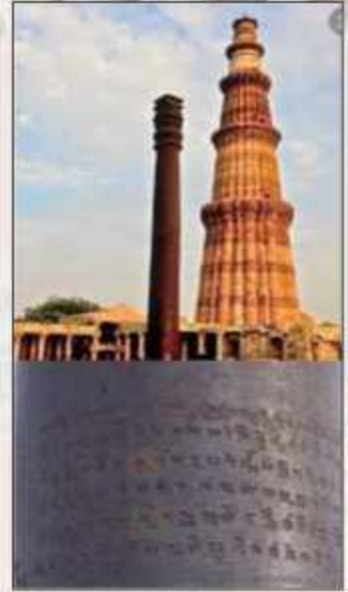


Anu: Wow! It's standing tall in open yet there are no signs of rust. What is the secret?

Meenal: That's what is most remarkable about this pillar. India produced highly advanced type of iron- forged iron, wrought iron and cast iron.

Anu: Ma'am since when did we come to use iron?

Meenal ma'am :Oh! since ancient times ! Do you know Harappans were master craftsmen and had knowledge of copper metallurgy. While the Harappans belong to Bronze Age, their successors belongs to Iron age. Indian wootz steel was popular even in Europe and Indian iron was considered to be the best. Today iron and Steel industry is among the most important industry in the country.



Qutub Minar and the Inscription on the Iron pillar.

Suggestion :- Wootz steel can be explained in key words section

Q1 Why Anu was not able to drive her bicycle to the school?

Q2 What was so remarkable about the iron pillar in the Qutub complex? What does it show about the Indian craftsmen?

Q3 What other uses was iron put to during ancient times? If you were to make one useful article of iron what will you make and why?



History

Worksheet No.: 26

Date:- _____

Traders, Kings And Pilgrims

Learning Outcomes

Analyses of the basic ideas, values of various religions and system of thought during the ancient period.

The idea of bhakti became very popular during this period. Worship of certain deities which included Shiva, Vishnu and goddess Durga became popular. Bhakti is generally understood as a person's devotion to his/her chosen deity. Many people across castes and classes became followers of the path of bhakti. System of bhakti emphasized upon devotion and worship of god or goddess rather than performance of elaborate sacrifices. Read a poem by a bhakta which will help us know the core idea of bhakti. Read carefully and answer the ensuing questions.

A poem by a bhakta

Most Bhakti literature tells us that riches, learning and high status do not automatically ensure a close relationship with the deity. This is part of a poem composed in Tamil by Appar, a devotee of Shiva, who lived about 1400 years ago. Appar was a *vellala* (Chapter 8).

"The leper with rotting limbs,
The man who is regarded as low by the *brahmin*, even the scavenger

...

Even these men, if they are servants (i.e. devotees)
Of him who shelters the Ganga in his long hair (i.e. Shiva)
I worship them.

"They are gods to me."

What does the poet regard as more valuable, social status or devotion?



Q1 Appar was a Vellala. What was his occupation and whom did he worship?

Q2 According to the bhakta what do you think ensures a close relationship with a deity?

Q3 Who could follow the path of Bhakti?

Q4 What kind of people does Appar like to worship? What is the reason for this choice?



History

Worksheet No.: 27

Date:- _____

Traders, Kings And Pilgrims

Learning Outcomes

Describes the implications of India's contacts with regions outside India in the field of Religion, Art and Architecture.

Look at the picture given below. Earlier form of Buddhism which was called the Hinayana Buddhism. In Hinayana Buddhism, Buddha's presence was shown in sculptures by using certain signs. Can you identify those signs in the picture given below? Each one of these is associated with a meaning. Can you write something about what did these signs mean?

Around 1900 years ago a new form of Buddhism known as Mahayana Buddhism developed. Its two distinctive features were:-

1. Instead of signs, now the statues of Buddha were made. These were made in Taxila.

2. The bodhisattvas now, instead of working for their own salvation remained in the world to teach and help other people. The worship of bodhisattvas became popular and spread through Central Asia, China, and later Korea and Japan. It also spread to Western and Southern India. Dozens of caves were built for monks to live in on the orders of Kings, queens, merchants and farmers. Traders halted in the cave monasteries during their travels. It also spread South Eastwards, to Sri Lanka, Myanmar, Thailand and other parts of southeast Asia including Indonesia.



Look at the Buddha statues below. Sculpture 1 is from Mathura School of Art while Sculpture 2 is from the Gandhara school of Art. Observe these two and point out what do you observe in both pictures in terms of dress, hair style, posture etc. Do you think any one of them is influenced by foreign elements? If yes, please specify.



Look at the picture of one of the caves built in Western India as Buddhism spread there. What are the exclusive features of architecture you observe in the picture?



A cave at Karle, Maharashtra

What could these caves have been used for? Suggest any two.



Social and Political Life

Social Science





CONSTITUTION OF INDIA



Social & Political Life

WORKSHEET - 28

Name of Student - _____

Diversity

Understanding Diversity

Learning Outcomes

Student will be able to understand diversity in society

KEY POINTS

- Diversity means "different from others" . Diversity tells us difference between Languages, Religions. Languages and food, civilization. Language of North-East India is different from North India. Similarly, festivals, languages, dresses and food in a religion is different from other. This diversity tells us difference from one and another.
- Now let's understand the diversity from these statements-
 1. Language of Luhan Mizo is different from you as he belongs to Northeastern state Mizoram
 2. Food of Chinama from South India can be different from that of yours.
 3. Sofia celebrates her festivals in a different way than that of yours, her dress sense can be different from you.

This kind of difference show the diversity in India

- Now let's understand the diversity from this questionnaire

Ques1- How many students are there in your class that belongs to another state?

Answer: -

Ques2- Do you know the names of states from where these students belong? If yes, tell any three

Answer:



Ques3- Is their language different than that of yours? If yes, try to identify any 2 languages

Answer: -
.....
.....
.....

Ques4- Is their dressing sense different than that of yours? If yes, how?

Answer: -
.....
.....
.....

Ques5- Do you know dominant religion of India and their festivals? If yes, pen down them in your worksheet

Answer: -
.....
.....
.....

***Let's see at which conclusion you have reached by answering above questions**

- 1) Diversity can be on the basis of Language, Religion and Culture
- 2) Diversity shows us Cultural beauty of a Country
- 3) Language or Religion connects us
- 4) Language, Religion, Food of my friend is different
- 5) The difference between my friends is the beauty in me



Look at the above picture and tell which states of India the people shown in the picture may belong to, identify those states.

Answer
.....
.....
.....



Social & Political Life

WORKSHEET - 29

Name of Student - _____

Diversity

Identifying Diversity

Learning Outcomes

Student will be able to identify present diversity in society

KEY POINTS

- Diversity means different –different religions, languages, food, house hold things, etc. Let's know identifications of these diversities

Complete the following tables-

| Religions of India (Names) | Place of Worship |
|----------------------------|------------------|
| Hindu | |
| Muslim | |
| Sikh | |
| Christian | |

| Language of India | Spoken in which state |
|-------------------|-----------------------|
| Maithili | |
| Marathi | |
| Telugu | |
| Assamese | |
| Dogri | |



| Name of States | Foods |
|----------------|-------|
| Gujarat | |
| Punjab | |
| Sikkim | |
| Kerela | |
| Bengal | |

- Let's understand the conclusion based on above activities by attempting the questions

1) Write any 2 main languages of South India.

.....

.....

2) Write main foods of Punjab State.

.....

.....

3) Write the Capital of Gujarat state.

.....

.....

4) Which is the main festival of Christianity? Write its name

.....

.....

5) Write any 2 famous Places of Worship.

.....

.....



Social & Political Life

WORKSHEET - 30

Name of Student - _____

Diversity and Discrimination

Identifying Diversity

Learning Outcomes

Student will be able to describe various forms of diversity around her/ him

KEY POINT

- Diversity tells difference between one and another. This diversity on one hand tells difference and on the other hand beauty of society. Imagine you visited two gardens one is colorful and full of different kind of flowers on the other hand when you visit second garden it has only one kind of flowers and plants, Which one you like the most?

It is the beauty of difference or diversity

-Let's understand the beauty of diversity using these statements

- Meerabai Chanu won silver and first medal to India in Olympics 2020 and whole India congratulated her.
- Women Indian Hockey Team amazed everyone from their performance in Olympics 2020
- There are students of different languages and states study in my class and all are my friends
- I like to visit different states of India

-NOW GIVE ANSWERS ACCORDING TO THE TEXT

Ques1- Meerabai Chanu belongs to which state of India?

Answer: - _____

Ques2-Why all Indians were happy after seeing Meerabai Chanu getting awarded with a Olympic Medal?

Answer:- _____



Ques3-Which is your favorite food? Do you know it belong to which state? If yes, Name it

Answer: -

.....

.....

Ques4- Do you like to eat one type of food every day? If no, why ?

Answer: -

.....

.....

Ques5- How do you feel when you see someone talking in different language than that of yours?

Answer: -

.....

.....

Ques6- If everyone looks same with no diversity, how will u feel?

Answer: -

.....

.....



Seeing the above picture, tell which state of India the dance given in the picture belongs to? Name those states?

Answer:-

.....

.....



Social & Political Life

WORKSHEET - 31

Name of Student - _____

Diversity

Diversity and Discrimination

Learning Outcomes

Student will be able to recognize various form of discrimination and understand the nature and source of discrimination.

ACTIVITY-1

KEY POINTS

- It is often seen that discrimination is done on the basis of Caste, Religion, Language, Race, etc. This discrimination is because of prejudices in society. When something sits in our mind about someone that takes the form of Prejudice.

Let's see that if we are affected by these prejudice or not

TICK THE CORRECT OPTION

- English is the best language
- People who speaks English are more intelligent
- Boys don't cry
- Boys should not cook food
- He is Non-Vegetarian, thus he can't be my friend
- Girls should not play cricket

ACTIVITY-2

When we get affected by Prejudices we start discriminating with others. This discrimination is based on Caste, Religion, Language and Region. You must have read about Dr. Bhim Rao Ambedkar, how he suffered and countered Caste discrimination.

Answer the following Questions

Ques1- What do you understand by Prejudice?

Answer: -

.....

.....

.....





Ques2-Have you ever faced any kind of Prejudice ?

Answer: -

.....

.....

.....

Ques3- Due to which reason Baba Saheb Bhim Rao Ambedkar had to face discrimination?

Answer: -

.....

.....

.....

Ques4- Due to which reason Bhim Rao Ambedkar started facing discrimination during his schools days?

Answer: -

.....

.....

.....

Ques5- Is it right to discriminate someone on the basis of Caste, Religion, Languages? If no, why?

Answer :-

.....

.....

.....



Ques6- What kind of disparity do you see by looking at the above picture?

Answer :-

.....

.....

.....



Social & Political Life

WORKSHEET - 32

Name of Student - _____

Government Level of Government

Learning Outcomes

Student will be able to understand type and work of government.

ACTIVITY-1

KEY POINTS

The job of government is to take decision for the benefit of peoples. Government has to be a conservor of security of citizens, Food for citizens, Health and Education facilities. Like in Corona period people government provided health facilities to peoples like Free Vaccination, Ration etc.

COMPLETE THE FOLLOWING TABLE

| Serial Number | Facilities provided by Government | Yes / No |
|---------------|-----------------------------------|----------|
| 1) | Health Facilities for citizen | |
| 2) | free education for poor people | |
| 3) | Protection in Corona period | |
| 4) | Protection from Enemy Countries | |
| 5) | Peace in Country | |

ACTIVITY-2

-KEY POINTS

- Government work on different level to solve problems for citizens. Like on Local Level (Panchayat, Nagar Nigam), State Level (State Government) and Central Level (Central Government).
- Can you tell which level of government will help us to solve following problems

| Serial Number | Problems | Government Level |
|---------------|------------------------------------|------------------|
| 1) | Sewer cleaning in your locality | |
| 2) | Facilities of Desks in your school | |
| 3) | To establish peace in country | |
| 4) | To protect the country during war | |
| 5) | Development of Roads | |
| 6) | Facility of Water | |

ACTIVITY-3

- When a king and queen rule in their own way in a country and there is no control on them, this type of rule is known as Monarchy.
- When in a country, leader is elected by citizens and are accountable to citizens, this type of rule is known as Democracy

-Come let's understand types of government by the following statements

Circle the correct option

- 1) What is the type of government that works in the interest of people.
(Monarchy/Democracy)
- 2) When people elects their leader on their own.
(Monarchy/Democracy)
- 3) As long as ruler wants he can rule.
(Monarchy/Democracy)
- 4) Ruler can execute anyone.
(Monarchy/Democracy)
- 5) No one has control over the ruler
(Monarchy/Democracy)

-On the basis of above given activities answer the following question

- 1) How many level of Government are there in India?

- 2) Write any three main functions of State Government



Social & Political Life

WORKSHEET - 33

Name of Student - _____

Levels of Government

Learning Outcomes

Students will be able to Identify different Levels of Government:- Local, Provincial and Federal Levels

Activity-1

It seems that today is a special day in the village, all the people of the village are gathering at one place, let's see what's going on.

Some people from the village are sitting on a platform and others are sitting on the other side. This is the meeting of the Gram Sabha.

Gram Sabha is a meeting of all the people who are 18 years of age and above living in a Panchayat area.

Let us understand the Gram Sabha through this activity.

In the school we make a student meeting i.e., student council in which all the classes and departments are monitored. And some students are its members in a similar way the Gram Sabha is also like a school meeting.

Question 1- What do you understand by Gram Sabha?

Answer- _____

Activity-2

Village Panchayat works for the protection of the interests of all the people of the village and for the betterment of the village.

Let's understand the Gram Panchayat.

1. Construction and maintenance of sanitation roads, drains, buildings etc. in the village.
2. Provision of water in the village





3. To arrange school in the village, and takes care of it
4. Local taxation etc. are the functions of the Gram Sabha.

Let us understand the functions of Gram Sabha more deeply through these question.

Answer:-----

List the functions of Gram Sabha?

Answer:-----

List the functions of a local organization operating in your area

Answer:-----

Activity -3

You get angry when you see the streets full of water around you and the heaps of garbage around you.

And you are compelled to think that who is ultimately responsible for cleaning all these and many more.

Many times, you hear from many people that where is the government

Question 1. Do you know who is responsible for cleaning your surroundings?

answer-----

Question 2. What is Government?

Answer-----

Let us understand this important question of democracy.

Local government is needed to solve our local problems. These local governments in the village, works as Panchayats and as Municipal Corporation in the city.

Question- Tell me, what is the name of the corporation you have here?

Answer--

Panchayati Raj at the village level is such a system in which there is direct participation of the





public.

There is a system of development in which Gram Sabha is at the first level, development block at the second level and the district changes at the third level.

Let us now try to understand it through this activity of the local level governments.
Tick (correct) the statement which you think is correct

Question – 1. Gram Sabha is the first level of Gram Panchayat?

Answer-----

Question 2. The function of village panchayat is to solve local problems.

Answer-----

Question 3. Local government is important for a true Democracy

Answer-----

Question 4. Can we get our problems resolved by the local governments?

Answer-----



Social & Political Life

WORKSHEET - 34

Name of Student - _____

Local Government and Administration

Learning Outcomes

Students will be able to identify the various levels of government, the functions of the central government, the functions of the state government and the local government.

Functions of the Central Government, Functions of the State Government, participation in the functions of Local government, participation in Democracy can also be seen as the role of government in a Democracy, the government ensures the participation of the people when this participation reaches every section of the people. **That's called true democracy**

Example: There are three levels of government in India, one at the central level, the other at the state level and the third at the local level.

Public participation at the local level is the basis of true democracy.

Let us understand through this activity.

Kavita is a student of class VI, in her class her teacher gave her to write an article on democracy which she discusses with her mother-

Kavita -: Mother, what is the meaning of participation in the democracy?

Mother: Kavita, like you take part in various activities in your class like- choosing your monitor, doing class work, keeping the class beautiful etc. Similarly, when people participate in the political activities of the country, it is called participation in democracy.

Let us try to understand participation in democracy in this way.

Question 1. List the activities in your class in which you participate.

Answer-----

Activity-2

In a democracy, when people participate in the elections by voting or by following democratic values like liberty, equality, fraternity, justice etc., by taking interest in the work of the government and criticizing the government, then it is called **participation in the democracy**.





Let us try to understand this by answering these questions-

What do you understand by participation in democracy?

Answer: - _____

Question 2- How can you be a participant in democracy?

Answer: - _____

Role of Government in a Democracy: - In a democracy, the government works at three levels, the first level which we call the central government, the state government at the second level and the local government at the third level. While the central government plays an important role in the security of the country and in building internal peace and global relations, the state government helps the people at the state level. Education plans for health, electricity etc., as well as local government plays an important role in running local level problems and administration.

To understand the role of different level of government in democracy see the chart given below --:



Based on the above given chart, classify the functions of central government, state government and local government.

1) Functions of the Central Government _____

2) Functions of the State Government _____

3) Functions of Local Government _____



Social & Political Life

WORKSHEET - 35

Name of Student - _____

Rural and Urban Government Administration

Learning Outcomes

Student will be able to differentiate between Rural and Urban Government Bodies.

Activity-1

* Village Administration – There are more than 600000 villages in India, their arrangement for water and electricity road as well as village, Maintenance of land documents to resolve land disputes, resolving tasks etc. is called the administrative structure of the village.

Let us try to understand this through the following problem.

Mohan and Raghu 2 farmers live in a village, they get into a fight over a land dispute and, Mohan is badly beaten up by Raghu and his family members.

Now you tell me, where should Mohan go-to report the incident?

answer-----

*At a Local Police station or Police station in the city?

answer-----

Mohan wants to resolve his land dispute, so he wants to settle his dispute legally. For this he goes to the patwari of the village, the patwari of the village, which we also call the accountant and village officer. He is the officer who does the work of keeping the accounts of the land. He can get the documents related to his land. Receives it from there.

Now you tell.

Question- Why did Mohan go to Patwari for his land dispute?

Answer -----





Question 2. What is the function of Patwari?

Answer: - _____

If you encounter similar problems every day, then complete the table given below and find out, who does what

| Problems | Solution |
|-------------------------------------|----------|
| Settlement of disputes | |
| Ground disputes | |
| Problem of drinking water in school | |
| Cleaning of surroundings | |

Activity-2

Local government

Ravi lives in the urban slum area of Delhi where he face many types of problems every day. Such as broken roads, flooding of the street, non-functioning of streetlights, frequent loss of power etc.

Write any four similar problems that you often face.

- 1.
- 2.
- 3.
- 4.

Activity-3

Today people are gathering in Ramnagar It has been raining continuously for the last few days due to which the streets are flooded, and this water is entering people's house. They went to local corporation council for a solution and tell their problem to the corporation. Councilor is the representative of the local level administration who is directly connected with the public, his work is confined to his area. The problem of sanitation in the school, the provision of good education in the hospitals of the corporation. Arrangements must be made for these things.





Let us try to find answers to these questions to understand the administration of urban area at the local level.

Question 1. Why are the people of Ramnagar gathered?

Answer-----

Question 2.-What are the functions of the Corporation Council?

Answer-----

After the above questions, we have been able to understand that the system of sanitation water in our city like that of schools and hospitals. Local works like arrangement of electricity is done by the Municipal Corporation, all these works we do on our local daily basis.

Activity-4

Due to Coronavirus, thousands of people have been affected, this virus is spread so fast due to which our Health services collapsed as well as our schools were closed. We have to depend on online education.

In this problem, the local government i.e., our Municipal Corporation and Panchayats have decided to provide health services in hospitals at the local level. Worked to keep people running and providing good healthcare as well as helping people get vaccinated, and so that poor children do not face any problem in their online education, online education was arranged for them.

Let us now try to understand the function and role of local government through these questions.

Question 1. Who is responsible for providing medicines and health services in hospitals?

Answer-----

Question 2. What can be done so that the online education of the children is not affected during the time of Corona?

Answer -----



Social & Political Life

WORKSHEET - 36

Name of Student - _____

Occupations in Rural and Urban areas

Learning Outcomes

Students will be able to describe the different types of occupations in our society by looking at them and be able to switch business in the city

Activity-1- Look at the chart given below carefully. :-

Seeing the given chart, what do you know about the businesses given in the picture, let's check it.

Let's do with a short story given.

Chandu came to city in search of work, his friend Ravi Kishan also lives in the same city, they both were farmers in the village. Some time ago Ravi Kishan came to town with his family and settled here and worked in a call center. Whereas Chandu worked as a Rickshaw puller for some time and after that he worked at a tea store. His wife Seema works at MGNREGA and feeds his family. Like this many people comes from village to city in search of work like Call Centre, etc.



Activities-1

Fill in the blank space--:

The people of (village / city) goes for fishing.

Ravi Kishan Works at a call center in (city/village)

Chandu drives(car/rickshaw) from one place to another

Chandu's wife Works at MGNREGA in (village/city)



Activity-2

There are different types of shops in a weekly market of the city. In which Ashraf is from Uttar Pradesh, He is selling bangles in the city. Kamlesh who came from a village in Orissa Selling clothes and toys.

Make a list of the ways in which cities work

1.
2.
3.
4.

What do you understand from the above activity, let us try to understand it by completing this table.

| Major Works | City | Village | Both City and Village |
|---------------------|------|---------|-----------------------|
| Farming | | | |
| Call Centre | | | |
| Rickshaw Puller | | | |
| Handicraft | | | |
| Fishing | | | |
| Selling Vegetables | | | |
| Working in showroom | | | |
| Taxi Driver | | | |
| Working in Factory | | | |

The above activities helped us to know the difference between Urban and Rural business and Living.





Geography

Social Science



Globe, latitudes and longitudes

Learning Outcomes

Students will be able to identify latitudes and longitudes for example Poles, Equator, Tropics

Dear student in this worksheet we will understand the importance of latitude circles and longitude lines along with knowing the globe and latitudes with reference to the Earth.

Globe:

Globe is a true model of the Earth, you will notice that a needle is fixed through the globe in a tilted manner which is called its axes and globe moves with the help of this needle. Similarly Earth also rotates on its axis from West to East. But remember, there is no needle like this on Earth. It's just an imaginary point.



Figure : 1.1

Importance of latitudes and longitudes:

Activity:

Take a ball mark a point like Delhi or where you live, on it with a pencil at any place see if your friend has also marked the point on the ball at the same place as you did? Yes/No

Dear students, to find the position of any point or place, we take the help of latitude circle and longitude lines. Latitude and longitude lines are some imaginary lines on the earth. With the help of these lines we can find out the exact position of any place on earth. These lines are universal so that the results are same everywhere for all.

Parallels of latitudes: If you look carefully at the globe you will see a circle in the middle of it which has divided the Earth into two equal parts, it is called the equator. Half part of the North direction is called Northern hemisphere and half part of the South direction is called Southern hemisphere. In a globe there are two points through which the needle passes similarly there are two imaginary needles or point on the Earth which are called North Pole and South pole. Latitudes are measured in degree ($^{\circ}$).

The equator represents the 0° latitude. The total of 90 latitudes from the equator to the North Pole and 90 to the South Pole have been considered. The difference of 1° is considered between each latitude. On the basis of above North Pole is called 90° North Pole and South Pole is called 90° South Pole.

Important latitude circles: Apart from the Equator some other imaginary latitudes which help in locating the position of a place are as follows—

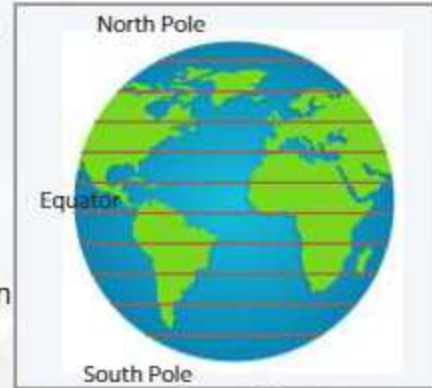


Figure : 12

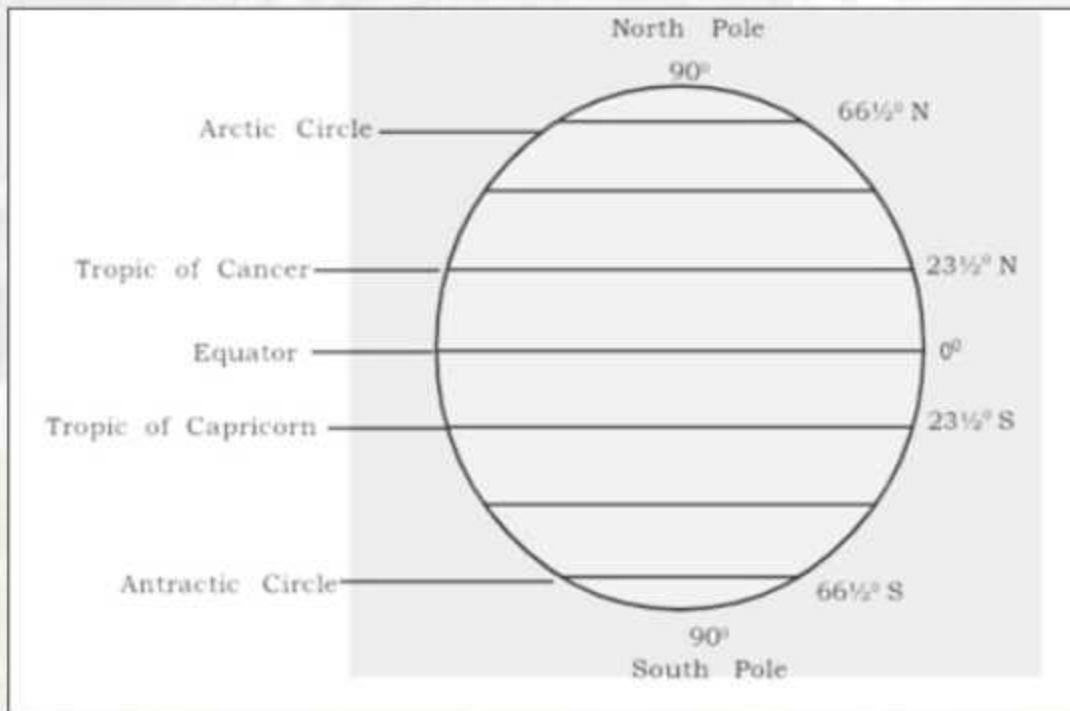


Figure : 13

Exercise

Q1. Fill in the blanks:

- A. The equator represents ----- degree latitude.
- B. Earth rotates on its axis from ----- to ----- direction.

Q2. Match the following-----

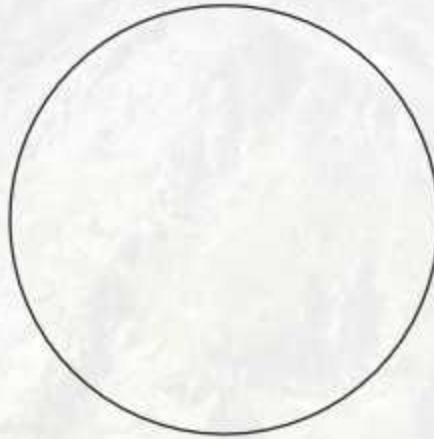
| A | B |
|---------------------|-------|
| A. South Pole | 23 ½° |
| B. Equator | 90° N |
| C. Tropic of Cancer | 0° |
| D. North Pole | 90° S |

Q3. In which Hemisphere India comes? Answer after seeing the globe.

.....

.....

Q4. In the given figure show the equator North Pole and South Pole with their measurement.



Q5. Imagine what would happen if latitudes were not created?

.....

.....

.....

Globe, latitudes and longitudes

Learning Outcomes

Students will be able to identify the latitudes and longitudes for example Equator, North Pole, South Pole, and Tropics.

* When it is winter in Delhi, what is the weather in Uttar Pradesh ? Winter/Summers

* When it is winter in Delhi what is the weather in Tamilnadu? Winter/Summers

* Is the weather same in all places at same time? Yes/No

Children not all places have the same weather at a time, but there are some places where it is the same weather or temperature at the same time. On the basis of this, whole earth is divided into three heat zones.

HEAT ZONE OF THE EARTH: Dear children, the Earth is divided into a total of three heat zones bases on the average annual temperature as follows-----

| | | |
|-----------------------|---|----------------------|
| Torrid Zone | 23 ½ ° N to 23 ½° S | Too much hot |
| Temperate Zone | 23 ½° N to 66 ½° N 23 ½° S to 66½° S | Moderate Temperature |
| Frigid Zone | 66 ½° N to 90 ° N 66 ½° S to 90° S | Very cold |

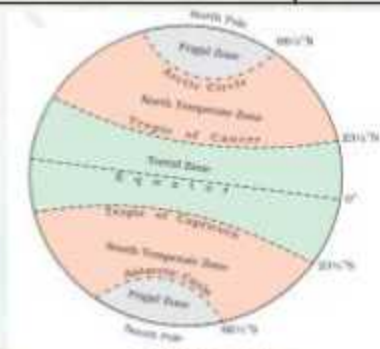


Figure : 1.4

Longitudes: In addition to the latitude circles on the globe, we also see some other lines connecting the North Pole to the South Pole. These lines are known as longitude lines. The line that dividing the Earth into Western Hemisphere and the Eastern Hemisphere is known as the Prime meridian or main longitude. This line passes through the British State Observatory in the city of Greenwich, Great Britain.

Its value is considered to be zero degrees longitude and from here we calculate till 180 degree east or 180 degree west.

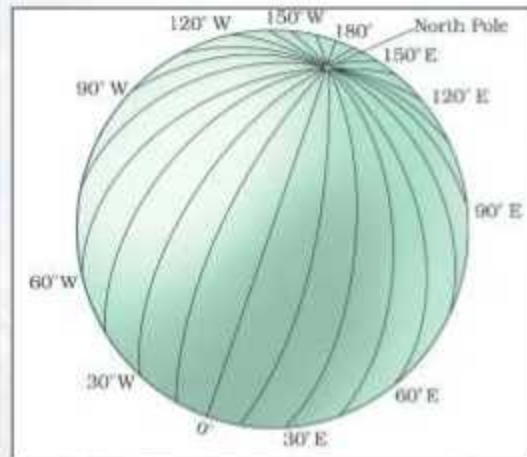


Figure : 1.5

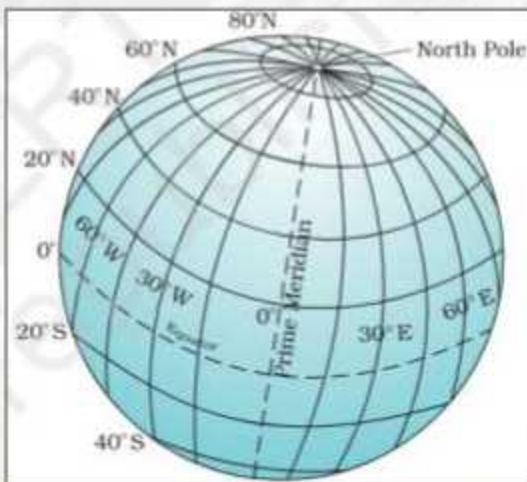


Figure : 1.6

Grid: On the Earth where the latitudes and longitudes lines intersect, they are called Grids. There is a whole network of such grids on the Earth. We use these grids to know the exact location of any place on the Earth.

Exercise

Q1. Through which country does Prime Meridian passes?

- a. India b. Great Britain c. America

Q2. In which Heat Zone does the North Pole come?

- a. Torrid Zone b. Frigid Zone c. temperate Zone

Q3. Draw Prime Meridian line and the Equator on the given circle and locate the points according to the question in it-----

- (i) Point A in the East of Prime Meridian.
- (ii) Point B in the West of Prime Meridian.
- (iii) Point C in Northern Hemisphere.
- (iv) Point D on the Equator.



Q4. Why the Earth is mainly divided into three heat zones?

Globe, latitudes and longitudes

Learning Outcomes

Students will be able to identify latitudes and longitudes for example Poles, Equator, Tropics

Dear children, in the previous work sheets, we learned that with the help of latitude circles and longitude lines, we can find the exact location of any place.

Let us also find out the exact position of the given point in the figure-----

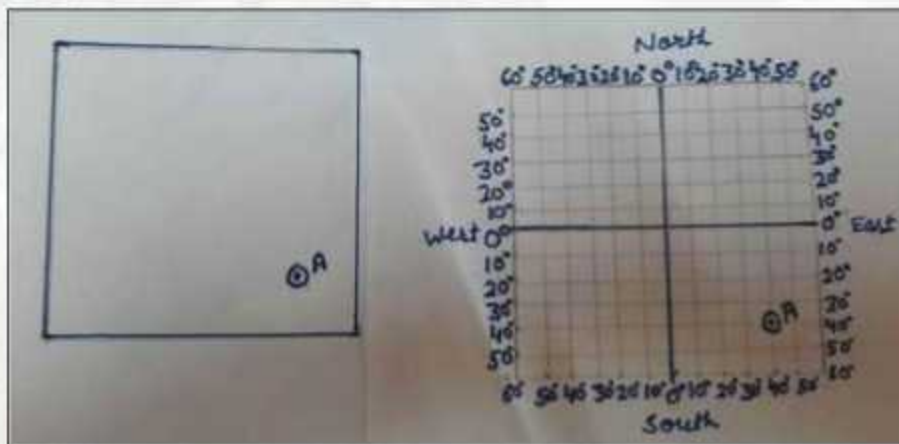


Figure : 1.7

- First of all draw a line in the middle of the given picture from east to west and north to south direction.
- Write directions on these lines and also write their value as 0° .
- Now draw some other lines in equal number on either side of the middle line.
- Write the value of each line in equal proportion, for example-- Middle Line 0° , After the middle line for both side keeping a difference of 10° write their value 10 degree, 20 degree, 30 degree etc.
- You will see that the A point is coming at or within the grid . Now we are able to easily tell the exact position of the point.

So children, you have seen how we can easily tell the position of any place through latitude and longitude lines.

• Longitude and Time :

The time that we can see in the present time has been calculated according to the Prime meridian. When the Prime Meridian of Greenwich has the sun at the highest point in the sky, all the places along this meridian will have mid-day or noon. As the earth rotates from west to east, those places east of Greenwich will be ahead of Greenwich time and those to the west will be behind it.

India's standard meridian is $82^{\circ}30'$ east of Greenwich. Therefore the time here is 5 hours 30 minutes ahead of Greenwich time. So when it is 2:00 PM in London it will be 7:30 PM in India.

Method of calculating the time: We know Earth rotates on its axis 360° in 24 hours which means 15° in one hour and 1° in 4 minutes.

Example: Suppose a place 30° away from Greenwich and it is 12'O clock in Greenwich then the time of that place will be-----

$30^{\circ} \times 4 = 120$ minutes, means 2 hours

Now if that place is 30° in the East then it will be at 2:00 PM and if that is 30° in the West then it will be at 10:00 AM.

Local Standard Time: Each country also has its own local standard time.

Accordingly whole country schedule their time. The local standard time of India is considered to be $82^{\circ}30'$ east longitude because this longitude comes almost in the middle of India. The local time here is considered to be the standard time of the whole of India. It is known as Indian Standard Time (IST).



INDIAN STANDARD MERIDIAN

Figure : 1.8

Key point:

GMT: Greenwich Mean Time

IST: Indian Standard Time

Exercise

Q 1. Fill in the blanks-----

- (i) Time is calculated according to the ----- in the present time.
- (i) Earth makes one revolution on its axis in----- hours.

Q 2. If it is 4:00 in the morning in Greenwich, what time will be in 20° West ?

Q 3. What is Grid?

Q 4.What is the longitude of Indian Standard Time?

Q 5. Find out from your elders how the time was calculated in the older/ times.

Geography

Worksheet No. : 40

Student Name:

Map

Learning Outcomes

Students will be able to draw a neighbourhood map showing scale, direction and features with the help of conventional symbols.

Geeta (Student): (Pointing to the calendar) There is no picture in it, but some lines are drawn and many colors are filled. Is there such a picture too?

Madam: This is actually a map not a picture.

All students: What is a map?

Madam: Children if we want to know about the earth or any part of it, then we use a map.

Sunita (Student): But ma'am for that purpose we use Globe.

Madam: Yes, a globe can be useful when we study the Earth as a whole but when we want to study only a part of the Earth like any country, state, district, town and villages in detail it does not help very much, in such cases we use maps.

All Students: ohh..... now we got it mam. (with happiness)

Geeta: Yes mam, I have also seen the map on the wedding card too.

Madam: That is sketch not a map which is based on memory and spot observation.

Like a map and a drawing, there is also a plan. A plan is a drawing of small area on a large scale.

Atlas :- Collection of maps is called an atlas.

Types Of Maps: Different types of maps have been made so that it should be easy to make, read and locate different places on the map.

| Map | | |
|--|--|--|
| Physical | Political | Thematic |
| Mountains, Plateaus, Plains, Rivers , Seas, Oceans etc. | Continents, Countries, States, Cities, Villages, Districts Zones etc. | Map showing special information of the place for example--- Road Map, Population Map, Rain Map etc. |

Difference between Globe and Map :

A globe is a small model of the Earth that gives information about the exact size, location, latitude and longitude of any place on the Earth. A map is a scale-drawn picture of the Earth's surface. Even the smallest part of the earth can be studied very easily through a map.

Exercise

Q1. On which surface is the map drawn?

- A. Round surface B. Plain surface C. Triangular surface

Q2. Identifies the type of maps?

- A. Showing different countries, states, cities etc. -----
 B. Showing mountain, plain, plateaus and river etc. -----

Q3. If we want to show the population of a country on a map, which type of map will we use?

Q4. Write down the difference between a globe and a map.

Q5. Locate the following states of India on Indian political map as-

- (i) Any state in North of India,
- (ii) Any state in East of India,
- (iii) Any state in West of India,
- (iv) Any state in South of India,
- (v) Any state in middle of India.

Geography

Worksheet No. : 41

Student Name:

Map

Learning Outcomes

Students will be able to draw a neighbourhood map showing scale, direction and features with the help of conventional symbols.

Children in the previous worksheet we learned about the map and its types. To make, read and understand the map it is very important to know three things, which we also call the components of the map are as follows -----

Components of Map:

| Scale | Direction | Symbols |
|-------|-----------|---------|
|-------|-----------|---------|

Scale:

* Children can we draw a map of our school on this small paper? Yes/No

The answer is yes. Not only school, but we can also make a map of our village, city, district, state, country and the whole world on this small paper. Just for this we should know the measurement (length and width) of that place. A scale is chosen to represent the larger distance in the smaller distance. The scale is the exact ratio of the actual distance and the distance shown on the map. It is also called representative fraction (RF). For example—

If the distance from one of the rooms in your school to the playground is 100 meters, which is shown on the map in 1 cm, then the scale of your map will be- $1\text{cm} = 1\text{m}$

* When small areas like your school, village, town etc are to be shown on map, and then we use 5 cm on map that shows 500 m of the ground. It is called _____?

* When large areas like continents, countries, states etc are to be shown on map, then we use a smaller scale that is 5 cm on map shows 500 km of the ground. It is called _____?

Activity: First make a list of all the things that are in your classroom but those that we cannot remove. Write a symbol for each after making a list.

| Available things in the class | Symbols |
|-------------------------------|---------|
| Blackboard | |
| Window | |
| Doors etc | |

Students as we have taken symbol like this It is not possible to show the actual shapes and figures on the map in the same way symbols are used on map. Symbols on a map have a universal language that can be understood by all. These are called conventional symbols.


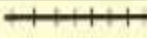


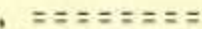
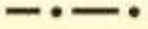
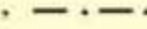




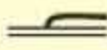









| | |
|--|---|
| Railway Line : Broad gauge, Metre gauge, Railway station |  ,  ,  RS |
| Roads : Metalled, Unmetalled |  ,  |
| Boundary : International, State, District, |  ,  ,  |
| River, Well, Tank, Canal, Bridge |  ,  ,  ,  ,  |
| Temple, Church, Mosque, Chhatri |  ,  ,  ,  |
| Post Office, Post & Telegraph Office, Police Station | PO , PTO , PS |
| Settlement, Graveyard |  ,  |
| Trees, Grass |  ,  |

Figure : 2.1

Use of colours as symbols: Use of colours is also universal. Blue colour is used for water, green for greenery or plain, yellow for plateaus and brown for mountains.

Direction:

Activity: All the children draw a sketch of your class based on the symbols shown above.

Sunita: ma'am my sketch is not as same as Geeta and Raju. Their windows and doors are on the other side.

Madam: Yes, because you all have not used the directions. Mainly four directions East, West, North and South are used in the map. They are called cardinal points. Apart from this, the four directions in the middle are also very important.

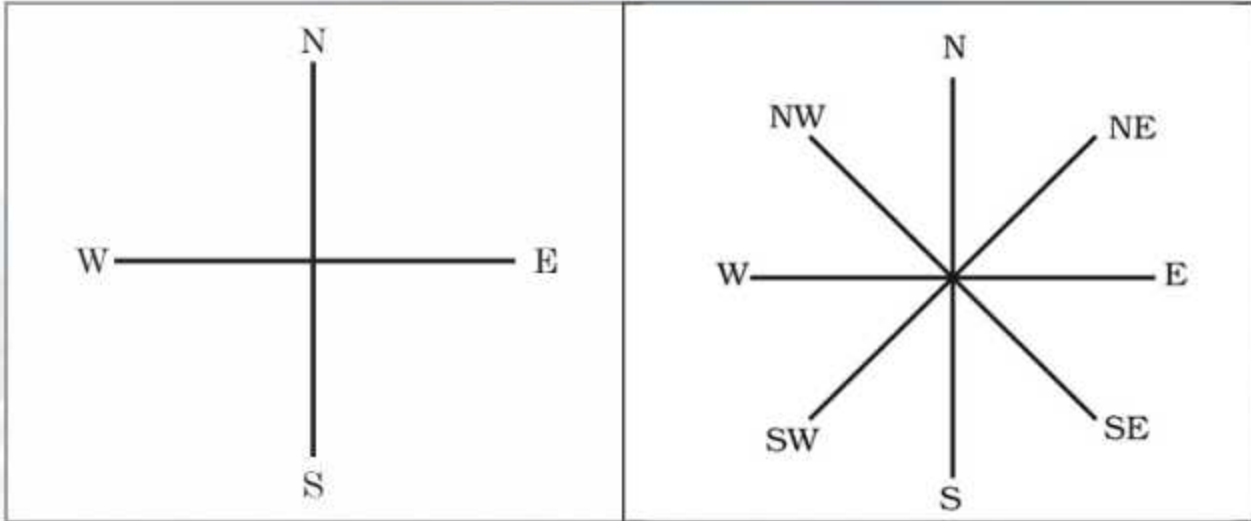


Figure : 2.2

Compass: It is an instrument used to find out main direction. Its magnetic needle always points toward north south direction. We can find out the rest of the directions accordingly. West is on the left and east is on the right.

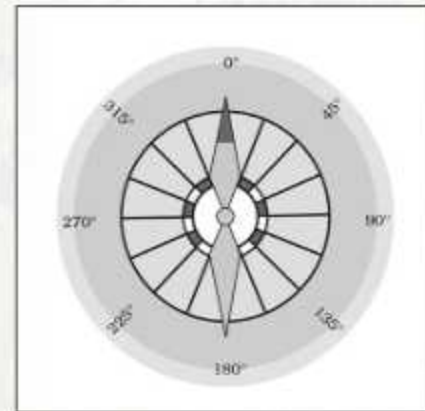
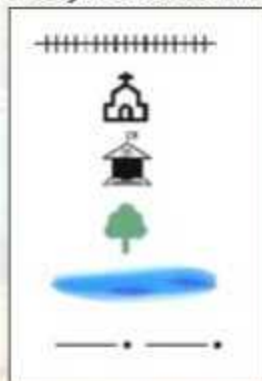


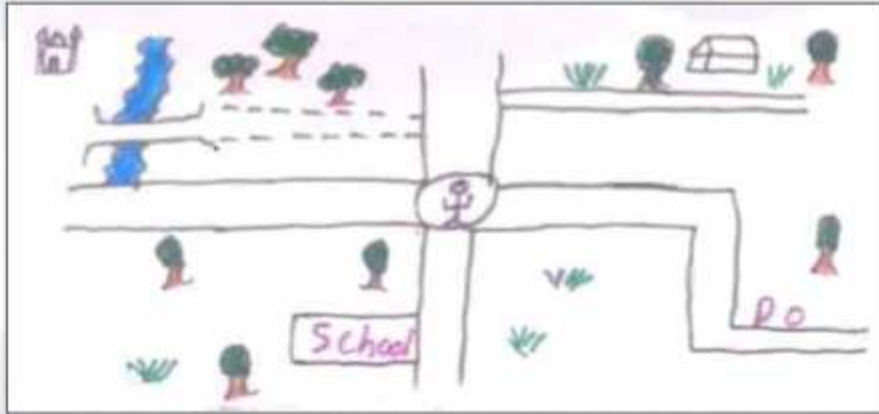
Figure : 2.3

Exercise

Q 1. Identify the symbols and write their names.



Q 2. Answer the following questions according to the map given below-



1. In which direction is the school?

2. Tell me the way to the mosque.

3. Identify the symbols and write their names.

Q.4 Match the following-----

- | | |
|------------------|-----------|
| 1. Green colour | plateaus |
| 2. Brown colour | water |
| 3. Blue colour | plains |
| 4. Yellow colour | mountains |

Q5. What happens if directions are not used on the map?

Q6. Draw a sketch of your locality.

Major Landforms of the Earth

Learning Outcomes

Students will be able to locate physical features of India such as — mountains, plateaus, plains, rivers, desert etc. on the map of India.

Dear children, you must have read in the previous worksheets that the part of the Earth's surface is called the lithosphere. You all must have noticed that the earth is not the same everywhere. It has many forms of land. Have you ever wondered why the earth is not the same everywhere? To find out, we do a small activity-----'

- All the children take the candle and heat it carefully. After sometime look at its shape. Did you see any change of its shape?

candle's shape got change due to heat. Similarly due to heat, water, air and other reasons, internal (occurring inside the earth) and external (occurring on the outer surface of the earth) movements keep happening on the earth due to which different landforms are formed.

Major Landforms : Mainly three types of landforms are formed due to the movements of the earth, which are as follows-----

Mountains:

- Areas which are higher than the surface of the Earth is called mountains.
- The mountains have a small summit (peak) and a broad base.
- Some mountains are very high and some mountains are small.

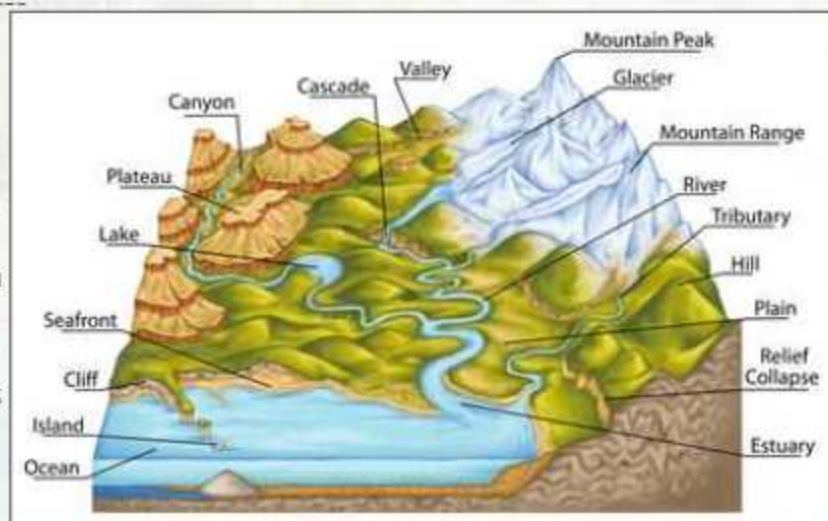


Figure : 3.1

Glaciers:

- (i) There are rivers of ice which are always frozen on the mountains which are called glaciers.
- (ii) But remember all mountains haven't snow only very high mountains have snow.

Range: Mountains are arranged one after the one or in a line is called **Range**.

Types Of Mountains: On the basis of the changes occurring on the earth, the mountains are of the following types-----

Fold Mountains: Mountains with rugged relief and high conical peaks are called Fold Mountains. The Aravali range in India is one of the oldest fold mountain in the world.

- The Himalayan mountains and the Alps mountains are the example of Fold mountains.



Figure : 3.2

Block Mountains :

- (i) Block mountains are formed due to the force of stretching occurs when the big part of the Earth broken down or rocks are cracked and some part of the surface rises up and some parts sinks down then these type of mountains are formed.
- (ii) The uplifted blocks are termed as **horsts** and the lowered blocks are called **graben**.
- (iii) The Satpura Mountains of India and the Rhine Valley and Vosges of Europe are examples of this types of mountains.

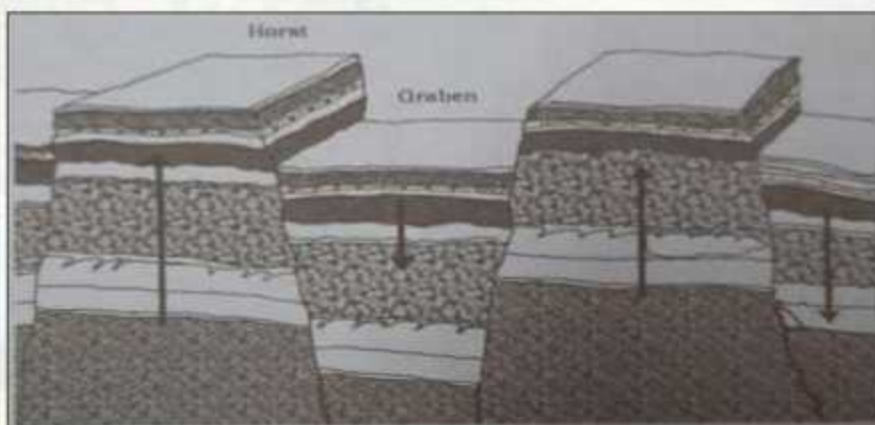


Figure : 3.3

Volcanic Mountains :

- (i) Due to the internal movements of the earth, a crack or mouth is formed on the surface of the earth, from which the hot lava (molten rock) gas, ash etc. inside the earth come out and a conical landform formed by the accumulation of these substances is called a **volcanic mountain**.
- (ii) Active volcanic mountains are found in the Baron Island of Andaman and Nicobar in India.
- (iii) Mount Kilimanjaro in Africa and Mount Fujiyama in Japan are the example of volcanic mountains.

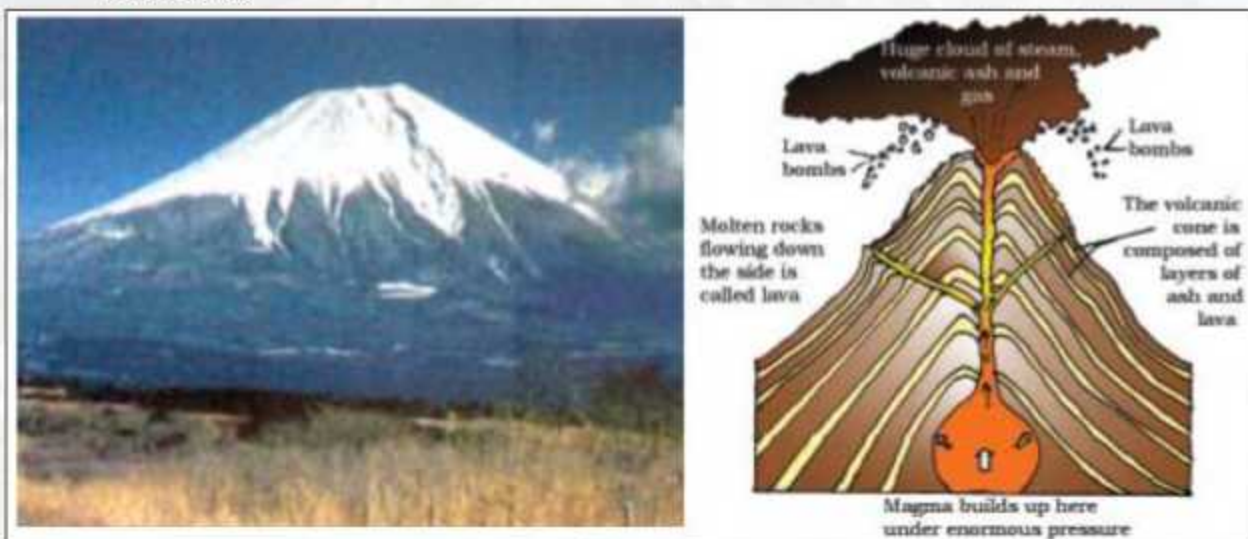


Figure : 3.4

Benefits of Mountains:

1. Storehouse of water,
2. Use of mountain water for irrigation and electricity generation,
3. The river valley and terraces are used for cultivation of crops,
4. Variety of flora and fauna,
5. Various sports are famous in the mountains are paragliding, hang gliding, river rafting, skiing etc.

Exercise

Q1. How many types of mountains are there?

- (a) 1 (b) 2 (c) 3 (d) 4



Q2. Look at the map of India and tell in which states of India are mountainous region ?

Q3. What would happen if there were no mountains?

Q4. Why do people often prefer to go to hilly areas in summer holidays?

Q5. Why is there no snow on some mountains?

Major Landforms of the Earth

Learning Outcomes

Students will be able to locate physical features of India such as — mountains, plateaus, plains, rivers, desert etc. On the map of India.

- Children what are the major landform of the Earth?

All Children : Mountains, Plateaus and Plains.

Yes. Very good, You all answered correctly.

In the previous worksheet, we understood in detail about one of the landform, mountains of the earth. Today in this worksheet we will understand about other land forms of the earth.

Plateaus :

- Children, all of you must have seen the table in your houses. Plateaus are also like this.
- A plateau is a flat topped table land standing above the surrounding area.
- The height of plateaus often varies from few hundred meters to several thousand meters.
- The Deccan plateau and Chhotanagpur plateaus are the example of plateaus in our country.

- Could you tell what we get from plateaus?

Plateaus are rich in minerals deposits. The African plateau is famous for gold and diamond mining and in India Chhotanagpur plateau is famous for Iron, Coal and manganese. Plateaus are of great attraction to tourists because of their waterfall.

Plains :

- A large part of lower and flat land is called plain.
- Plains may be higher or lower than sea level but cannot be higher than plateaus and mountains.
- Plains are formed due to changes on the outer surface of the Earth.

- (i) When rivers flow down the slopes of mountains and erode them then erosion based plains are formed and if they carry forward the eroded material consisting of stones, sand and silt etc. and deposit their load in valleys then deposition based plains are formed.

The difference in the lifestyle of the people according to Landform :

★ Children, think and tell whether the difference in landform will make a difference in the lifestyle of the people? and Why?

Children, landform of a place has a great impact on the way of life there. Life in mountainous areas is difficult as compared to plain areas. In mountainous areas it is difficult to build houses, cultivation , build roads etc. Food, water, housing and transportation facilities are easily available in the plains.

Exercise

Q1. The plateau has a upper surface----

- A. Flat B. Round C. Pointed

Q2. Which landform has more population?

- A. Mountains B. Plains C. Plateaus

Q3. Why does most of the world's population live in the plains?

.....

.....

.....

Q4. On which landform will the road construction work be easier and why?

.....

.....

.....

Q5. Look at plateau of Chhotanagpur and Deccan plateau in the Atlas and locate them on the physical map of India.

.....

.....

.....

India : Climate, Vegetation and Wildlife

Learning Outcomes

Students will be able to differentiate between weather, season and climate and will be able to tell about different seasons of India.

* In which season do you wear warm clothes?

* Do you wear warm clothes all year round? If don't why?

We do not wear warm clothes throughout the year because warm clothes are worn only in winter and in India it is not winter throughout the year.

Weather: The day-to-day changes in the atmosphere is called weather. This includes changes of temperature, rainfall and the Sunshine. For example, if the temperature is high and the sun's rays are falling directly then it will be hot. On the other hand, if the temperature is low and the sun's rays are also falling slanting then it will be winter season.

Major Seasons or Seasons in India: When the same type of weather prevails for a long time, it is called season. There are mainly four seasons in India.

Winter: The cold season from December to February is considered as the winter season. At this time the sun's rays do not fall directly, due to which there is a winter season in North India.

Summer Season: The hot season from March to May is called summer season. At this time the sun's rays fall mostly directly, due to which the temperature becomes very high. In summer, hot and dry winds blowing during the day are called **Loo**.

Rainy Season: The rainy season is from June to September. At this time the wind blows from the Bay of Bengal and the Arabian Sea towards the land and brings moisture along with it. When it strike the mountains, rainfall occurs. This season is also called South West Monsoon due to the blowing of winds comes from the southwest.

Autumn or the season of return of monsoon: In October to November, when the winds move back from the land parts and blow towards the Bay of Bengal, then it is

considered as autumn. It is neither too cold nor too hot in this season. Due to the return of the winds, it is also called the retreating season of the monsoon.

Climate: Climate is also a word related to weather. In weather we see the day-to-day changes in the atmosphere, but climate was measured at a place over many years. The average condition of the weather is called.

Climate of India: Due to the location of India in the tropics, most of the rainfall comes from monsoon winds. That is why the climate of India is also called monsoon climate. The climate of any place depends on its location, altitude, distance from the sea and relief. Due

Mawsynram in Meghalaya receives the world's highest rainfall

to the geographical differences of India, regional differences are also seen in the climate here. Jaisalmer and Bikaner, located in the desert of Rajasthan, are very hot places, while Drass and Kargil in Kashmir get freezing cold. Coastal areas like Mumbai and Kolkata being on the coast are very

humid and these areas are neither too hot nor too cold.

Exercise

Q 1. In India Diwali is the festival of which season?

Q 2. Name any five fruits of summer season.

Q 3. Write down the factors affecting climate.

Q 4. Match the following-----

- | A | B |
|----------------------|------------------------|
| (i) Summer season | umbrella, raincoat |
| (ii) Rainy season | sweater, cap, gloves |
| (iii) winter season | Ice cream, cold drinks |

India : Climate, Vegetation and Wildlife

Learning Outcomes

Students will understand the natural vegetation and the usefulness of forests.

Dear children In the previous worksheet, we read that there is regional variation in the climate of India. Due to the variation of climate, there is also variation in vegetation in India. Let us see what kind of vegetation is found in India-----

Natural Vegetation : Such grasses, plants and shrubs which grow on their own or without the help of human beings are called natural vegetation. Different vegetation is found in India according to different climates. The role of rainfall is most important in this. Some plants are small which are called shrubs such as cactus or flowering plants etc. Some are tall in which the

number of leaves is more, such as neem, mango, jamun etc. There are also trees that are tall, but they have very few leaves, such as coconut.

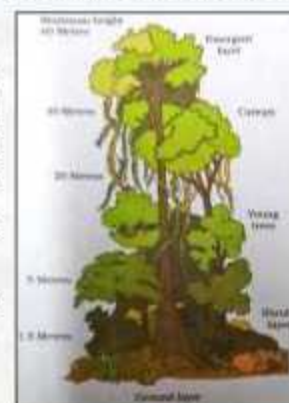


Figure : 4.1

Benefits of forests: There are many benefits from forests -----

Direct Benefits:

★ We get wood, fodder, herbs, lac, honey, gum, medicines, fruits, vegetables etc. from forests.

Indirect Benefits: We get oxygen from forests. It is the habitat of wildlife. It stops the erosion of soil. Forests also reduce the risk of floods.

Protection of forests: There are innumerable benefits of forests, but man was engaged in cutting them indiscriminately in his selfishness, while we should save them. The government has also taken many steps to keep them safe.

Wildlife: Forests are home to different types of wildlife. Forests are home to a variety of animal species and a variety of reptiles, amphibians, birds, mammals, insects and worms.

Many types of animals are found in India. The Gir Forest of Gujarat is inhabited by Asiatic Lions. Elephants and one-horned rhinoceroses roam the forests of Assam. Elephants are also found in Kerala and Karnataka. Camels are found in the deserts of India. Wild goat, leopard, bear etc. are found in the region of Himalayas. Apart from this, many animals like monkey, lion, wolf, nilgai, chital etc. are also found in India. Tiger is our national animal.

Similarly, birds like parrot, mynah, pigeon, bulbul and ducks are found in India. There are also many National Bird Parks which provide birds with their natural habitat. Peacock is our national bird. Hundreds of species of snakes are also found in India. Cobra and Krait are prominent among them.

Conservation of wildlife: Many National Parks, Animal Sanctuaries and Biosphere Reserves have been established to protect the animals. The government has started projects like Tiger Project and Elephant Project to save elephants and tigers. We can also contribute in the protection of our creatures. We should refuse to buy substances made from different parts of the animal's body. Every year in our country, the first week of October is also celebrated as Wildlife Week so that awareness can be brought among the people to save wildlife.

Exercise

Q 1. Name 5 trees found in your area.

Q 2. (i) Which is the area with the highest rainfall in the world?

- (a) Darjeeling (b) Asansol (c) Mawsynram

Q 3. Fill in the blank----

- (a) In summer, hot and dry winds blow during the day, which is called -----.
- (b) In Gujarat's ----- forest ----- resides.
- (c) The national animal of India is -----.

Q 4. How are forest useful to us?

Q 5. Find out from your elders why people cut forests?

Earth in Solar System

Learning Outcomes

After doing this worksheet, students will be able to explain about Sun, planets and stars and will be able to differentiate them.

Activity 1

Write in the blank spaces given below what you see in the sky during day and night-

At daytime

At night

1.....

1.....

2.....

2.....

3.....

3.....

Que 1- Why can't we see the bright objects during the day?

SUN- Sun is a star which is visible to us during day time. It has its own heat and light. It gives its heat and light to the planets. Earth is also one of them. We can't see other celestial bodies due to the excessive light of the sun during the day.

Que 2- Fill in the blanks-

- (1) Sun is a.....
- (2) We don't see stars during the day due to the light of
- (3) Sun has its own.....and.....
- (4) Sun gives its own heat and light to.....

Planets – Planets are the celestial bodies, which do not have their own heat and light and they get them from the Sun. They also revolve around the Sun. This path of orbiting the Sun is fixed and it is called an orbit. Planets are eight - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Our earth is also a planet.

Stars - The celestial bodies which have their own heat and light are called stars. Group of stars is known as constellation. **Saptarishi** which has seven stars is a constellation. Pole star indicates north direction.

NEW WORDS

1. **Celestial Bodies**- The objects that shine in the night sky.
2. **Orbit**- The path of planets orbiting the sun.



SAPTARISHI AND POLE STAR

Ques 3- Match The Following-----

- | | |
|---------------|-------------------|
| A) Sun | 1. Revolution |
| B) Planets | 2. Group of Stars |
| C) Big dipper | 3. Star |

Ques 4: Difference between planets and stars?

Ques 5: Name the planets according to their distance from the sun?

Ques 6: Name the star which shines during the day ?

Ques 7: Define constellation ?

Ques 8: What is a group of seven star is called?

Earth in Solar System

Learning Outcomes

After doing this worksheet students will be able to recognise that the earth is a unique planet due to existence of life, zones of the earth with special reference to biosphere.

Activity 1

You know very well the names of all your family members and your relation with them. You also know the names of the people around you. So you should also be aware of the earth on which we live and other planets like it.

Solar System

Sun also has a family of its own, which we call the Solar System. The members of this solar system are - Sun, planets, satellites, asteroids and meteorites. The Sun is located in the centre of the Solar System. Eight planets according to the distance from the Sun are - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.



Activity 2

Now you know that the Sun is the one which gives heat and light to the planets, then which planet will be the hottest planet and the coldest planet according to the distance from the Sun ?

Answer:-

Earth: An unique planet. Earth where we live comes third in terms of distance from the Sun. The Earth is an amazing planet. Amazing because it is the only planet where life is possible. There is a sufficient amount of water and air on the earth. It is neither too hot nor too cold. Due to presence of water, the earth appears blue even from the space.

Que 1- Imagine that if you had to live on another planet like Earth, what would you need to survive on that planet?

Satellites- The celestial bodies which revolve around the planets are called satellites. Our earth also has a satellite- the moon. It is smaller than our earth, but due to its proximity, it appears so big. Similarly other planets also have satellites. The planet with the most satellites is Saturn which has more than 30 satellites. For communication and collection of information about universe some satellite have been sent to the Earth's orbit by scientist such as INSAT, I.R.S., EDUSET.

Que 2- Correct the sentences-----

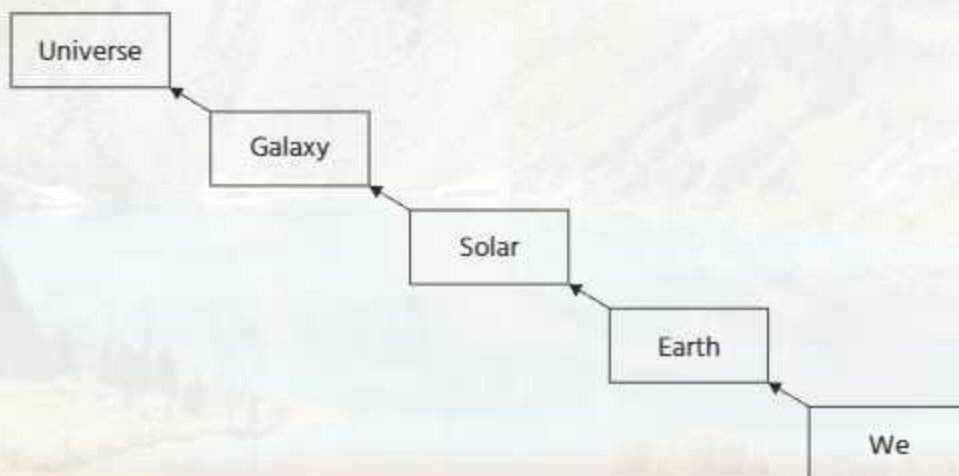
- a) The celestial bodies revolving around the Sun are called satellites.
- b) Life is possible on other planets besides Earth.
- c) Moon is a bigger satellite than Earth.

Asteroid - The fragments separated from the planets lying between the orbits of the planets Mars and Jupiter are called asteroids. They also keep revolving around the Sun and are part of the Solar System.

Meteorites - Small pieces of debris that revolve around the Sun are called meteoroids. Many time they come so close to Earth that due to friction with air, they heat up and fall on the Earth without completely burning. Pits are formed when they fall on earth. Our solar system is a part of the Milky Way. The Milky Way is a group of millions of stars. It looks like a river flowing in the sky, hence the name of our Galaxy is Akashganga. It contains millions of stars, clouds and gases. Millions of galaxies make up the universe. The universe is still a mystery for scientists because we have little information about it.

Activity 3-

The following flow chart can be used to understand how we are connected to the universe.



Que 3 - Match the following----

- a) The centre of the solar system
- b) Moon
- c) Galaxy
- d) Asteroids

- 1. The cluster of Stars
- 2. Sun
- 3. Small planets in the orbits of Mars and Jupiter
- 4. Earth's satellite

Que4-How Earth is a wonderful planet .

Que5 -What is an astronomical body called .

Que6 - Name the planet with maximum number of satellites. How many satellites this planet has.

Ques7 - Name three artificial satellites.

Que8 - What is a galaxy.

Motions of The Earth

Learning Outcomes

After doing this worksheet students will be able to explain how day and night formed.

Activity 1

What are the major differences between day and night, write them in the blank spaces given below.

DAY

1.....

2.....

NIGHT

1.....

2.....

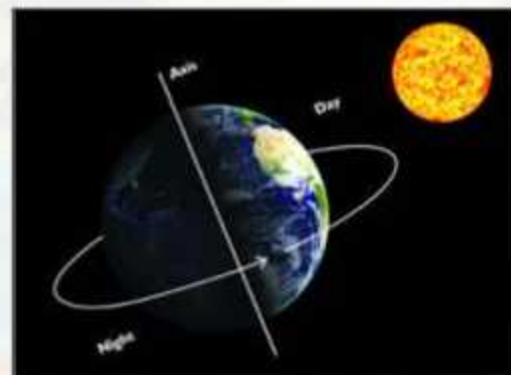
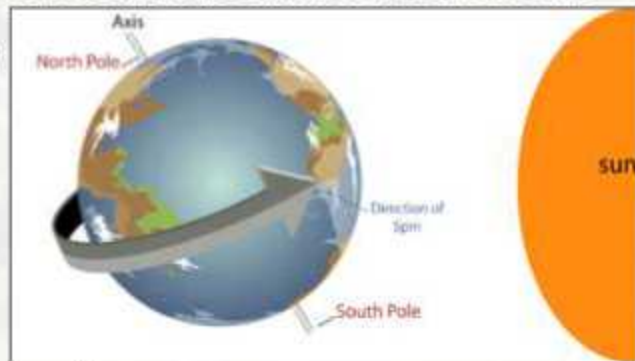
In the chapter- Earth in the Solar System, we learned that the Earth revolves around the Sun and so do the other planets. This is called the motion of the earth, but the earth also rotates on its axis, so there are mainly two motions of the earth.

ROTATION

Rotation- Earth is tilted at 23.5° on its axis.

When the earth rotates on its axis in this tilted state, it is called rotation. It takes a 23 hours 56 minutes 4 seconds to travel from west to east. Earth is almost round so at a time Only one half of its portion receives sunlight.

The portion which receives light is called day while the other half is dark which we call night. The circle on the globe that divides day and night is called the circle of illumination. This circle is different from the axis. The time taken for 24 hours to rotate is called the daily motion of the earth.



Question- Mark the correct answer

a) Earth is tilted on its axis.

(i) 23.5°

(ii) 66.5°

(iii) 0°

b) The Motion of the earth on its axis is called

(i) Rotation

(ii) Revolution

c) Earth rotates from west to.....on its axis

(i) North (ii) South

(iii) East

Question-Write the following Answer in one word or Sentence .

1. Imagine, what will happen if earth stop rotating ?

2. How much time Earth takes for one rotation ?

3. What is the circle of Illumination ?

Motions of The Earth

Learning Outcomes

After doing this worksheet students will be able to explain how seasons formed.

Revolution - The second motion of the earth is to revolve around the sun, which is called revolution. It takes the Earth one year or 365 days and 6 hours to complete one revolution around the Sun. For our convenience, we consider a year = 365 days and after adding 6 hours after four years, it becomes equal to one day i.e. 24 hours and from this one day to the fourth year, 29 days are made instead of 28 of February month. A year that has 366 days is called a leap year. Even though the Earth revolves around the Sun, it is tilted on its axis.

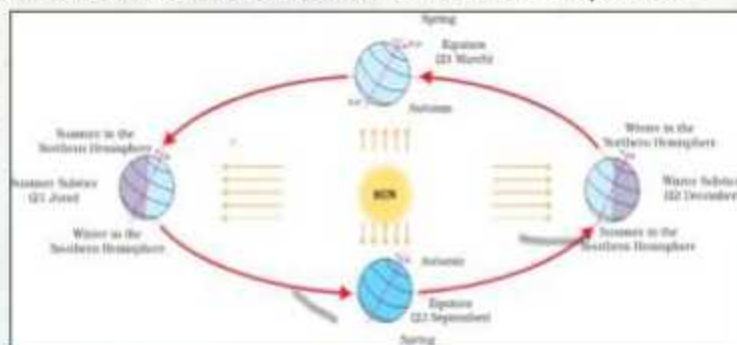
1Question - Match the following ----

- | | |
|---------------|------------------------------------|
| a) Revolution | 1) 24 Hours |
| b) 1 Day | 2) 365 Days |
| c) 1 Year | 3) Earth revolution around the sun |
| d) Leap Year | 4) 366 Days |

Formation of seasons - Seasons are formed only due to change in the position of the earth at the time of revolution. During a year we get to see summer, winter, spring and autumn.

Activity 1 The sequence of changing of seasons can be understood with the help of the given diagram -

On June 21, the northern hemisphere is tilted towards the Sun and the Sun's rays fall directly on the Tropic of Cancer, so due to the inclination of the North Pole, there is a summer season. The longest day and shortest night are observed in these regions on



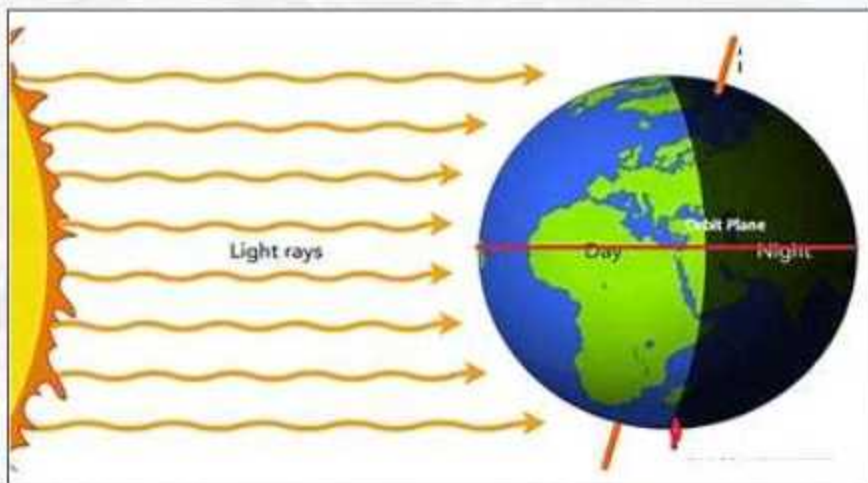
21st June, this state of the earth is called **North solstice**.

On December 22, due to the tilt of the South Pole towards the Sun, the rays of the Sun fall perpendicular on the Tropic of Capricorn, so here in the Southern Hemisphere, there is a summer season with long days and short nights. This state is called **South Solstice**.

On March 21 and September 23, none of the poles is tilted towards the Sun and the Sun's rays fall perpendicular on the equator. Night and day are equal all over the earth. This is called the **equinox**. On 23 September there is autumn in the northern hemisphere and spring in the southern hemisphere. In contrast, March 21 is the spring in the Northern Hemisphere and autumn in the Southern Hemisphere.

Activity 2

Write the following words in the figure given below:
Sun, Earth, North Pole,
South Pole, North
Hemisphere, Southern
Hemisphere, Tropic of
Capricorn, Tropic of Cancer.

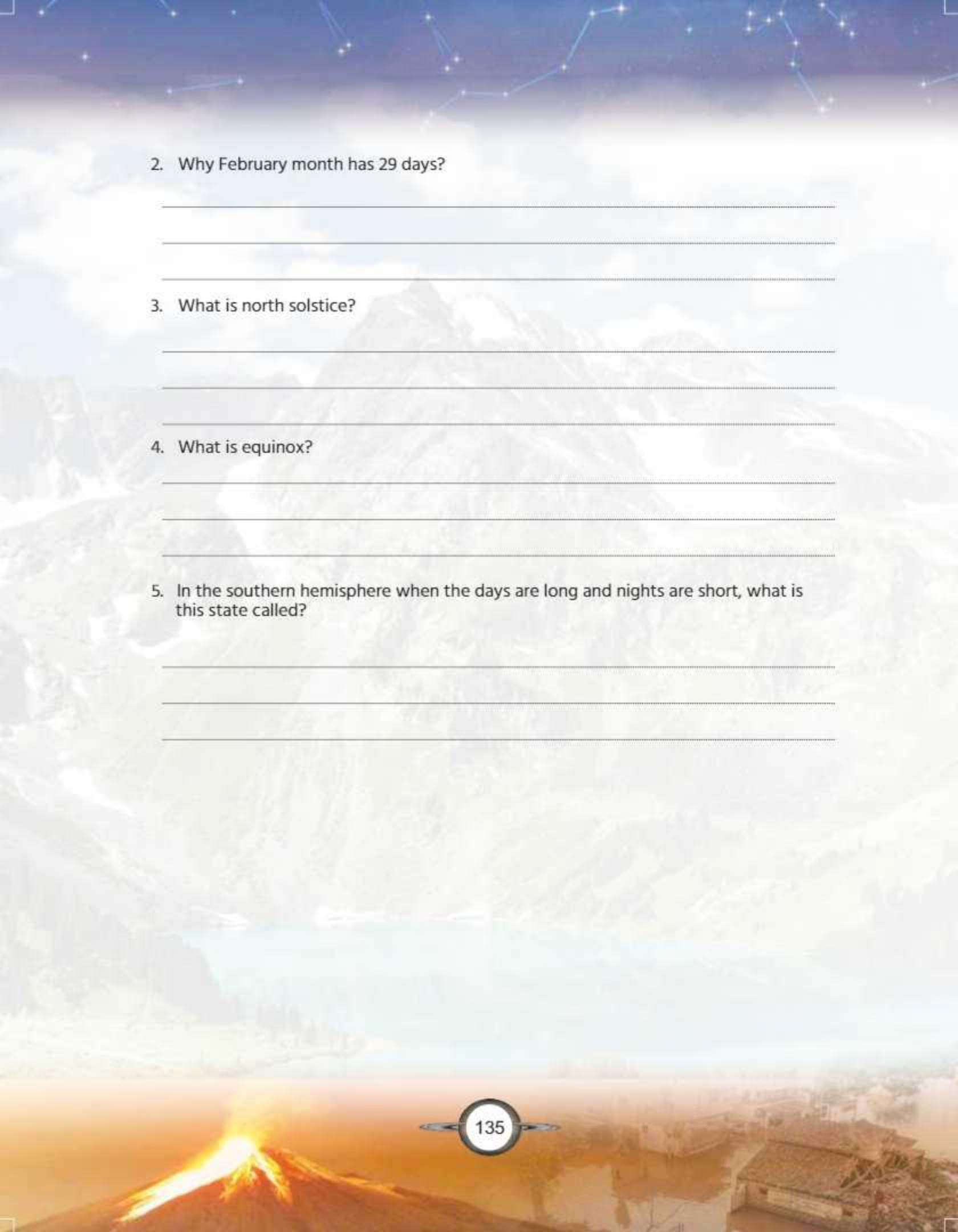


Question: Fill in the blanks-

- A) On 21st June the Sun's rays fall directly on theline.
- B) On 22nd December there is long..... and shortin southern hemisphere.
- C) There aredays in a leap year.
- D) We observe summer, winter, spring andseasons in one year

Question : Write the answers-

1. How many days make one year?



2. Why February month has 29 days?

3. What is north solstice?

4. What is equinox?

5. In the southern hemisphere when the days are long and nights are short, what is this state called?

Geography

Worksheet No. : 50

Student Name:

Major Domains of the Earth

Learning Outcomes

: After doing this worksheet, students will be able to mark different spheres of earth's atmosphere

Activity 1

What we need to live on earth, write in the spaces below-----

1.

4.

2.

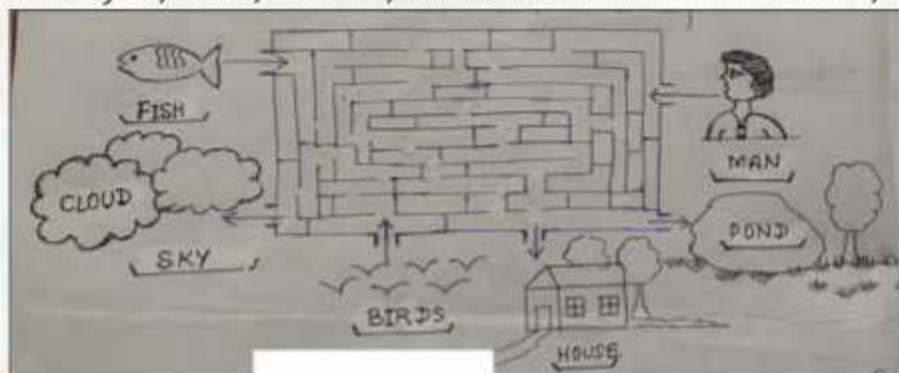
5.

3.

The first lessons of geography Earth In the solar system, you have read that our earth is a unique and wonderful planet. There is also sufficient amount of water and air. There is no too much heat or too much cold]

Activity 2

Let's discuss with the rest of the students of your own class whether they have ever heard or read the name of a planet that is just like the earth filled with water, air, trees and plants. Man can survive on earth because there is oxygen gas in the air for us to breathe which we get from trees. There is land and water for growing these trees which is essential for us and also for the plants] Surrounded by air, water, and land, this area is called the environment, that is, all around us



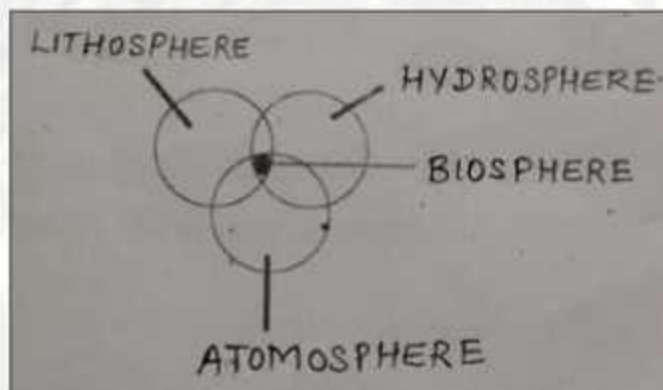
Activity 3

In the above figure, send the fish to the pond, the bird to the sky and the man to the house]

Now, you must have known that land, water and air are the three important parts of our environment] Land is the solid part on which we live, build houses, build roads, it is called the globe. Similarly, the layers of gas around the earth that surround it are called atmosphere and the part in which water is found is called hydrosphere.

In Activity 3, the pond in which the fish lives is part of the hydrosphere, the birds that fly in the sky are part of the sky atmosphere and the house in which man lives is part of the globe. Similarly, the area where land, water and air meet together is called biosphere. Therefore, there are four circles of the earth:

1. Lithosphere 2. Hydrosphere 3. Atmosphere 4. biosphere



Question 1 –Match the following

- | | |
|----------------|----------|
| A. Atmosphere | 1. river |
| B. Hydrosphere | 2. sky |
| C. Lithosphere | 3. house |

Question2- Choose the words given below and fill in the blanks -----

Oxygen, Ocean, house and farms, Biosphere

Question3-Why Earth is a wonderful planet?

Question4- What is Environment?

Major Domains of the Earth

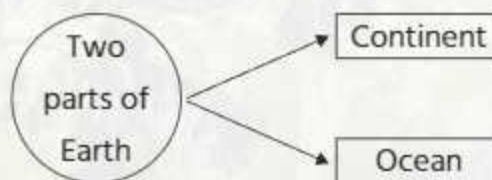
Learning Outcomes

After doing this worksheet, students will be able to mark continents and oceans on the world map

Activity 1 - Discussion in class

- * Name the city or town you live in.
- * In which area of that city or town does your house come?
- * Is there any shop, market, temple, farm, mall or any factory around your house?

Lithosphere - The solid part of the earth is called the Lithosphere. On this part of the earth where we live, we build shops, market temples, farms or factories are the upper solid layer of our earth made up of thin layers of rocks and soil. It is on this layer that villages, cities, forests, plains and mountains are there. Crops are grown by cultivating the same layer, mineral money iron, coal, etc. Food for animals also grows on the same layer. This layer or surface of the earth can be divided into two parts



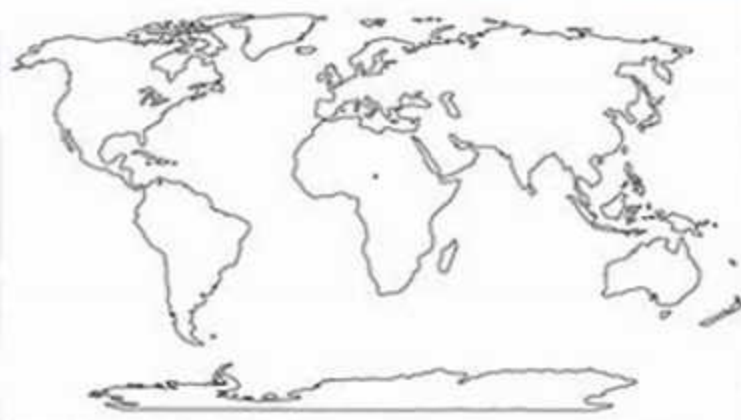
Large tracts of the earth are called continents and large reservoirs (ponds) are called oceans. All the oceans are connected. The bottom of the oceans is uniform everywhere and is considered zero. Mount Everest, the highest mountain peak above sea level on earth, is 8848 metres high and the deepest part is the Mariana Trench, 11022 metres deep at the bottom of the Pacific Ocean.

Activity 2 Me and my friend

- * Which country does the city you live in belong to?

Just as your home and your friends' home are around or away, you know each other, so we should also know about our city, country and the continent, in which our country comes. So let us know how many continents are there on earth and where are they located?

Continents - There are seven major continents in the world - Asia, Europe, Africa, North America, South America, Australia and Antarctica. You will understand their position through the map below — Map ??



Question 1:- What is the Lithosphere?

Question 2:- What is the difference between continents and oceans.

Question 3:- Name the highest mountain peak

Question 4:- Name the deepest place on earth.

Question 5:- Write the names of the seven Continent

1. **The Continent of Asia** is the largest continent in the world and is located in the Eastern Hemisphere. Cancer line passes through Asia. The territory formed by connecting the continents of Asia and Europe is called Eurasia. Europe is in the western direction of Asia and the Ural Mountains and the Ural River located here separate Europe from Asia. China and India are the two countries with dense population in the world.
2. **The continent of Europe** is the sixth largest in the world and the Arctic circle passes through it, surrounded by water on three sides. Russia, the world's largest country, and Vatican City, the smallest country, are located here. The Volga River is the longest river here.
3. **The Continent of Africa** is the second largest continent in the world and the continent that follows Asia. The equator (0) or the equator passes through it, and the Tropic of Cancer and the Tropic of Capricorn also pass through different parts of the Continent of Africa. The continent has the world's largest desert, called the Sahara Desert, and the longest river, the Nile, flowing on the same continent.
4. **North America** is the third largest continent in the world surrounded by three oceans. The continent is surrounded by the Pacific, Atlantic and Arctic Ocean, which is connected through a very narrow (tight) place to South America called the Panama Land Treaty.
5. **South America** is the fourth largest continent in the world located in the Southern Hemisphere. To the east are two oceans, the Atlantic and the Southern Ocean. The longest river here is Amazon and the longest mountain range is The Andes.
6. **Antarctica** is the fifth largest continent and coldest continent in the world. It is in the Southern Hemisphere and the South Pole is located in the middle of it. 98% of this continent is covered with snow and hence it is also known as white continent. Human beings do not live on this continent.
7. **Australia** is the smallest continent and largest island country in the world. It has oceans all around it. The Capricorn line passes between it. It is completely located in southern hemisphere. There is an acute shortage of water due to deficient rainfall.

Activity 3 –

On the basis of Area write the names of seven continents in the boxes given below

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

4 Questions - Match the following-

1) China and India

2) Sahara Desert

3) Sixth Major Continent

4) Amazon River

5) Panama Land Treaty

6) White Continent

7) Ocean around

a) North America

b) Antarctica

c) Africa

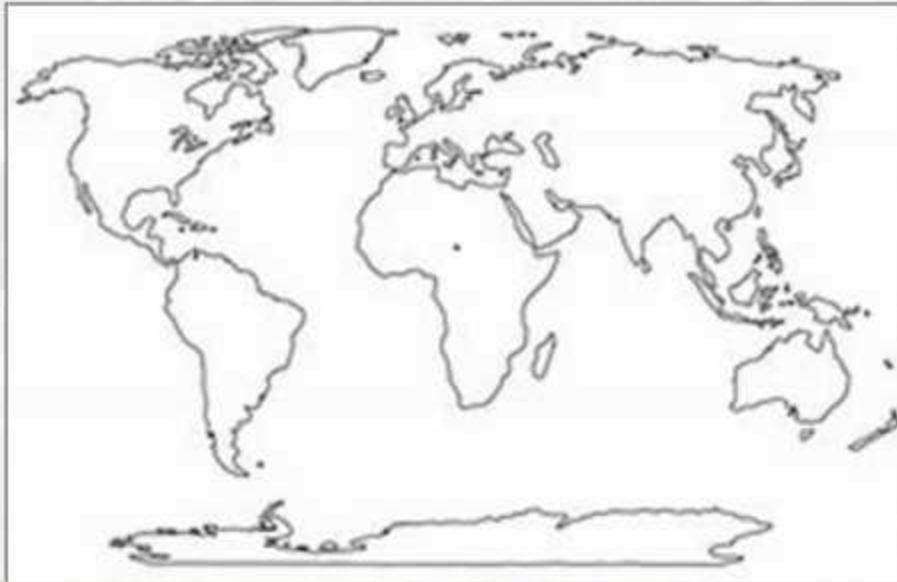
d) Australia

e) Asia

f) South America

g) Europe

2 Questions - Write the names of continents on the map of the world



Question 3: Which two continents do the Ural Mountains and the Ural River separate?

Question 4: Name the two continents which are located in the southern hemisphere.

Major Domains of the Earth

Learning Outcomes

After doing this worksheet, students will be able to mark continents and oceans on the world map

Activity 1 - Discussion in class

* For what purposes do we use water in our daily lives?

* Where and how does drinking water reach us?

Hydrosphere

In the chapter 'Earth in the Solar System', you read that the earth appears blue from space as it is surrounded by water. It is also known as blue planet. 71% of the earth is surrounded by water. Various forms of water such as rivers, lakes, ponds, sea, oceans and all three forms of water are called solid, liquid and gases areas where they are included. Solid forms of water are ice and glaciers (a huge accumulation of ice).

The water found on our earth is mostly saline water of the oceans which we cannot use. The water useful to Humans exists on earth in the form of very small amounts of ice, rivers, lakes and underground water.

1 Question – Select the appropriate word in the blanks and write---

- a) The water found in the oceans is _____. (sweet, saline)
- b) The ____ part of the earth is surrounded by water. (75%, 71%)
- c) There are three forms of ____ -solid, liquid, gas (air, water)
- d) Water of _____ is useful to human beings. (River, Sea)
- e) _____ is called blue planet. (Sun, Earth)

Now you must have understood that the ocean is part of the hydrosphere.

Ocean –There are five oceans big and small according to their size, are part of the hydrosphere. Their names are The Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Looking at the picture below, you will understand the location of the oceans.



1. **The Pacific Ocean** is the largest in size and is almost circular. It is spread over one-third of the earth. It is surrounded by Asia, North America, South America and Australia. It has less land share and more aquatic part.



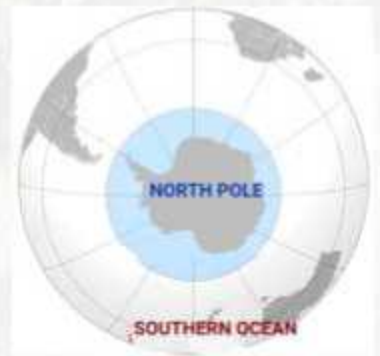
2. **The Atlantic Ocean** is the second largest ocean in the world that makes the letter S the English language. It has a larger width than a length. Europe and Africa are to the east of this ocean, North and South America to the west. Its coastline (part of the water-borne land) is very toothy and cut off, making many sea ports (where ships are parked) on their own, leading to a large amount of trade here.



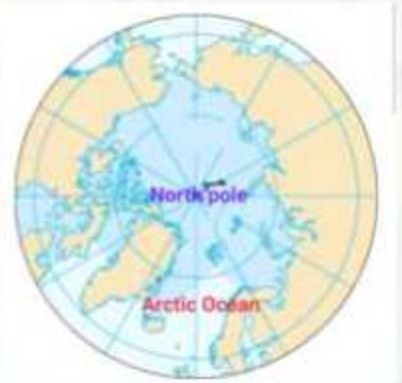
3. **The Indian Ocean** is named after 'Hindustan' (India's name). This is the third major ocean. To its north are Asia, east Australia and west Africa continent. Most of it (mostly) falls in the Southern Hemisphere.



4. **The Southern Ocean** is located in the southeast of the world. It surrounds the continent of Antarctica. This is the fourth major ocean. Its water is lighter blue in colour than other oceans and flows from south to north.



5. **The Arctic Ocean** is located in the Northern Hemisphere of the Earth and is spread around the North Pole. It is smaller and shallower (less deep) than all the oceans of the world. It is covered with snow throughout the year. Europe and Asia are located in the south and North America in the west. It is connected to a narrow area with less deep water than the Pacific Ocean called the Bering Strait.



Hence, oceans are the main parts of the hydrosphere. Ocean water is always dynamic. Waves, tides and ocean currents are its three motions.

Question 1 : Which ocean is named after a country?

Question 2 : Which ocean surrounds the continent of Antarctica?

Questions 3 : Which ocean has a toothed coast leads to a lot of trade there.

Questions 4 : Show the position of all oceans on the world map.

Questions 5 : Write down the names of three ocean water motions.

Major Domains of the Earth

Learning Outcomes

After doing this worksheet, students will be able to mark different spheres of the earth's atmosphere

Activity 1-Classroom Discussion

You all know that when we breathe, oxygen gas goes into our lungs, but do you know which gas we throw out of the body when we exhale?

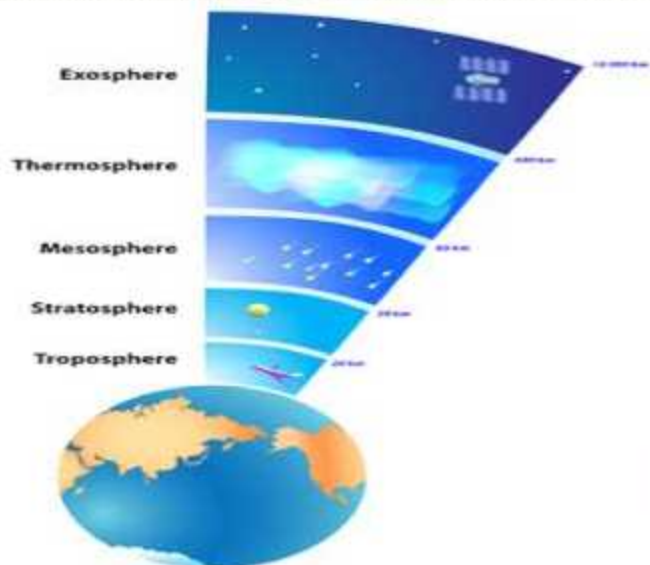
* Do trees breathe too?

* Which gas do they draw in and which gas they throw out?

* Can we see the wind?

We cannot see the gases and air around us, but we can feel as the leaves of the tree move when the wind blows. The football you play with is also filled with air.

Atmosphere – Around the earth there is a layer of gases called atmosphere. It is this atmosphere that protects us from the strong and harmful rays of the sun. It maintains the habitable temperature on Earth. It extends up to an altitude of 1600 km. Nitrogen 78%, Oxygen 21%, Carbon Dioxide 0.03% and other gases are found in it. There are five layers of the atmosphere which start from the surface of the earth and come to the troposphere, stratosphere, mesosphere, ionosphere and exosphere.



Match The Following

a) layer of gases

b) moving leaves

c) 78%

d) Oxygen

1) Nitrogen

2) 21%

3) Movement Of Wind

4) Atmosphere

- 1) **Troposphere** -All weather phenomena like rain, clouds, lightning, thunderstorms and storms occur in the troposphere. This important layer is 8-13 km from the earth. With the increasing altitude temperature decreases in this layer.
- 2) **Stratosphere**- With the increasing altitude temperature increases in this layer. The ozone layer which protects the earth from the harmful rays of sun is present in this layer. Aeroplane fly easily on this layer. It reaches a height of up to 50 Km.
- 3) **Middle sphere**- The height of the middle sphere is 80 km. With the increasing altitude temperature decreases in this layer. It is the third layer of the atmosphere. Whenever a meteor falls on the earth, it starts burning after coming here.
- 4) **Ionosphere** -The height of the ionosphere is 80 to 400 km. Here the temperature also increases with the altitude. This layer is used for wireless communication media like mobile, internet, radio.
- (5) **Exosphere** -The exosphere is the topmost and last layer. Light gases like helium and hydrogen float here.

Question 2 - Discuss in class what would be its disadvantages if there was no atmosphere?

Question 3- Which events happen in the troposphere?

Question 4 – In which layer does the temperature increase?

Question 5 - Which gases keep floating in the exosphere?

Major gases -The major gases in the atmosphere are nitrogen, oxygen and carbon dioxide. Our atmosphere is made up of mainly oxygen and nitrogen.

- 1) Oxygen gas is essential for human breathing. By planting more and more trees, increases its quantity increase
- 2) Carbon dioxide in the atmosphere is very small in quantity. It absorbs the heat emitted by the earth and maintains the proper temperature on the earth. It is taken up by the trees.
- 3) Nitrogen is present in the atmosphere in maximum quantity. It helps in the growth of the animals.

The air becomes less rich with increasing altitude in the atmosphere. Only then the climbers of mountains feel difficulty in breathing when there is no air. They have to carry oxygen cylinders with them. With the increase in altitude, the temperature and air pressure also keep on changing.

6 Questions - Write the correct word in the blanks

- a) Trees release thegas into the atmosphere. (oxygen, nitrogen)
- b) There is a very small amount of..... gas in the atmosphere. (nitrogen, carbon dioxide)
- c) gas is helpful in the growth of animals. (carbon dioxide /nitrogen)

Major Domains of the Earth

Learning Outcomes

After doing this worksheet, students will be able to mark continents and oceans on the world map

Activity 1 (Communication between teachers and students)

Teacher: Which plants have you seen in Delhi?

Student: I have seen the trees of keekar, neem, peepal here.

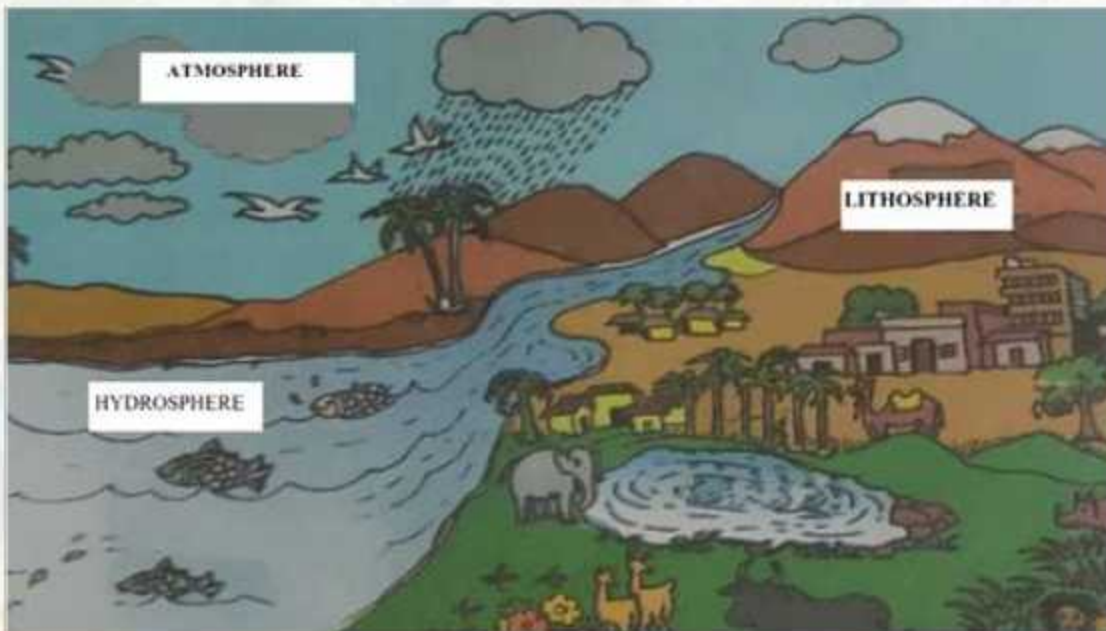
Teacher: Have you seen some special types of birds here?

Student: Yes, I have seen a lot of blue pigeons here.

Teacher: Good camel is found in which area hill or desert.

All students: in the desert area.

Teacher: So you have seen different types of plants and animal birds found in different places. All of them have life. It is all part of the earth's biosphere.



Biosphere - There are organisms ranging from microorganisms (very small organisms) to large sizes along with land, water and air. All kinds of plants are also part of it. The biosphere is mainly divided into two parts—

Therefore, biosphere is the area where sites, water and air are found. Here, the three circles of the earth affect each other by acting among themselves, such as cutting down of forests will increase agricultural land but destroy the houses of animals. The vegetation that grows automatically in nature will also be destroyed. Similarly, due to increased pollution in rivers or lakes, water will not be useful for human use. Aquatic organisms will also be damaged.



Question 1: What is biosphere ?

Question 2: In the figure given below, nominate different circles of the earth.

Question 3: Animal kingdom and plant world are part of which circle?

Question 4: What will happen when pollution in rivers increases?

Question 5: Fill in the blanks given below

- a) Micro to large size organisms are also found in _____
- b) The houses of _____ are destroyed due to deforestation.
- c) There are two parts of the biosphere - animal kingdom and _____
- d) Water will not be useful for human use due to increased pollution in _____.

Geography

Worksheet No. : 55

Student Name:

Our Country : India

Learning Outcomes

After doing this worksheet, students will be able to identify the States, Union Territories and neighbouring countries of India on globe and map.

Activity 1

As they come to the class from morning assembly, the students are humming patriotic song... "Jahan daaldaal per sone ki chidiya kartihaibasera, woh Bharat desh haimera. Jahan satya, ahinsa or dharam ka lagta pag-pagdera woh Bharat desh haimera....."
Teacher heard them humming and started asking.

Teacher : 15th August is coming, that is why you all are singing this song.

One student : Preparations are underway at the school for 15th August. Rahul is going to sing this patriotic song that day.

Rahul: Was India really a golden bird?

Teacher : Dear students! Many years ago, when India was ruled by kings, it was called a golden bird by looking at its prosperity. The Indian Ocean was also named after our country India.

All the students start clapping with joy.

Teacher : How nice it is to know about our country. Today, I will give you more interesting information about India. In the chapter - 'The Major Circle of the Earth', you have read that India falls in the continent of Asia. It is preceded by the Bay of Bengal, the Arabian Sea in the west, the Himalayan mountains in the north and the Indian Ocean in the south. Its total area is 32.8 lakh square kilometres. High Mountains, Thar Desert, Northern Plains, Deccan Plateau, Seaside Plains and Islands show the variation of geography here. There are variations in climate, flora, fauna as well as language and culture. Even with so many variations, there is unity here because our country is one – India.

Geographical location of India

India is located in the Northern Hemisphere. India extends between 8°4' north and 37°6' north latitude from North to South and 68°7' east and 97°25' east longitudes from East to West. With

a large longitude expansion, there are 30 (29.3) longitudes from Gujarat to Arunachal Pradesh. Therefore, due to this, the time difference between these two places becomes about two hours. You have previously read about this in the chapter - Globe: Latitude and Longitude, that there is a difference of 4 minutes from one longitude to another, so $(30 \times 4 \text{ minutes} = 120 \text{ minutes})$ which is equal to 2 hours. The Tropic of Cancer ($23^{\circ}30'$ North) dividing India into two parts almost passes through the middle. $82^{\circ}30'$ East longitude line sets the standard time of India through Mirzapur in Uttar Pradesh. It is also known as the standard meridian of India.

Question 1- What is the total area of India?

Question 2 - India is located in which continent?

Question 3 - What is the latitude expansion of India?

Question 4- What is the value of tropic of Cancer?

Question 5 - Why is $82^{\circ}30'$ East called the important longitude of India?

Geography

Worksheet No. : 56

Student Name:

Our Country : India

Learning Outcomes

After doing this worksheet, students will be able to identify the States, Union Territories and neighbouring countries of India on globe and map.

Activity 1

We know most of the neighbours around our house well and remember their names as well. Similarly, the countries around our India are called our neighbouring countries. Write name of some known neighbouring countries in the boxes given below-----

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Neighbouring countries of India-

India has Myanmar and Bangladesh in the east, Pakistan and Afghanistan in the west, China (Tibet), Nepal and Bhutan in the north and Sri Lanka and Maldives in the south. The terrestrial borders of the seven countries and aquatic boundaries of two countries are connected with India. You can find out the location of neighbouring countries from the given figure - India and its neighbouring countries.



Activity 2

In the following blanks, write the names of India's neighbouring countries based on directions:

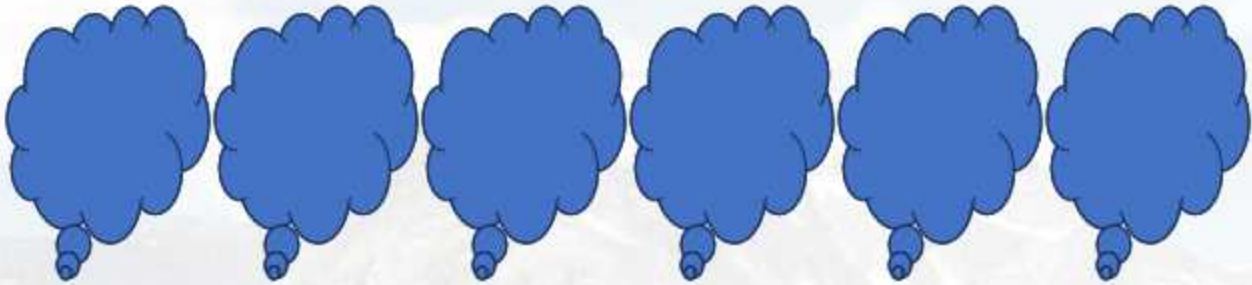
A. East 1 2

B. West 1 2

C. North 1 2 3

D. South 1 2

Activity 3 (Know the India) Write down the names of states you have heard or read in the Thought Bubble given below-----



Political and Administrative Division of India

India is a very large country whose governance is divided into 28 States and 8 Union Territories to run well. The State Government governs the States and the Union Government in the Union Territories. Delhi is the capital of India. The States of India have been formed on the basis of their language. States have been further divided into districts and districts into villages. Keeping in view the area, Rajasthan is the largest state in India and Goa is the smallest state.



Question 1 - Match the following

- | | |
|-----------------------|-------------------|
| a) State | 1) Delhi |
| b) Capital | 2) language based |
| c) Union Territory | 3) 28 |
| d) Creation of States | 4) 8 |

Our Country : India

Learning Outcomes

After doing this worksheet, students will be able to identify the States, Union Territories and neighbouring countries of India on globe and map.

Activity 1 (Conversation between Teacher and students)

Teacher : Have you ever visited places like Shimla, Dalhousie, Dehradun during summer vacations?

One student : Yes, I went to Dalhousie with my family two years ago.

Teacher : How did you like the weather there?

Student : It was very cold there. When it rains, you have to take quilts at night in the month of June also.

All students : (looking at him in surprise) Is it really? That is why people go there for summer vacations.

Student : Yes, I am telling the truth, it is been a lot of fun seeing the mountains there. There is also a lake nearby which is surrounded by the trees.

All students : We would definitely like to go there.

Teacher : Would you like to go to Rajasthan during these summer vacations?

One student : No, then it will be very hot there. My father used to work in Jaisalmer earlier and he had told me that the sand gets very hot there in summer.

Teacher : Quite rightly your father said, Rajasthan is a desert area where the sand cools down quickly. Dear students! In our country India, there are mountains, plains, deserts, plateaus in some regions and in some regions there are sea beaches and islands. You have also read about them earlier in the chapter—The major landforms of the Earth.

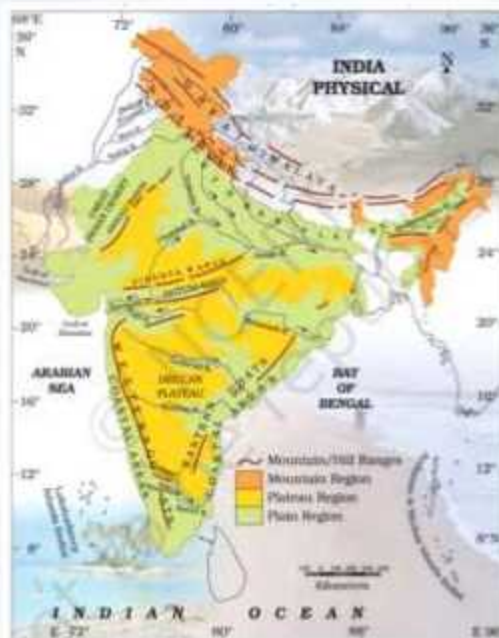
Physical division

There are six types of these landforms in India called physical division. These are as follows :

- (1) Himalayan Mountain Ranges
- (2) Northern Plains
- (3) Indian Desert
- (4) Peninsular Plateau
- (5) Coastal Plains
- (6) Islands

1) Himalayan Mountain Range located in the northern direction of India. The Himalayas are made up of two words- Him + Aalya. Him means snow and aalya means house hence it is called house of snow. This mountain range is divided into three parts :

- a) Large Himalayas or Himadri
- b) Central Himalayas or Himachal
- c) Shivalik



Question 1. Select the appropriate word and write in the blanks-----

- a) _____ city is cold even in summer. (Jaisalmer / Dalhousie)
- b) _____ and _____ are landforms. (Mountains and plains / animals and plants)
- c) _____ word is formed by combining Him and Aalya. (Vidyalaya / Himalaya)
- d) _____ is the part of The Himalayas mountain range. (Islands / Shivalik)

Activity 2 (Discussion in the class)

Teacher : Does Delhi is the part of hilly area or of plain area?

One student : Part of the plain because there is no mountain but only the river Yamuna flows here.

Teacher : Absolutely right, Delhi lies in the plains.

2) Northern Plains - Similarly, in the north of India, where the Himalayan mountains end, the northern plain begins, which is made from the soil brought by the Indus, Ganga, Brahmaputra and its tributaries. This ground is very fertile and is the largest growing area of vegetables, fruits and crops in India. Due to flat surface population density is high here.

3) Indian Desert - Desert means an area where rainfall is very low leading to sand all around as the soil is very low in water content. It is a dry, hot area. This desert in India is in western Rajasthan and its name is 'Thar Desert'. Thorny plants are found here.

4) Peninsular Plateau - It is located in the southern part of India. It is triangular in shape. It is higher from somewhere and lower from somewhere. Aravali Mountain range is located in its northwest in Rajasthan which is the oldest mountain range in the world. Peninsula means a place surrounded by water on three sides. This plateau is also known as the Deccan (South) plateau.

Questions 2. Match the following----

- | | |
|--------------------------|--|
| a. Northern Plains | 1. low rainfall |
| b. Triangular | 2. Aravali |
| c. Desert | 3. Built by Indus, Ganga and Brahmaputra |
| d. Oldest mountain range | 4. Peninsular plateau |

5) Coastal Plains - Eastern coastal plains and Western coastal plains are on the east and west direction peninsular plateau. The east coastal plain is wider than the western coastal plain. Mahanadi, Godavari, Krishna and Cauvery rivers flow here and fall into the Bay of Bengal. These rivers also form Deltas (Island built by a river). The world's largest delta is the Sunderbans delta built by the Ganga and Brahmaputra rivers in the Bay of Bengal.

6) Islands - There are two islands in the southern part of India:

- a) Lakshadweep b) Andaman and Nicobar Islands
- (a) Lakshadweep – A coral (skeleton of small sea animals) island is located some distance off the coast of Kerala state of India in Arabian sea.
- (b) Andaman and Nicobar Islands are islands in the South East direction of India in the Bay of Bengal. Its southern coast Indira Bindu, was submerged in the sea by the Tsunami in 2004. Tsunami is a very large sea wave that turns into tornado after an earthquake in sea. This causes huge damage to the beaches.

Questions 3. Map work

- A) Show 5 states and 5 Union Territories on the political map of India.



- B) Show the Himalayan Mountain Range, Peninsular Plateau, Northern Plain, Thar Desert, Tropic of Cancer, East Coastal Plain, West Coastal Plain, Lakshadweep, Andaman and Nicobar island on the physical map of India.



Question 4. Write the names of various landforms of India.

Questions 5. Which is the largest delta in the world?

Question 6. Why is the population density is high in the northern plains?

Question 7. Which island's southern coast was submerged in the sea in Tsunami of 2004?
