

Standard - 6

Social Science

First Semester

Pledge

India is my country.
All Indians are my brothers and sisters.
I love my country and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall respect my parents, teachers and all my elders
and treat everyone with courtesy.
I pledge my devotion to my country and its people.
My happiness lies in their well-being and prosperity.

Price : ₹ 21.00



Gujarat Council of Educational
Research and Training
Gandhinagar



Gujarat State Board of
School Textbook
Gandhinagar

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PREFACE

The National Curriculum Framework (NCF) 2005 and the Right to Education Act (RTE) 2009 recommends connecting knowledge that is provided in school to the life outside the school. This principle marks a departure from the legacy of book based learning which continues to shape our education system and is creating a huge gap between the school, home and community.

The syllabi and textbooks developed on the basis of above principle signify an attempt to implement it with a considerable change in the textbooks, teaching - learning methods, approaches, etc. Such textbooks will provide the scope to the students to learn individually, in pair, in group and as a whole class and provide self- learning, improve the application and consolidation abilities. In such a scenario, the teacher will just be an initiator, facilitator and guide who will create learner dominant classes.

During the process of designing and developing the textbooks, the core group personnel, coordinators, writers and reviewers got a lot of inspiration and motivation from the Education Department.

Also, the guidance from IGNUS and co-operation of UNICEF was easily and continuously available to the group during the entire process of developing the textbooks. After implementing the textbooks as part of the pilot study, efforts were put in to make it faultless. Now, it is in the hands of the users and beneficiaries.

GCERT and Gujarat State Board of School Textbooks welcome constructive and creative comments and suggestions which will be useful to undertake further revision and refinement.

Dr. R. U. Purohit

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Dt. 30-09--2014

FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India

- (A) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (B) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (C) to uphold and protect the sovereignty, unity and integrity of India;
- (D) to defend the country and render national service when called upon to do so;
- (E) to promote harmony and the spirit of common brotherhood amongst all the people of India, transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (F) to value and preserve the rich heritage of our composite culture;
- (G) to protect and improve the natural environment including forests, lakes, rivers and wildlife, and to have compassion for living creatures;
- (H) to develop scientific temper, humanism and the spirit of inquiry and reform;
- (I) to safeguard public property and to abjure violence;
- (J) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement; and
- (K) to provide opportunities for education by the parent the guardian, to his child, or a ward between the age of 6-14 years as the case may be.



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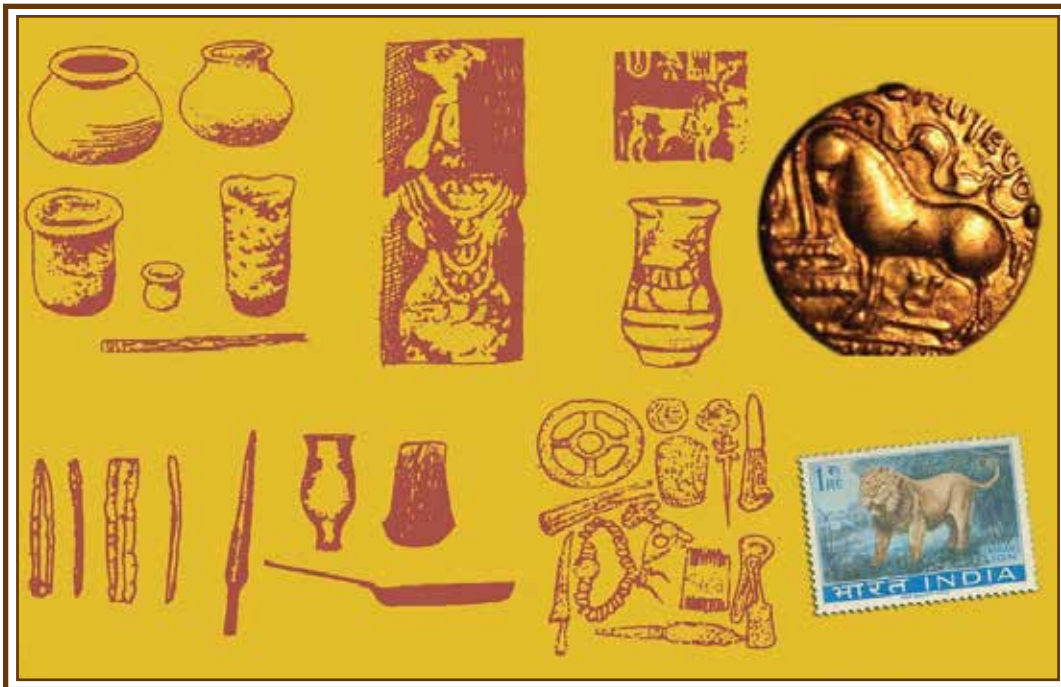
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Note:- 1) All left and right pages, 1.5 inch blank space is for notes and extra activities for students.

2) **History : Brown colour, Geography : Green colour, Civics : Blue colour**

1

SOURCES OF HISTORY



Early in the morning, you receive a newspaper which makes you aware of the daily events and incidents. After some time these events become the past. We recall the date and time, when the same type of incident happens. Photographs and detailed information given of the past events in the newspaper help us to know our history.

In the above painting you can see a stamp, an idol, a seal, utensils, vessels and various other tools. We come to know history through such sources. It is necessary to have knowledge of the past and to know and understand the present situation. We know history of thousands of years from old or ancient buildings, forts, temples, step wells, and other sites. Let us understand this with the help of an activity.

Activity

- ***Make a scrap book of old articles, paintings and photographs gathered from various newspapers and magazines in your school or town / village library.***

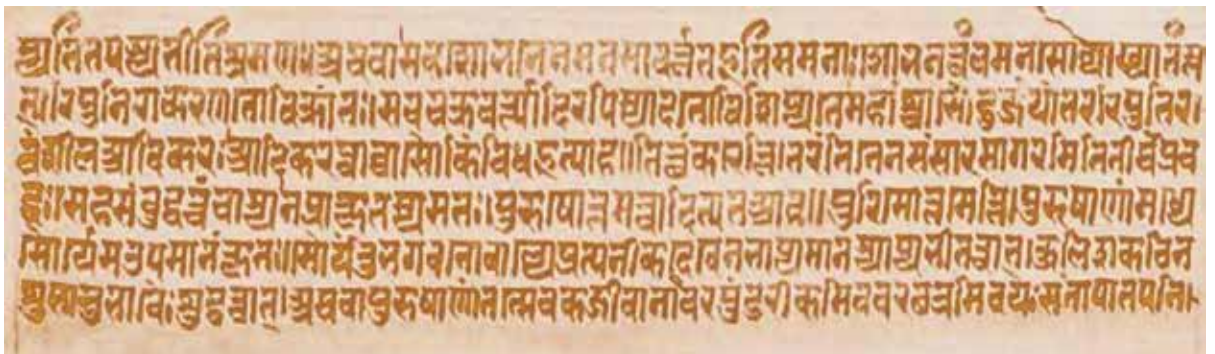
When collecting articles, photographs and pictures of paintings, we gather historical information. You might even know some people who have a collection of old paintings, photographs, coins, stamps and written information. This treasure of information was passed on to us by earlier generations (In December 2000, most of the newspapers had published various articles with photographs on the incidents and events of the 20th century, which became famous as the 'Millennium Gallery').

Think

- *Based on the information collected, give a brief account of any one personality.*
- *Give a brief summary of the period's architecture or an event from your scrap book collection.*
- *Narrate an incident or give information about an honorable person of your village or city.*

You are aware of the incidents and personalities of the twentieth century from articles and photographs. Since our history is very ancient, we are always eager to know what people were eating and wearing in, how they lived and in what types of houses and the activities that were a part of their daily life. Let us gather correct information from reliable sources.

1. Tadpatras and Bhojpatras



1.2 Tadpatras

We can know about the past through various sources. The Tadpatra and Bhojapatra manuscripts written mostly in the Pandu script are some of them. Bhojapatras are made from the skin of a tree named 'Bhauj'.

Although most of the Pandu manuscripts have been destroyed by insects, some are still preserved in temples, viharas, libraries and government museums. Using these sources, we get a lot of information about kings, administration and public life in ancient times.

2. Records in Stone Inscriptions



1.3 Inscription

Think

- *Make a list of the sources from where we can gather information on incidents and events of the present day.*
- *How can we extract historical information from the sources available?*

In ancient times main incidents like achievements of kings, writing of orders and treaties with other states, were carved on stones or metal plates. These metal plates and stone writings, known as inscriptions, exist even today and are preserved in archives such as the National Archives of Delhi.

3. Vessels, Ornaments and Tools



1.4 Vessels, Ornaments and Tools

During excavations, utensils, stone tools and ancient ornaments are found which help us to know the history of ancient times. Based on picture 1.4 gather information on similar objects found from an excavation site near your residence. Just as archaeologists do, we too can know the history of ancient times from old coins, stone inscriptions, paintings and metal plates.

Things to know

- **The Sources of history:** Documents, paintings, ornaments, toys, coins, inscriptions, Bhojapatras, metal plates, old buildings, temples, travelogues, etc.
- **Stone Inscription:** The writings which are carved on stones.
- **Bhojapatras:** The bark of a tree on which books were written in ancient times.
- **Copper plates:** Inscriptions on copper and tin
- Carbon dating system is used by archaeologists to know the exact date and time of a finding.
- **Archives :** Places which store historical records.

Activity

- *Arrange an exhibition of various ancient objects and specimens of historical sources from your house, school, museums and other institutions.*
- *Write a report and record it in your note book.*

Think

- *Give reasons how old items from our surroundings can serve as sources of history.*
- *Which sources will you use to know a hundred year old history?*
- *How is it possible to get the historical information from people like storytellers, chronologists and travellers?*

We now know that there are various sources from which we can get authentic historical information. Let us collect the sources from which we can gather the history of our town/city or village.

Things to know

- *You can know more about history from copper plates, Bhoja patras and manuscripts of ancient times in the:*

- (I) Shri Hemchandracharya Library, Patan (North Gujarat)
- (II) L.D. Institute of Indology, Navarangpura, Ahmedabad
- (III) Tribal Museum, Gujarat Vidyapith, Ahmedabad
- (IV) Mahavira Jain Aradhana Kendra, Koba-Gandhinagar

EXERCISES

Q.1. Collect the following information from your village or town

1. Which is the oldest tree in your village or town?

.....

.....

2. Which is the oldest building in your village?

.....

.....

3. What type of questions will you ask and to whom, to gather information for the above two questions?

.....

.....

Q.2. Answer the following questions

1. List the sources of history.
2. What is the purpose of archives?
3. What do you know about copper plates and Bhoj Patras?
4. Is it possible to know the history from sources like pottery and metal vessels?

Q.3. How did the name of your village or town come into existence?

2

MAPS

When you travel by road from one place to another, you come across milestones which you read. Arrange the various places from your village according to distance in the table below. Also draw a map of the route.

Route-Map

No.	Name of the place	Distance(km)
1		
2		
3		
4		
5		

You have prepared the distance table and have come to know the distances of the other villages and towns from your village. There are many maps in your school. Study them and list down the information that you can gather.

A map can be defined as a two-dimensional representation of the whole or part of the earth, drawn to scale, on a flat surface.

We come to know the exact features of a particular region through maps. The components of a map are: (I) Direction, (II) Scale, (III) Conventional signs.

Things to know

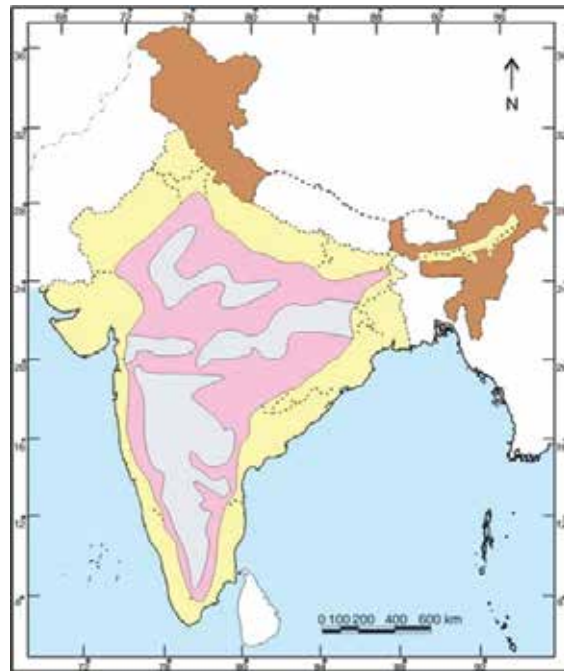
- *The word map is derived from the Latin word 'mappa', which means 'a piece of handkerchief'. Make a list of the maps in your school library and write down the information which each map provides in the table below.*

Sr. No.	Name of the map	The information shown in the map

You have already seen the various maps in your school library. Having gathered enough information, classify the maps given below.



Map of Gujarat



Map of India



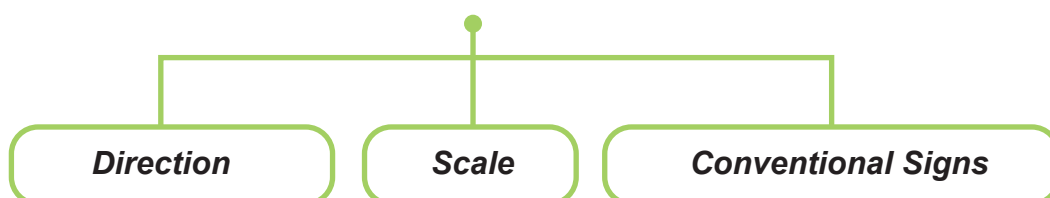
Things to know

- *'National Atlas and Thematic Mapping Organization' (NATMO) is situated in Kolkata. This institution creates the maps, including thematic maps like rainfall distribution of Gujarat.*

Think and write

- *Write down the information which is common in all the maps. For example Scale, North-South directions, etc.*

The main components of the map

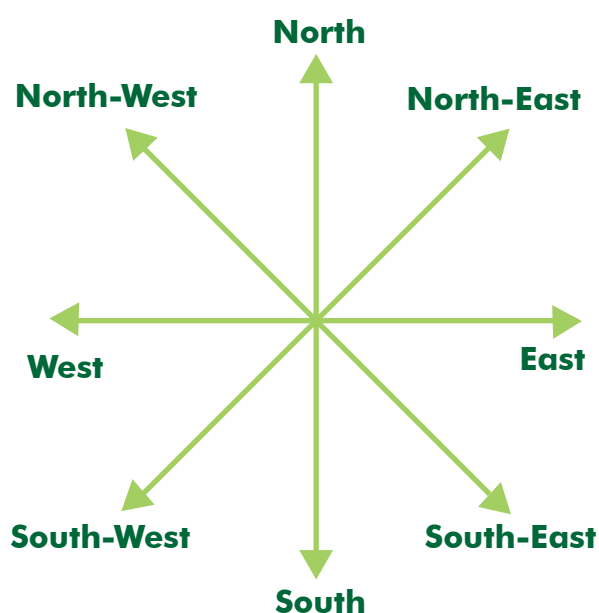


Fill in the blanks

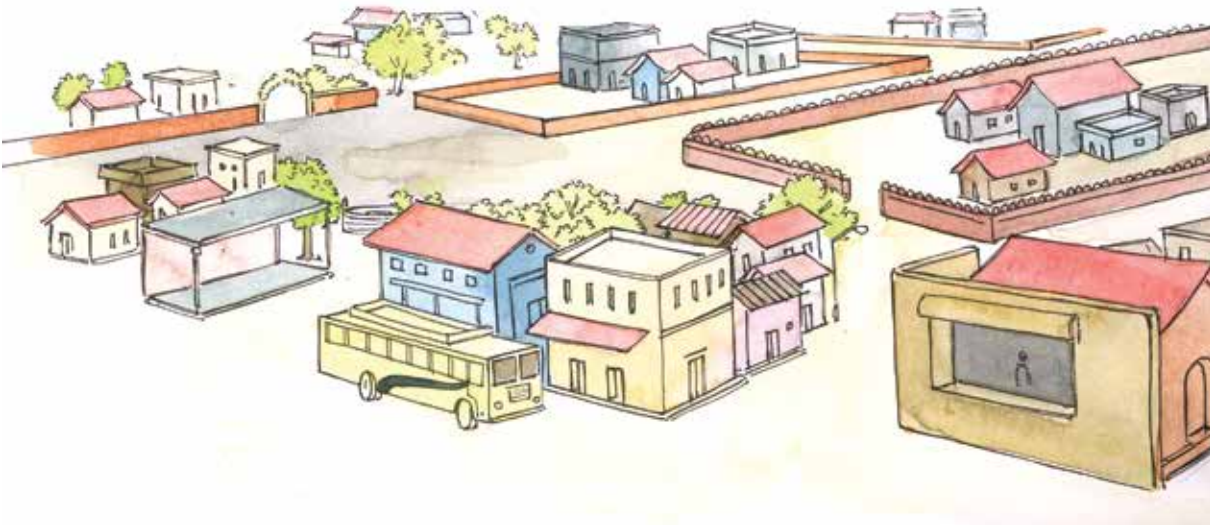
You are aware of directions. East, North, The sun rises in the and sets in the Now, stand facing the....., then exactly behind you, is the west.

Take a compass and find out the North and South direction. Then find out the directions of the school gate, post-office, dispensary, library, river, pond, bridge, etc. Fill in the table given below using your compass.

From School	Direction
Gate	
Post-office	
Dispensary	
Shop	
River/Pond/Well	
Temple	



There is a sign of 'N' for North direction shown in the upper side of every map. Thus, if you will get one correct direction, you will come to know other directions also.



2.1 The sketch of a city

I am Sarjan, a student. I am going to my uncle's house alone. I am sure I will reach there because I have a map to help me.

Do you know how vast our Earth is? Even though the earth is huge, any part of it can be drawn on paper by minimizing it using a scale. Suppose there is a 1 km distance between your village and your school. How can we draw and show such a great distance on the map? We scale down the distance. If we take the scale of $1 \text{ km} = 100\text{m}$, we will be able to show the exact distance between any two places.



2.2 The map of the village

You have observed the scale of a map. By using a scale you can show the distance between your school and the huge water-tank. If you are able to show this, you can similarly show the distance between your village or town and the district headquarters or Taluka headquarters. For this, you use a string, scale or paper.



You might have seen these signs somewhere; draw below, other signs, from your surroundings.

You know that there are so many sites, which may be natural or manmade. If you want to show these features in the map, you must use some specific colours, shades, sketches, conventional signs and lines. These conventional signs give us a lot of information within the limits of a map. With them, we not only draw the map very easily but understand it also. You might have heard that foreigners are able to travel in our country by using a map, even though they do not know our language and local directions. Thus, we can say, the language of a map is common across countries. These signs or symbols, which are well-known and understood by everyone are also known as 'conventional signs'.

Find out the following conventional signs in your maps in school with the help of your Social-Science teacher.

Item	Conventional sign	Draw the same	Item	Conventional sign	Draw the same
Mountain			State Border		
Top			International Border		
River			Scale		
Road			Capital of Nation		
Railway			Capital of State		
Post office	PO		Head Quarter of District		
North direction of map			City		
Border of District			Police Station	PS	

2.3 Conventional signs of map

Colours

Colours used in a map give the map a good look and also provide definite information. Different colours are used to indicate specific features. For example, black indicates man made features like buildings, roads, railway lines, etc.; blue indicates water bodies like seas, oceans, lakes, reservoirs, wells, canals, etc. Green indicates mountains and hills. Yellow indicates plains.

Think

- *How are maps prepared?*
- *How can we draw a very large area on a small paper?*

Let us now draw the map

Children! First of all measure the length and width of your class-room using a scale. Now make a list of the static things in the class-room; and decide different signs for them. Then decide the scale and directions, to draw them on the paper.

1. Presume two feet equals one ball pen-cover or match stick or eraser for drawing the distance of various items in the map.



2.4 Draw the map of your class-room in the above box

EXERCISES

Q.1. Answers the following questions

1. What is a map?
2. List the main components of a map.
3. Name three types of maps that you have seen.
4. What is the difference between a Physical map and a Political map?
5. Which geographical features and natural resources are shown in the distribution-maps?
6. What do you mean by 'Conventional Signs'? How are they used?

Q.2. Match the column 'A' with the column 'B'

Section - A		Section - B	
1		(a)	Capital of the nation <input type="checkbox"/>
2	Compass	(b)	1 cm on the map = 10 mt. on the land <input type="checkbox"/>
3	P. S.	(c)	Police-Station <input type="checkbox"/>
4	1 cm. = 10 mt.	(d)	Direction <input type="checkbox"/>
5		(e)	Railway track <input type="checkbox"/>

Q.3. Prepare the map of a room in your note-book with the help of match sticks. (The scale is given below)

- (1) Length : 20 Ft. (Feet)
- (2) Width : 10 Ft.
- (3) Scale : 1 Ft. = 2 Sticks

3

CITIZENSHIP

It was Sunday. Rajul and his family members were helping each other clean the house. You must also be helping your family members when there is work to be done. After having his tea, grandfather called Rajul and said, “A family is a social institution which the child comes into contact with first. The child learns about society for the very first time from the family. Therefore, a family is called ‘the school of culture and personality development.’ It is the smallest unit of a society. A family also teaches us that we are mutually dependent on each other. Each and every member of the family ought to help each other. Society is based on the principle of co-operation and it begins with the family.”

There is always a mutual impact made by the ideas and attitudes of family members. We learn etiquette and manners from the family. The ideology of a family helps in making decisions which may or may not be acceptable. The family and school are institutions which shape us into becoming better citizens and living a better life. When a child is born into a family he is nourished by his parents. After some time he establishes a relationship with the neighbours, then he goes to school. As he grows, constantly imitates his elders till he becomes an adult. Meanwhile, he comes into contact with many social institutions which help to mould and develop his personality.

If a child is given the opportunity to think and take decisions freely, he will become a good citizen. Later on when he becomes an adult he will think independently in the social and political spheres of life and work according to the understanding of such situations.

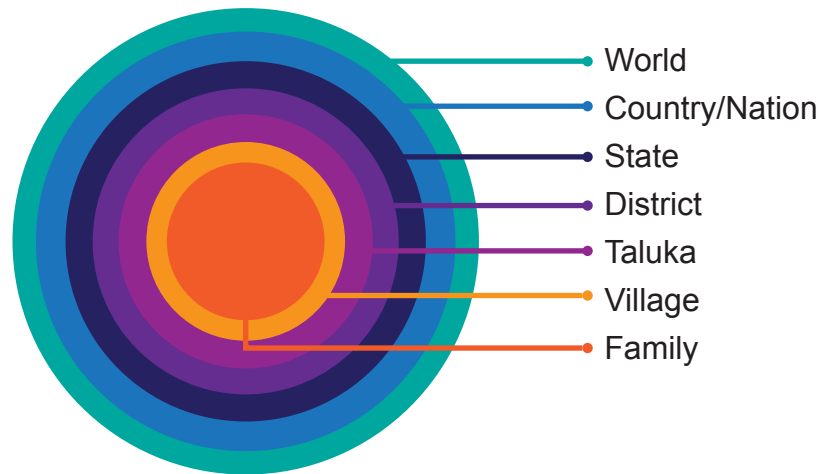
Think

- *How do you help your family members with work at home and why?*
- *What is your duty towards your family?*
- *What is the duty of your family towards you?*
- *What will happen if the members of your family do not help each other?*
- *List the virtues you have learnt from your family.*

Rajul asked his grandfather, “Dadaji ! Should the duties performed by each person be for his family alone?”

Dadaji said, “Not at all. You were born into our family and will remain a member of this family. It is the duty of your mother and father to nourish and protect you. Similarly your first duty is to respect your family, follow the customs and traditions and observe all rules and regulations.”

Along with being a member of the family you are also a student of your school towards which you have duties to perform. Maintaining good relations with your co-students and having a healthy attitude towards school are some of them. Apart from this, a person who is born in India, has duties to perform towards his village, taluka, district, nation and the world, as a citizen.

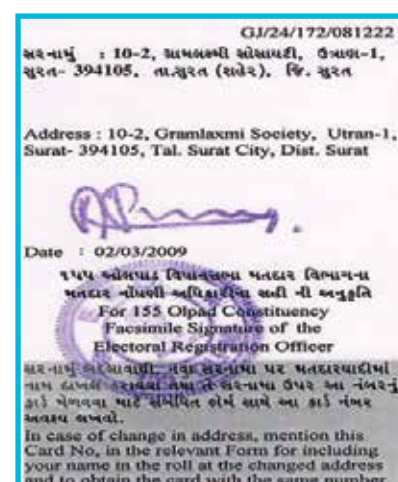


3.1 Relation with various institutions

Complete the table given below

Institution/Category	Being a member, what will you do?	What will you not do?
Family		
School		
Village/City		

After listening to everything his Dadaji told him, Rajul joined his mother in the cleaning of a cupboard where he found a card on one of the shelves. He said, “What is this, Mummy?” The mother replied, “This is the Voter Identity Card of your father. It has some information and his photograph on it. You come to know about the residential proof of the owner of the Voter Identity Card too. The voter identity card must be with the person as a document for voting. In India, each and every citizen, who is 18 years and above, has the right to vote. The voter identity card is an authentic document of being a citizenship.”



3.2 Election I-Card

Let us discuss and write

- What is the information given on the Voter Identity Card and for what other purpose is it used?
- When does one become eligible for the Voter Identity Card?
- List other photo identity cards with photograph.
- What information does your school identity card provide?
- In which government office has your name been registered and when?
- Who registers the names of family members?
- Which are the cards that have the names of family members and for what purpose are they used?
- In which register of the school is your name registered with the necessary information?
- What essential information should be given in government offices and why?

After seeing the Voter Identity Card, Rajul was curious to know about the meaning of the term citizen and citizenship. He then asked his grandfather for an explanation of the same. His Dadaji told him in detail that the word citizen is frequently used in democracy and added that it is often used in politics, by the law, the constitution and in the speeches of political leaders. He knew that Rajul would want to know more about the term Citizen.

A person living in a village, city or a town is called a citizen, but this meaning is limited.

Generally speaking, a person who legally belongs to a country and has right and protection of that country, is a citizen of that country.

An Indian citizen has a deep love for his country and takes pride in the fact that he is an Indian. He cooperates with other citizens and serves the nation and in return the government gives him rights to enjoy. The Indian government takes care of the life and property of all Non Resident Indians as well. An ideal citizen never causes harm to the country/nation.

Citizenship

Every person living in India is not a citizen. Out of these people, most are Indians and some are foreigners. Many people come to India from other countries and stay for some time i.e. temporary stay. They do not have the right to vote; participate as a candidate in elections, hold government posts or enjoy other rights; therefore, they are not called Indian citizens. They are citizens of their own countries. People from Europe, U.S.A, Russia, Japan, etc. come to India to study, to visit or to work in various industrial sectors. Ambassadors of different countries stay in India but are not Indian citizens.

Think

- *Who will you call a citizen of India?*

Citizenship means to stay permanently in a country to enjoy the rights given by a state and to perform the duties entrusted to a person. A person gets or loses a citizenship according to the rules prescribed in the Constitution of India.

According to the Constitution single citizenship is given by the Union Government to all citizens of India. Citizens may belong to Gujarat or Maharashtra but he is not entitled to get dual citizenship of the State and the Union. He gets only one citizenship, and that is the citizenship of India.

Think

- *Can the foreigners who come and live in India be called Indian citizens?*
- *How is a foreigner different from an Indian citizen?*
- *What do you mean by 'citizenship'?*

How to get an Indian citizenship?

There are four ways of getting an Indian citizenship; (I) by birth (II) by law (III) by registration and (IV) by being a resident for a definite time period. A person who is born in India gets Indian citizenship automatically. A child who is born in a foreign country but has Indian parents has the right to Indian citizenship.

For example, Shri Shaikh and his wife are both Indians and are staying in the US. Nadeem, their son is born. Shri Shaikh registers the name of Nadeem in the office of the Indian Ambassador. Thus, Nadeem gets the citizenship of two countries, US and India. However, when Nadeem becomes an adult he has the citizenship of any one country of his choice.

Think

- *The citizenship of which countries can Nadeem get and why?*
- *How does Nadeem acquire citizenship?*

Being born to Indian parents is a very natural way of acquiring Indian citizenship. Even foreigners can acquire Indian citizenship by applying to the Government of India after a very long stay. However there are some conditions:

- To surrender the citizenship of the foreign country at the time of application.
- He should be a resident of India for more than 5 years.
- The intention of the applicant must be one of permanent residence.

However, if a foreigner marries an Indian citizen he/she then becomes an Indian citizen.

Think

- *Botham was born in New York (USA). He became a resident of India in the year 2002. He applied for Indian citizenship in the year 2009. In this case, will he be given Indian citizenship or not? Why?*
- *Lucy of Canada married Prof. Jani of Gujarat in the year 2005. Will she be given Indian citizenship? Why?*

If an Indian citizen commits the serious crime of betrayal then he loses the citizenship of India.

Rajul said, “Dadaji ! I have got a lot of information about citizen and citizenship from you which I will pass on to all my friends.”

EXCERISE

Q.1. Answer the following questions

1. Are you a citizen of India? Why?
2. Can we became a citizen of any other country? How?
3. Can any foreigner be a citizen of India? How?
4. What happens when one accepts the citizenship of any other country?
5. As a citizen of India, what are the consequences if one commits the serious crime of betrayal?
6. What is the duty of an ideal citizen?

4

BEGINNING OF HUMAN LIFE

**4.1 Primitive man**

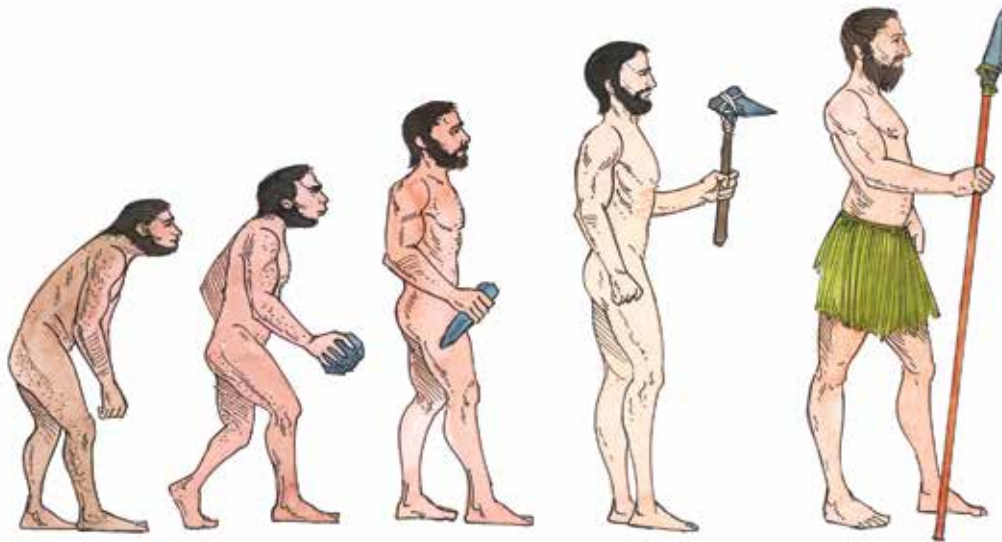
There are evidences of prehistoric life of man which tell us about the changes which have come in his life over the years. This process of evolution of man has taken millions of years.

We get information about the early life of man by the tools and weapons found. This age has been named as the Stone Age by historians. This has been further subdivided into three stages, namely:

1. Old Stone Age (Hunters and Gatherers Stage);
2. Middle Stone Age; and
3. New Stone Age (Farmers Stage).

Primitive man was a hunter and gatherer who hunted animals, fish and birds for food. He also used fruits, vegetables, leaves and roots of plants of that region.

Man gained knowledge and skill as he tried to overcome the difficulties in his life. He explored the different trees and plants. He also learnt whether the leaves and fruits were edible, medicinal or poisonous. To share this knowledge he developed sign language. He moved from place to place in search of food and gradually started settling near rivers as water was essential for survival.



4.2 Primitive Man to Modern Man

Tools and Weapons

The major part of information that we have about the primitive man is obtained from the tools which he used. The different tools were made from stone, wood, and bones which were used for different activities. The variety in tools also indicate the kinds of activities an early man was engaged in.

Out of the various tools, some were used for cutting and crushing and some were used as spears, bows and arrows. Apart from hunting, the tools (like the hammer) were also used for making huts and shelters.



4.3 Tools and Weapons of Primitive Man

Discovery of Fire

Wherever the archaeologists have found remnants of the early man's shelters, evidences of ash have also been found. By this we come to know that early man had learnt the use of fire. Fire was used to cook raw food, protect them from wild animals and also for warmth and light.

Think

- *If you were not allowed the use of fire in today's world, which facilities will you not be able to get?*
- *Can food be cooked without fire in our kitchens? What will be our diet then?*
- *Can you think of a single day in the year when fire was not used in your kitchen?*
- *List down the sources of fire that are used in kitchens today.*

The Invention of the Wheel

The invention of the wheel is believed to be the most important and revolutionary invention in the history of mankind. Think of the various ways in which we use the wheel in our day to day lives.

The invention of the wheel made transport faster and easier for man, and also brought about a major change in his way of living. Imagine, what other revolutionary changes were possible in man's life because of the invention of the wheel?

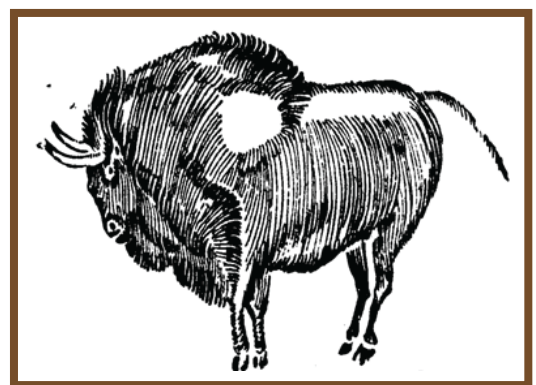
Think

- *Do you think that there would be any vehicle in today's world, if the wheel was not invented?*
- *What would have happened if the wheel had not been invented?*
- *What changes would have come in early man's life because of the invention of the wheel?*

Cattle Rearing

The hunter- gatherer primitive man must have started rearing and domesticating animals by the Middle Stone Age.

After the invention of the wheel, man used animals for different forms of transport. This is evident from the cave paintings.



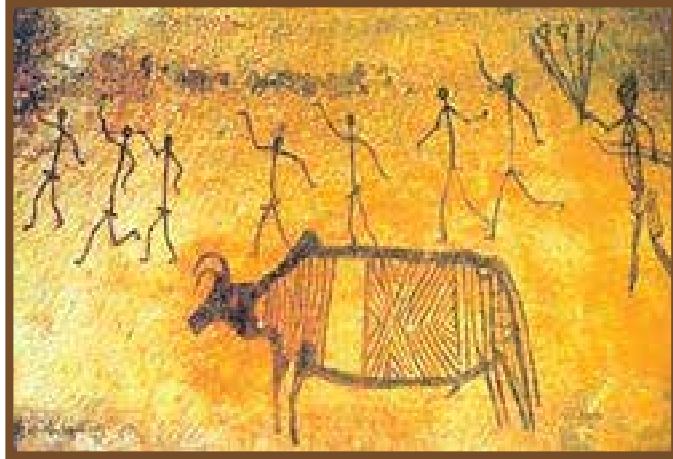
4.4 A Cave Painting

Think

- *Why did people rear cattle in those days?*
- *How are the animals useful to us today?*

The Caveman

We have seen that the tools made from stone were very useful for human life. As a result, man discovered places where he could get good stones. He preferred to live in places where he felt safe and could live there for a long time to make tools. These places were known as 'Workshops or Factory Sites' of primitive man. Archaeologists have found big pieces of stones and also some unfinished tools from these sites. Such sites or workshops were mostly found on the banks of rivers and caves.



4.5 A Cave Painting found at Bhimbetka

Paintings of wild animals have been found on the walls of the caves excavated in Madhya Pradesh and Uttar Pradesh.

Bhimbetka (Madhya Pradesh)

There is sufficient archaeological evidence of early man living in caves. One such cave has been found in Bhimbetka, near the Narmada river in Madhya Pradesh. Similar caves have also been found in the Vindhya Mountains and the mountainous regions of South India.

Think

- *Why did early man choose to live in the caves of mountains and the banks of rivers?*



4.6 Remnants of Bhimbetka Caves



4.7 Map of Stone Age Sites in India

Changing Climate

It is believed that there were major changes in the climatic conditions of the earth around 12,000 years ago. Climate changes brought about changes in the flora (plant life) and fauna (animal life) of the different regions. Grass-eating and meat-eating animals increased in the plains. Thus, man learnt to tame and domesticate animals for his use.

Man found naturally occurring crops of wheat and barley in the plains of India. Gradually he learnt to grow them extensively and store them for future use. Farming brought them together and encouraged them to live a settled community life. Thus, man became social and developed language to communicate.

The Role of Men and Women

We do not know exactly what role men and women played at that time. Did men and women both go for hunting? Did men gather food and make weapons? Did women paint on the walls of the caves?

It is possible that both men and women worked together. It is also possible that some jobs were done only by women. Different traditions would have been followed in different parts of India with regard to this.

Thus, we can say that man's knowledge and awareness about life increased which led to further socialization. This was his first step towards culture and civilization. We get detailed chronological information about this from the excavations carried out in the Central and North Gujarat. The remains of human and animal skeletons have been found in Langhanaj and Aakhaj villages in the Sabarmati region and Amrapur of the Mahi river region.

Early Historical Age

By the middle of the 4th Century B.C, people started living in 'kuccha' (unbaked) brick houses. People tamed animals like sheep and goat and made clay pots on the potter's wheel which they painted using natural colours. They learnt how to make pots from metals like copper and bronze. This civilization later came to be known as the Harappan Civilization.

Gradually man started living a civilized life and moved further towards modernization. His intelligence level became enhanced and he developed multiple skills. His activities also changed and he learnt other crafts like pottery and weaving. He developed the skill of hunting and taming specific animals.

Man learnt to use language and also started representing it in the form of some written symbols and signs. By now he had perfected the art of sowing and reaping crops and could produce surplus crops. Think, what would be the next step in human development for mankind?

EXERCISE

Q.1. Study the map of India given on pg. 21 and locate Bhimbetka, Hallur, Karnul and Mahagarh. In which state of India would you find these ancient places today?

Q.2. Answer the following questions

- 1) Why did primitive man live in caves?
- 2) What were the uses of fire for primitive man? How is fire useful to us?
- 3) In how many stages have the historians divided the life of early man? Name them.
- 4) Which tools were made with stone by early man?
- 5) Why is the invention of the wheel considered the most revolutionary invention in the life of early man?

Q. 3 Tick the things that were familiar to the people of the Harrappan Civilization from the list given below

- | | |
|---------------------------------------|--------------------------|
| 1. Temples of marble | <input type="checkbox"/> |
| 2. Unbaked brick houses/huts | <input type="checkbox"/> |
| 3. Steel vessels | <input type="checkbox"/> |
| 4. Clay pots molded on potter's wheel | <input type="checkbox"/> |
| 5. Horse - cart | <input type="checkbox"/> |
| 6. Sheep and goats | <input type="checkbox"/> |

Activity

- *Draw the tools of ancient and modern times.*
- *Make a list of the activities done by the people of Stone Age.*
- *List down the ways in which primitive man used the different parts of a tree.*

5

EARTH-OUR HOME

As we know, we live on the planet Earth. You must have heard, read and seen that the earth is round. Since you live on earth, you do not realize that the earth is round. You cannot see its shape because the earth is too vast.

How can we prove that the earth is round?

If we go to the moon and look at the earth, we observe that it is round. Many astronauts have taken photographs of the earth from space and the pictures show the spherical or round shape of the earth.



Rakesh Sharma

Kalpana Chawla

Sunita Williams

The earth

5.1 The travellers of space

The globe

If you observe the globe, you will find horizontal and vertical lines drawn on it. These lines are actually not drawn on the earth and are imaginary lines. The horizontal lines are called Latitudes and the vertical lines are called Longitudes.

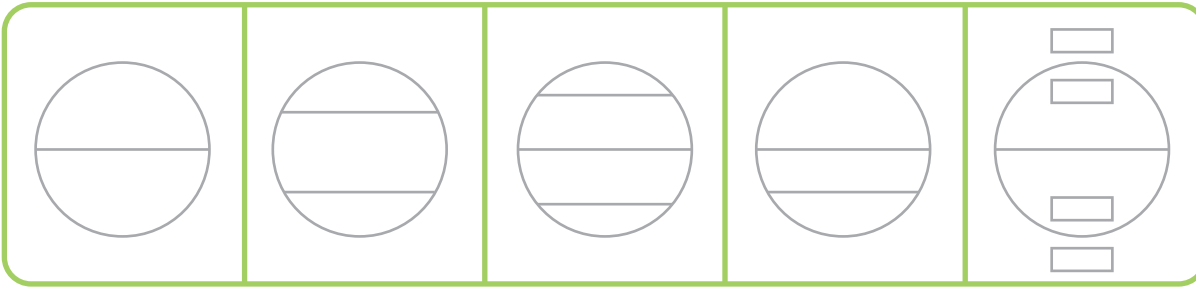
Observe The Globe and Answer The Following Questions

1. Which horizontal line divides the globe into two equal parts?
2. Name the upper part of the globe which lies to the north of the horizontal line. Name the lower part of the globe which lies to the south of the horizontal line.
3. Name the other two dark parallel horizontal lines on the globe.



5.2 The Globe of Earth

Identify the given figures. (If it is necessary, take your teachers' guidance)



Activity

- Take a globe and flash the light of a torch on it from a distance, as shown in the figure and note the observations.



5.3 Activity using Globe and torch

Observe and answer

1. Which latitude receives maximum light?

.....

2. Which latitudes receive the least amount of light?

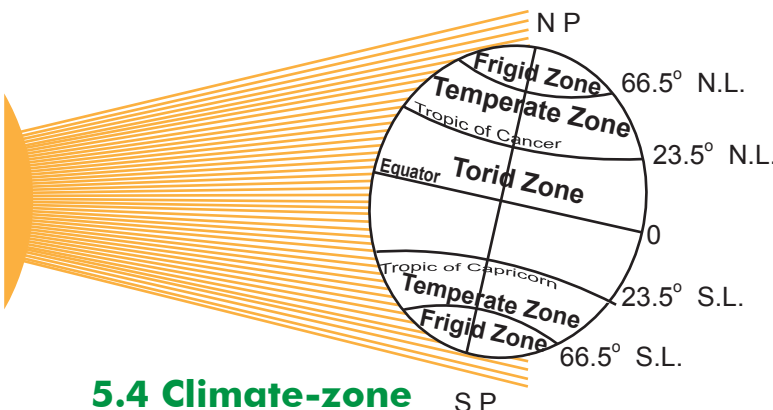
.....

3. Which latitude receives average light?

.....

4. Name the countries which receive light from the torch.

(1) (2) (3) (4) (5) (6)



5.4 Climate-zone

The earth is divided into various zones according to the temperature and the heat of the sun. These zones are called "Climatic Zones or Heat Zones". The fig. 5.4 shows the climatic zones of the earth. We can divide the earth into three zones according to the amount of heat received.

CLIMATIC ZONES

Torrid Zone

Extreme heat
Heavy rainfall
High temperature
Varied vegetation
Varied animals

Temperate Zone

Moderate heat
Moderate rain
Moderate temperature
Few varieties of flora
and fauna

Frigid Zone

Extreme cold
No rainfall
Nine months covered with ice
Scanty grass

Activity

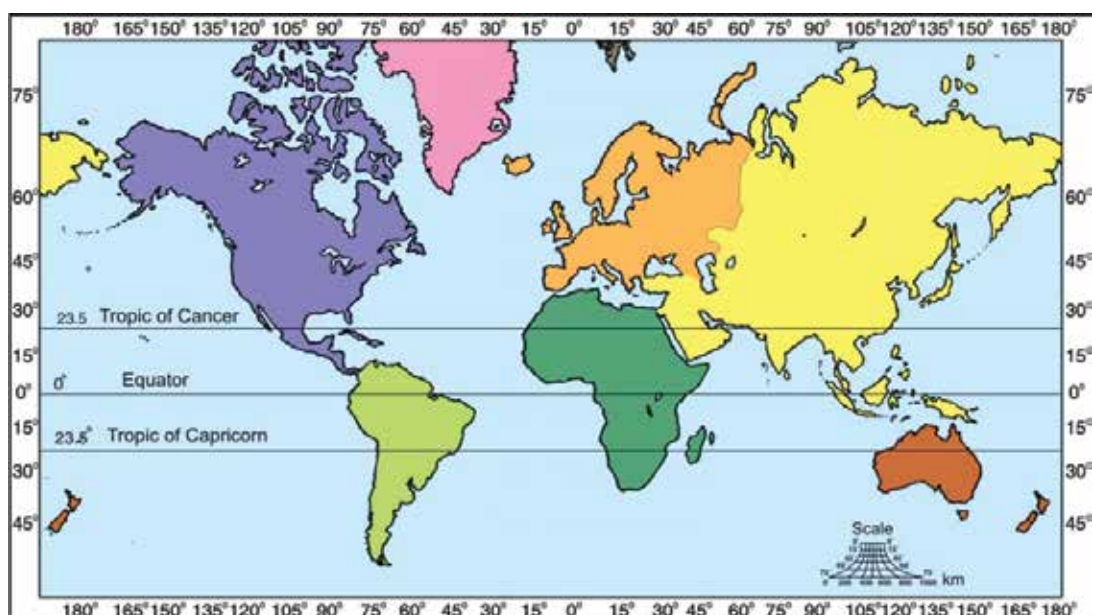
- *Make a weather report of your area recording the temperature in Celsius, for one week. The data can be collected from local newspapers or local news channels.*

Continents and Oceans

If you observe the globe, you will see that the earth is divided into land and water. The large land masses are called Continents and the large areas covered with water are called Oceans.

Activity

- *On a physical map of the world mark the continents and oceans of the world.*



5.5 An Outline Map of the World

There are seven continents and five oceans on the earth. Draw an outline of each continent in the boxes given below using an atlas. You will find that the seventh continent, Antarctica has not been mentioned. You can locate it on the South Pole on the globe.

Asia	Europe	Africa
North America	South America	Australia

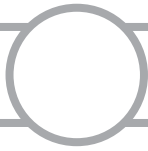
EXERCISE

Q.1. Mark the following on the outline map of the world.

- (1) Pacific Ocean
- (2) Atlantic Ocean
- (3) Indian Ocean
- (4) Arctic Ocean
- (5) Africa
- (6) Australia

Q2. Collect data of the temperatures of at least six countries for one week. Identify the climatic zones in which these countries are located and also mark these countries on the world map.

Q3. Make a list of the countries through which the equator passes.



REVISION - 1

Unit 1 to 5

Things to Remember

Tad-patra
Bhoj-patra
Stone or copper plates
Inscription
Map
Conventional signs
Scale of map
Citizen
Citizenship
Old Stone Age
New Stone Age
Tools of primitive man
Invention of fire
Invention of wheel
Cattle-rearing
Bhimbetka
Terracotta
Harappan civilization
Latitude
Longitude
Climate zones
Continents
Oceans

Understand and Answer

1. What are the various sources of history?
2. What do you think are the uses of a map?
3. What do the following colours - brown, green and yellow - signify on a map?
4. What is your role in your family?
5. What is the importance of Voters Identity Card?
6. Name the important latitudes on the earth.
7. Write the names of the continents.

Questions

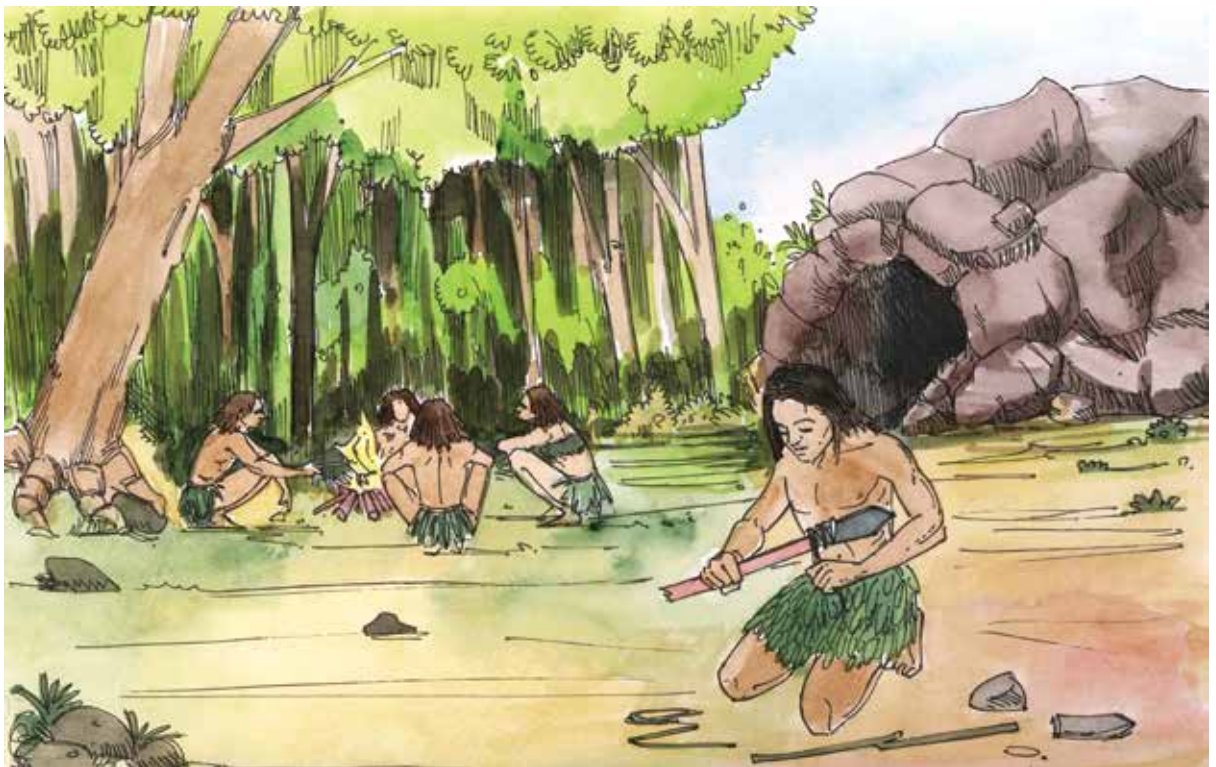
1. What was the impact of the changing climate on the primitive man?
2. Why do you think a wheel is a revolutionary invention?
3. How are the primary sources like story, diary, old monuments, bhoj-patras and copper plates important to study history?
4. What would have happened if there were no maps?
5. If you go to USA for further studies, will you be a US citizen.? Answer in yes or no and give reasons.
6. What virtues do you learn from your family?
7. How has the invention of fire brought about changes in the lives of humans?
8. What information do you get from the 'workshops' of primitive man?
9. Why is the equatorial region the hottest on the earth?

Draw the Conventional Signs Against the Following

1. Police station	
2. Railway	
3. River	
4. Post Office	
5. Capital of State	
6. Capital of a Country	
7. Road	
8. Mountain	
9. North Direction	
10. City	

6

THE BEGINNING OF SETTLED LIFE



6.1 Gomatu and his family

GOMATU

One beautiful morning around 12,000 years ago, young Gomatu was preparing to go for hunting with his tribe. He was very enthusiastic and had prepared a weapon by tying a sharp stone to a stick. His good companion, 'Golu' the dog was also going with him and so he felt safe and secure.

Gomatu's tribe had to wander everyday for hunting. They did not have a permanent home. Their residence changed with the change in season. They stayed in caves, cooked the meat of animals on fire and ate it together. They protected themselves from wild animals with the help of fire. Apart from the meat of animals, they also ate fruits and roots of plants. They wandered mainly in search of food.

On their way to the hunt, they heard the sound of an animal from one of the bushes. They threw a big stone at the bush, which severely wounded the animal. The beast tried to run away, but the entire group attacked and killed it. Luckily, it was a big animal and the entire group could have a feast.



6.2 Joma and her family

Thousands of years later, one morning, in a small village Joma was sitting outside her hut. She made fire using wood for warming the food .

It was a pleasant morning, and the entire village was very active. The women were milking cows and goats in the courtyards. Some men were sharpening their agricultural tools like the sickle as they would soon need them to cut the crops in the fields. Some were making clay pots and baking them in the sun. Joma's brother, Daku was busy driving away the birds which came to eat the ripe crops. Some people were taking the goats to graze.

Joma's hut was the hub of all activities of the tribe, because her father was the leader of the village. A lady called for Joma and took her along to wash the cattle. Joma enjoyed swimming in the river while the others took care of the cattle. Some women prepared big clay pots to store grains while others were busy weaving baskets. Thus, the entire tribe was busy preparing for the new crop.

Slowly darkness descended on the village. The cattle returned after grazing and settled down for the night in their sheds. The children also returned home and settled down to listen to stories from their grandparents. The only sounds that could be heard were the voices of the grandparents as they narrated stories to the young ones, the bleating of the goats and the pounding of grains by the women folk.

The change which came about in the life style of the people within 7,000 years is evident from these two stories.

Activity

- Fill the required information in the table given below

Items	Time of Gomatu	Time of Joma	Present time
Food			
Activities			
Tools			
Domesticated Animals			

Discuss and write

1. Do you find a similarity in the lifestyle of Gomatu and Joma?
2. How was the lifestyle of Joma different from that of Gomatu?
3. Write down your daily routine. How is it different from that of Joma and Gomatu.

You must have observed that there is a world of difference between your lifestyle and that of Joma and Gomatu. You must have also noticed that the people of Joma's village were involved in agriculture and cattle rearing.

Information about the early farmers

Do we have any historical evidence to prove that primitive people were primarily agriculturists and cattle herders?

The archaeologists have found many evidence to prove that primitive people were mostly farmers and cattle herders. From excavations, the archaeologists have collected specimens of grains, tools of agriculture and bones of animals. A study of these specimens helped the scientists to identify the grains and even the various animals.

After a study of the table given below you will learn the various places from where these evidences were collected. Also locate these ancient places on the map.

Things to know

Archaeological Evidences

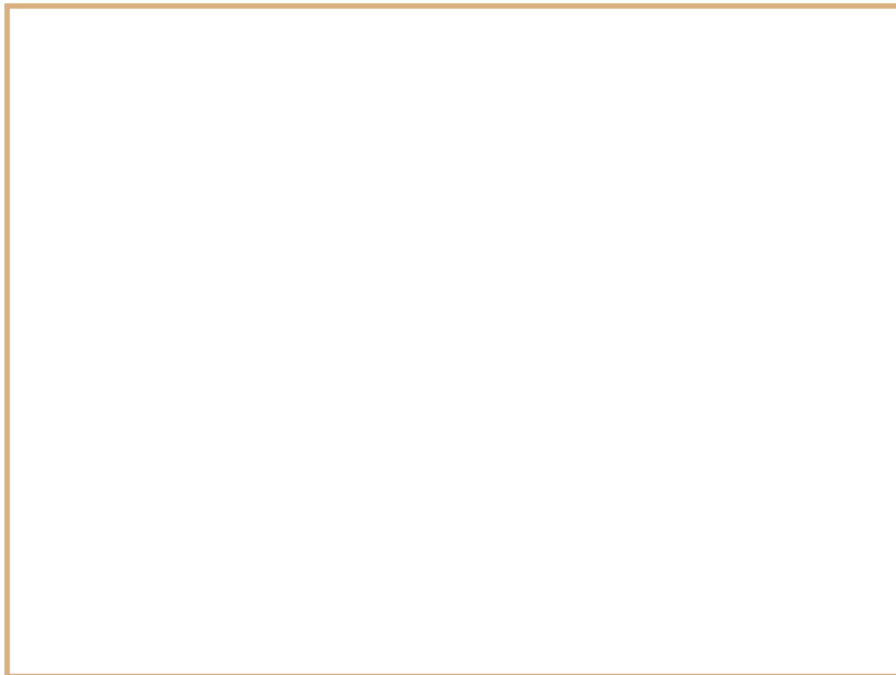
Residues	The most ancient places
1. Wheat, barley, goats, sheep, cows	Mehargadh (present Pakistan)
2. Rice, cows	Mahagadh (Uttar Pradesh)
3. Wheat, dogs, cows, buffaloes, goats and sheep	Burjhom (Kashmir)
4. Wheat, grams, barley, buffaloes, oxen	Chirad (Bihar)
5. Juvar-bajari, cows, sheep, goats	Hullar (Andhra Pradesh)

Case Study of Mehargadh - an ancient place

Mehargadh is a very ancient place from where the earliest evidence of cattle rearing and farming of wheat and barley has been found. Archaeologists have unearthed the bones of animals from this site. Bones of goats, sheep and cows have been excavated which prove that these animals were reared in those days.



6.3 Evidences from the houses of Mehargadh



Draw the outline of your home

Graves excavated at Mehargadh have revealed that utensils were also buried along with the dead body. From one grave in Mehargadh, along with a dead body, the dead remains of a goat have also been found.

Beginning of agriculture (farming)

You must have learnt by now that primitive man wandered about in search of suitable food. With the passage of time, he must have learnt which food was edible, where it could be grown and how. These ideas and thoughts must have encouraged him to become a farmer.

Beginning of a settled life

A settled life began with man settling down at a place and not wandering any longer. Man adopted agriculture as his occupation and tamed animals for his domestic needs. The first tamed animal was the dog. Later on man started rearing sheep and goats and subsequently cows. The first crops cultivated by man were wheat and barley. It all started nearly 12,000 years ago.

Think

- *Why was the dog the first animal to be tamed by man?*

A new life style

Man was a wanderer in the earlier stages of civilisation. Subsequently, he started leading a settled life by engaging in agriculture and rearing animals. Once he sowed the seed, he learnt that he had to water it and it would take time to grow into a crop. Hence he settled down in one place and built a house to live in. He also learnt that once the grain ripened, it had to be collected and preserved. This led him to make big clay pots to store the grain.

Make a list of baked foods that we eat

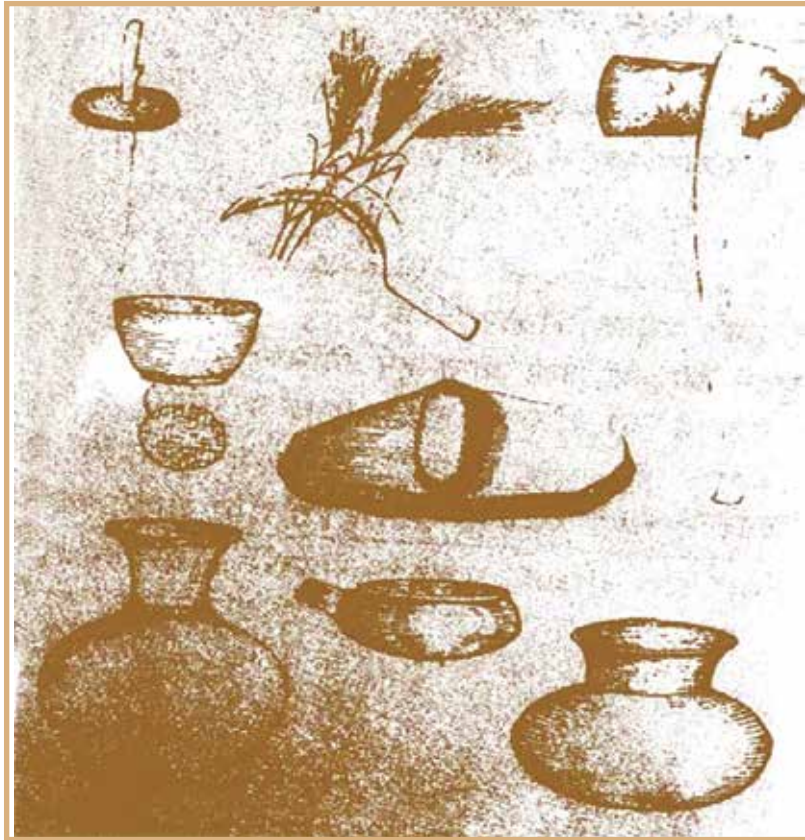
- (1) (2) (3)
 (4) (5) (6)

The Beginning of a Settled life

The archaeologists have excavated sites where man lived and found that they stayed in houses, cooked food and reared animals.

All kinds of tools have also been excavated. Some sharp stone tools have been found. A stone mortar to pound and crush grains and plants has also been excavated. While some tools were made of stone, others were made from bones. Many clay pots were used for storing grains which were found from the excavated sites.

Wheat and rice had become a part of their food. Hence man had transformed from being a hunter-gatherer to a farmer-herder who now led a settled life.



6.4 Tools and Vessels

Think

- ***Make a list of the crops grown.***
- ***Classify the crops grown according to the seasons.***
- ***Make a list of any five developed industries today.***

EXERCISE

1. What changes occurred in the life of man after he started leading a settled life?
2. Write about your routine on a Sunday.
3. If you were living in Joma's village, what would be your activities?
4. Collect photographs and information of some ancient sites from the internet.

7

GUJARAT : LOCATION, BOUNDARY
AND PHYSIOGRAPHY

You have studied about your district in class 5. Now you will study about your state. Look at the map given below and answer the questions that follow.



7.1 Gujarat : Political



7.2 India : Political

The state of Gujarat is located in the western part of India. It is flanked by the Arabian Sea in the west. The state of Gujarat lies between 20.06' North latitude and 24.42' North latitude. Similarly, it lies between 68.10' East longitude and 74.28' East longitude.

Boundaries

Gujarat has two types of boundaries:

1. Sea boundary
2. Land boundary

Land boundary

Look at the map and answer the following questions:

..... is in the east, in the west,
 in the north, in the south and
 in the north-west.

Sea boundary

The Arabian Sea lies to the west of Gujarat. The sea boundary is 1,600 km long and is the longest sea boundary among all states of India. The boundary has the Gulf of Khambhat and the Gulf of Kutch.

Things to know

- According to the area Gujarat is the seventh largest state in India. Find out its position in terms of population according to the census of 2011.

Expansion

The north-south length of Gujarat is 590 km and the east-west length is 500 km. The geographical area of Gujarat is 196,024 sq. km which is only 6% of India's total area. The land area of Gujarat is divided into four parts:

1. North Gujarat;
2. South Gujarat;
3. Central Gujarat; and
4. Saurashtra - Kutch.

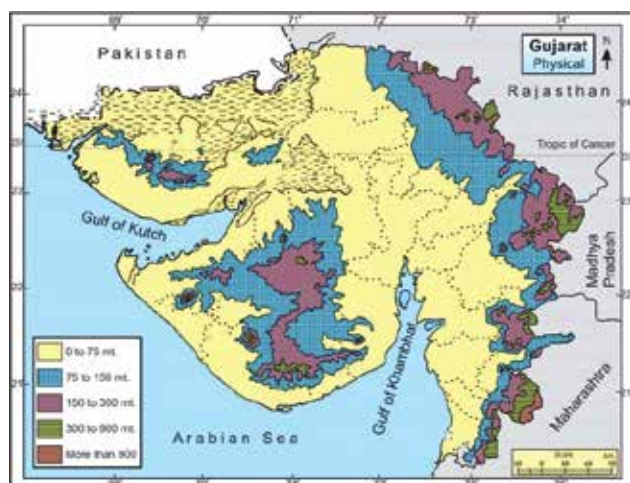
Name the districts of Gujarat through which the Tropic of Cancer passes.

(1) (2) (3) (4) (5)

Physiography

Physiography refers to the various land forms. The physiography of Gujarat state is varied. We can divide it into 5 parts.

1. Plains 2. Hilly and Mountainous Areas 3. Plateaus 4. Deserts 5. Coastal Plains



7.3 Gujarat - Physiography

1. Plains

The major part of Gujarat consists of plains. These plains are made up of alluvial soil and are therefore very fertile. The plains of south Gujarat and central Gujarat are more fertile. The population is also very dense here.

2. Hilly and Mountainous Areas

The hills and mountains are divided into three regions

1. Tal Gujarat Hills
2. Saurashtra Hills
3. Kutch Hills

Answer the following questions in your notebook

- Q1. Which districts are covered by the Tal Gujarat Hills?
- Q2. Which districts are covered by the Saurashtra Gujarat Hills?
- Q3. Name the hills/mountains in the Kutch Gujarat Hills.

3. Plateaus

Plateaus are landforms which are higher than the sea level and are flat like plains in the upper part. The middle part of Kutch and Saurashtra are plateaus. The plateau of Saurashtra is high in the middle while sloping and low towards the sea shore.

4. Deserts

The deserts of Kutch are not sandy but full of salt. From a distance, on a moonlit night, the area looks like a white bedcover.

5. Coastal Plains

Gujarat state has a coastline of 1,600 km which is very useful for international trade. During the past, international trade was carried out through the ports of Khambhat, Ghogha, Bharuch and presently through the port of Kandla.

EXERCISES

Q1. Answer the following questions

1. Which country is located in the North-East of India?
2. Name the gulfs in the Arabian Sea.
3. Why are the plains densely populated?
4. What is the specialty of the desert of Kutch?
5. Why is the coastline of Gujarat useful?

Q2. Fill in the blanks by choosing the correct options

1. The district of Gujarat with a sea boundary is
(Dahod, Mehsana, Patan, Kutch)
2. The river which flows in the plains of Gujarat is
(Sabarmati, Yamuna, Kaveri, Godavari)
3. Gujarat's hilly region is divided into parts.
(two, three, four)
4. The district of..... in Saurashtra is a plateau.
(Banaskantha, Mehsana, Junagadh, Gandhinagar)
5. Your district is included in region.
(physiographical region, plains, plateaus, sea-shore, hilly)

8

UNITY IN DIVERSITY

Dear Students! We all like to sing songs. Let us sing a song titled – ‘Hind Desh Ke Nivasi Hum’. Let us sing together...



8.1 Unity in diversity

Think

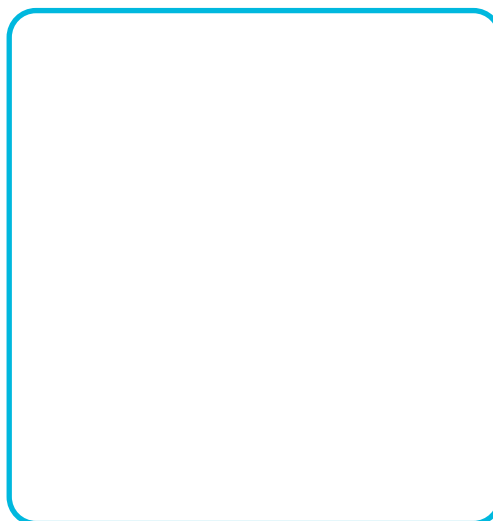
- *In which way are people of India different from each other?*
- *Although all Indians are different from each other, yet they are united. How can we say this?*
- *All the rivers follow a different path, but where do they finally meet?*
- *Are there any advantages or disadvantages of being different from each other?*

Look around your neighbourhood. Can you find a friend who looks exactly like you? Even in your class, your classmates are not just different in appearance, but in so many other ways. Their religion, lifestyle, food habits, language, festivals, customs and traditions are quite different from each other. It is this diversity which makes our life interesting, joyful and prosperous.



8.2 The painting made by Shradha of class VI.

The painting has been made by a child of your age. Draw the same picture in the given box.



Well done! Does your picture look exactly like the given picture? Is there any difference between your painting and Shradha's painting? Everyone has a distinct style of painting. Similarly, there are many differences amongst us all, like our physical appearance, our food habits, hobbies, etc.

Think

- *List down some ways in which you are different from your classmates.*
- *Even though you are different from your classmates, you make them your friends. Why?*

Fill up the information in the following table

The people of various States	Language	Dance	Festival	National Anthem	National Flag	Nationality	National Seal	Constitution
Gujarat								
Maharashtra								
Rajasthan								
Punjab								
Bengal								

According to the information filled in the table, discuss with your friends, the similarities and differences amongst the people of different states.

Think

- *What would happen if there are no differences in our food habits?*
- *Find a friend whose mother-tongue is different from yours. Ask him/her about his/her food habits and lifestyle.*

Activity

- *Make a list of festivals celebrated in India from the calendar.*
- *Classify the festivals on the basis of religion in the given table.*

Hindus	Muslims	Christians	Jains	Buddhists	Parsis

- *Apart from these festivals, which other festivals do we celebrate together? Why?*
- *Why is the day of a festival declared a public holiday, even when it is related to a particular religion?*
- *How do you participate in the celebration of the festivals of other religions and sects?*
- *Find out about the festivals celebrated by your friend who belongs to a different religion.*
- *Which three festivals are celebrated by the entire country together, though they do not belong to any particular religion? Write their names in the box given below*

Think

- *How would you feel if you are shown only Gujarati films?*
- *Write the names of the languages which you like to hear?*
- *Do you like to hear or speak any other language apart from your mother-tongue?*
- *What difficulties will you face if you know only one language?*

India is a very vast country. Indians live happily together despite all the differences in caste, language, region, religious beliefs and customs. Even though there is diversity in our culture, we remain united. This is a basic feature of India's culture and civilization. We have adopted one constitution and one currency for the smooth administration of the entire country. An Indian citizen, whether he is from Gujarat or from Kerala, is proud to be an Indian and respects the constitution. Our constitution also reflects the ideology of unity in diversity. We value our national integrity.

In your notebook, note down the national symbols which express unity in diversity of our country.

Think

- ***Why do you honour the entire cricket team when they play with some other country, knowing that the team members belong to different states and speak different languages?***
- ***Where do you get to see unity in diversity other than the example given above?***

India's strength lies in its unity in diversity. During the British rule, Indians united to fight together in the freedom struggle despite their differences in religion, language and region. People of different communities came together to participate in the freedom movement. Indians unitedly opposed the British rule, protested against them through different ways and also went to jail several times. The British thought that it would be easy to divide and rule over Indians because of their diversity. But the Indians proved that even though they are different from each other, they are united and stand as one against the British rule. This has proved that our freedom fighters had immense patriotism.

Think

- ***During our freedom struggle, what characteristics of Indians have been observed because of the diversity?***
- ***Give examples of the freedom fighters who belonged to different religions and yet, fought the freedom struggle together. Do we need such national integrity today? Why?***

Our national flag, national anthem, national song and national symbols were conceptualized during the freedom struggle. Our national song and flag maintained our trust in our unity and integrity despite our diversity. The flag was used all over India as a symbol of our unity against the British rule. The feeling of nationalism and patriotism is important to achieve the pride, prosperity and glory that we had in the past.

Let us sing the song together

*Rang Rangila Phool,
Ame Sau rang ranglia phool !
Bharat maa ne khole khilta,
Rang Rangila phool ! - Ame sau...
Desh Dешna Tej-Vayu Zilie,
Sada Sampine Sath Sau Khilie
Vividh Vesh, Vani toy
Ek Ja Manavkul, Ame Sau...
Ame Agekadam Sada Bhariye,
Kadik Padie, Kadik Akhadie,
Toy Ubha Thaie Pag Mandie Manzil
Sudhari Laine Bhul, Ame Sau...
Vishwa Akhu Kutumb Chhe Amaru,
Jage Ghumvanu lage Saune Pyaru !
Sangh Geet Lalkarie
Surila Manjul ! Ame Sau....*



Which lines in the song describe unity?

We can make India more prosperous if we work together for its progress and development.

EXERCISE

Q.1 Think and Write

1. India's strength lies in its diversity. Why?
2. What are the advantages of our diversity?
3. 'We are all one'. Explain why.
4. What would happen if there was no diversity in our country?
5. Write down the various methods of offering prayers.
6. Greet your friend in three different languages.
7. What are your feelings when you sing the national anthem?
8. List down the names of regions and states which appear in the national anthem - 'Jana Gana Mana'.

Q. 2 In your note book make a unique collection of songs of different languages.

Q. 3 Make a list of the festivals which are celebrated in your area. Out of these, which festivals are celebrated by all the communities?

Q. 4 Write about the clothes worn by the men and women in your area. Is there any diversity in the clothes that you wear? Which clothes are not relevant to your tradition? Why?

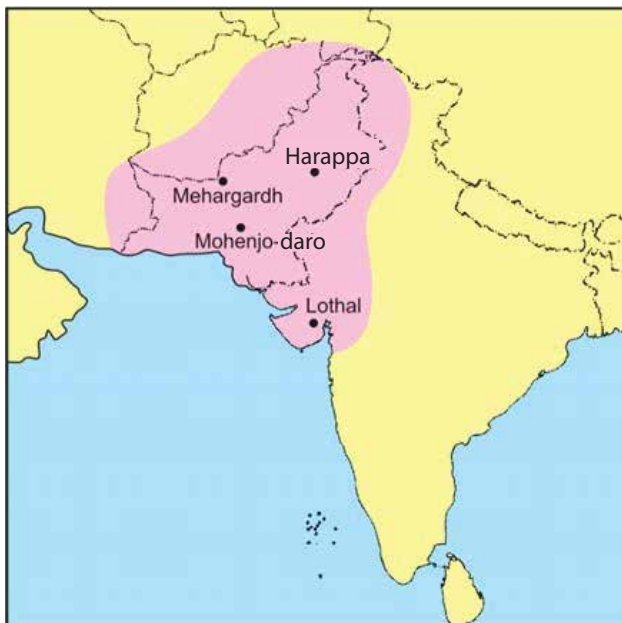
9

ANCIENT TOWNS

Dear students! Gather some very old objects from your house, school, or neighbouring areas and make a note about the time period, making process and usage of each of the objects.

Ruins and history

Major changes take place on earth due to natural disasters like earthquakes. During such a change, which may also be caused by evolution, water bodies may become land areas and land areas may become water bodies. Sometimes small or big towns are buried underground. During an excavation, these towns may be discovered. Coins, weapons, vessels, ornaments, etc. may be found. The materials found during an excavation are called ruins or remains.



9.1 Towns found in the Indus valley

The remains found during an excavation have great historical value. They serve as a link in history. When historians face a difficulty while writing history, these materials support historical information as evidence. With a comparative and critical study of these remains, authentic history is written.

Indus Valley Civilization

The remnants of two towns of Harappa and Mohenjodaro were found during an excavation in the Montgomery district of Punjab (now in Pakistan). The sites were first excavated in the year 1921-22 CE. The remnants of these

sites are perfect examples of 'Urban Civilization'. More than 1400 Indus civilization sites have been discovered till date, Some of the most prominent sites are:

- (I) Kalibangan in Rajasthan; and
 - (II) Dholavira and Lothal in Gujarat.
- More sites continue to be discovered.

Since the civilization was born in the valley of the Indus River, it came to be known as Indus Valley Civilization or The Harappan Civilization.

This civilization belonged to 3000 BCE - 1500 BCE period. During the excavation of these towns bricks, vessels, ornaments, etc. were found. This gave us a rich cultural heritage which we are very proud of.

Indus Valley Civilization towns in Gujarat

Many towns of the Indus Valley Civilization are found in Gujarat like Rangpur, Rojdi, Lothal, Dholavira, etc. Among these, Lothal, was the biggest and the most developed port city. It is situated in Dholka taluka, Ahmedabad district and is 85 km away from Ahmedabad near the Gulf of Khambhat.

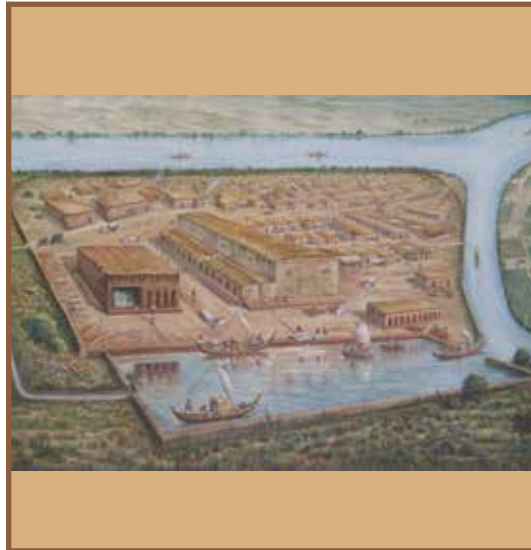
The towns of Rangpur near Limadi and Rojdi near Gondal in Saurashtra, Deshpur and Dholavira in Kutch were also excavated.

Town planning

Town planning was one of the most impressive features of the Indus Valley Civilization. This is especially evident in the city of Mohenjodaro. The scientific and outstanding town planning of those days is a wonder. Let us study the various aspects of that town planning.

Buildings

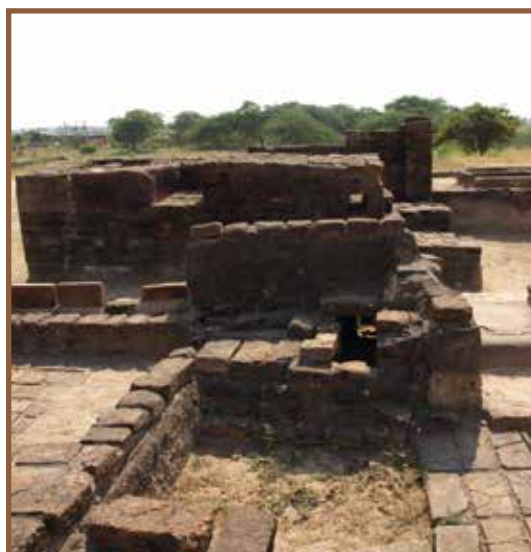
Most of the Indus towns were grid planned cities. In other words, all the streets intersected each other at right angles. The houses were built on platforms that were above flood level. The houses which were on the smaller streets, either single or double storied, were plain and uniform in plan. The rooms of each house were arranged around a courtyard. Most of the doors and windows of the houses opened out into small streets instead of the main road. There was a staircase in every building and each house had a single entrance. One of every three houses had a well and many houses had a separate bathing area too. An excellent drainage system was laid out. The drains in the houses led to a cess-pool or manhole. The drains along the main road were covered and were inspected and cleaned regularly. The drainage system of the Indus cities stands out as a remarkable feature.



9.2 An imaginary painting of Lothal Port



9.3 Town Planning of Indus Valley Civilization



9.4 The ruins of buildings at Lothal

Roads and Streets

There were two big towns of urban civilization- Harappa and Mohenjodaro- in the Indus Valley. The roads intersected each other at right angles and divided the city into large blocks. Within each block there was a network of narrow lanes. The main roads were 33 ft wide and were cleaned regularly. There were clay pots for garbage and street lamps on poles.

The ruins at Lothal indicate the existence of markets on both sides of the roads.

Underground drainage system

In the Harappan cities, there was a well developed sewage system. The streets had sewer drains covered with large brick slabs running alongside. Since they were covered, there were holes at regular intervals for cleaning. Drains from bathrooms and streets were connected through small pipes to the sewers under the main streets.



9.5 The underground drainage system of Mohen-Jo-Daro

Public buildings

Many remains were found during the excavation of the Indus Valley Civilization, some of which included the remains of public buildings. A massive structure found at Mohenjodaro, was the Town Hall, which was probably used as an auditorium, a prayer hall, a civic centre or an administrative office. Archaeologists have also found a granary at Harappa. It stood on a raised platform and was thus protected from floods. It was divided into different storage blocks. It is possible that the grains collected from the peasants as land tax, was stored here. During the excavations a large oblong structure was unearthed at Mohenjodaro and archaeologists call it the 'Great Bath'.

Think

- *Were the people of Harappa literate? If Yes / No, give reasons.*

Food Habits

Many similarities are seen in the food habits and lifestyle of the people of the various ancient towns. A number of crops were cultivated - cereals like wheat and barley, pulses, oilseeds like mustard and sesame and millets like bajra, ragi and jowar. Remains of these crops have been found from the excavated sites. We do not find much evidence of the cultivation of rice. Fish, meat, milk, date and fruits were also a part of the diet.

People also domesticated animals such as buffaloes, goats, dogs, sheep, pigs and asses. The humped camel, bison, rhinoceros, tiger and the elephant were known to them as they are seen in many seals.

Economic life

Though a large number of people lived in towns, they needed to be supplied with food, so farmers cultivated many crops on the outskirts of the city. In Kalibangan in Rajasthan, furrows were found during excavations. They might have grown wheat and barley, which were ground to make flour. They might have also grown pulses and sesame.

Some remains of irrigation canals were also found in Afghanistan. Besides canals, water from wells was also used for irrigation. Ponds were used for the very same purpose in Dholavira.

Besides agriculture, probably the most popular occupation was pot-making. A variety of pots, both plain and decorated, have been



9.6 Dholavira

found. Many pots were painted red, with designs in black suggesting geometric patterns. Indus people alloyed copper and tin to make bronze, which was more malleable and stronger than copper. Knives, axes and chisels were made of stone. Lothal was an important trading centre. A dockyard found at Lothal testifies to the fact that it played an important role in overseas trade as well.

Think

- *List the various sources used by archaeologists to get information related to food.*
- *What purpose was the bullock used for, other than agriculture?*

Dress and Ornaments

Archaeologists have found evidence of cotton and woven cloth. Spindles made of clay have been found in many sites (Spindles are used to spin cotton thread). Men wore flowing garments, while women wore skirts, as can be seen from various figurines found in the sites. Both men and women seem to have draped a shawl over their shoulders. Both men and women wore ornaments made of gold, silver and beads of semi-precious stones like jade, lapis lazuli, cornelian and agate. Bangles, earrings and necklaces seem to have been popular. The women used 'kajal' for their eyes and painted their lips, as they do even today.



9.7 Toys found from the remains of Indus Valley

Many household things like clay pots, stone grinders, and needles made from ivory, sickles, cutters, tables, chairs, cots, lamps, candle-stands, ink-pots, etc. were found during the excavations. All of these remains show the love for art and civilization in the people of those times.

Many terracotta items of animals, carts, toys and human figures were recovered from the sites. Some of the toys had parts which moved, for example bulls and rams that could shake their heads and tails. There are toy birds which can move up and down ropes. Such toys are made in the villages of India even today. Two finely sculpted works of art were recovered from Mohenjadaro. One is the bust of the bearded man, who has his robe thrown over one shoulder, similar to what one finds in Mesopotamia. The other is that of the famed 'Dancing girl' in bronze.

Seals and Scripts

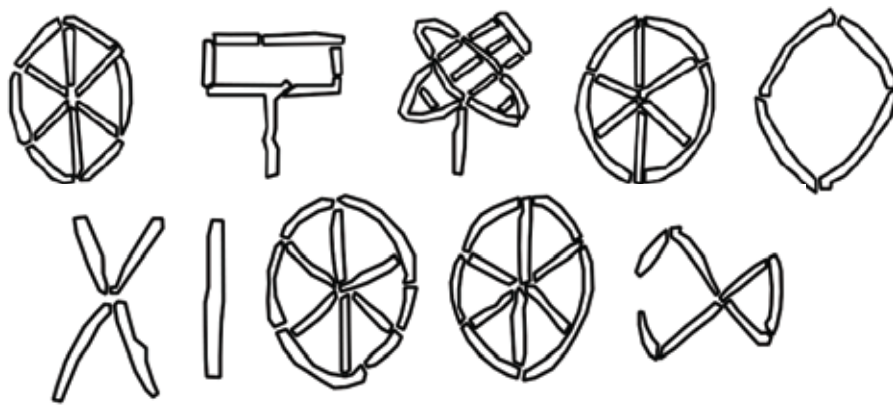
Many seals have been found in the Indus Valley, mainly made of steatite. Most of them show figures of animals, with a little writing on the top portion. Most of them are square in shape, a few round and some cylindrical. Some seals were used by merchants as a form of identification. Each merchant family had its own emblem on its seal.



9.6 Seals and Script

Some seals were used as amulets. The fact that similar seals have been found in Mesopotamia indicates that products from the Indus Valley reached there. The large number of seals show that people of these two civilizations had trade relations.

A script is a form of writing used by people for the language they use. The script used by the Indus Valley people is one of the earliest known scripts. In the form of pictographs, it was probably inspired by the early Sumerian Script, which was also picture based. Each picture or symbol represented a word or a sound. The writing was widely used on seals, inscribed on stone. However, till now, historians have not been able to decipher the script. So the information, they contain is still hidden from us.



9.9 Signs found from Dholaveera

At several of the Indus Valley cities, cube-shaped stone measures of weight in graduated sizes have been found. Remarkably, they seem to be uniform throughout the Indus territory. These weights may have been used to make trade easier.

Think

- *Compare the town-planning of today with that of the ancient town of Harappa.*
- *The people of the Harappan times were aware of personal hygiene and public health. Comment.*

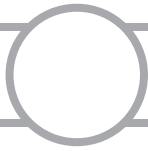
Project

Visit an old building and find answers to the following

1. Which materials were used to build the structure?
2. How many walls were there in the building?
3. How many rooms were there in the building?

Things to know

- *It is surprising to know that at the great bath of Mohenjodaro, along with swimming pools there was a provision for the inlet of pure water, outlet of dirty water, changing rooms, etc.*



REVISION - 2

Unit 6 to 9

Words to Remember

Archives
PANDU script
Mapp-Mundi
NATMO
Political rights
Social rights
Frigid Zone
Temperate Zone
Physiography
Plateaus
Diversity
Mori
Seals
Scripts

Understand and Answer

1. What kind of clothes did the people of Indus Valley wear?
2. What are the toys excavated from the Sindhu Valley?
3. What are seals and scripts and why were they used?
4. What were the food habits of the people of Indus Valley?
5. Name any three festivals celebrated by the whole country.
6. What are the advantages of the coastline of Gujarat?
7. Describe the difference in the life styles of the primitive man with that of the people of today.

Questions

1. What are the most important gifts of the ancient man to the present generation?
2. How has the invention of wheel revolutionalised our lives today?
3. Why did primitive men choose caves and river beds as areas for leading a settled life?
4. What are the difficulties faced by you if you know only one language?
5. Why is India an example of Unity in Diversity?
6. Which three festivals are celebrated by the whole country even though they belong to different religions? Why?
7. What are your feelings and emotions when you hear your country's national anthem?
8. Lucy of Canada has married Prof. Jani of Gujarat. Will she get the Indian citizen ship? Why?

Activity

1. Prepare a map of your town using conventional signs.
2. On an outline map of Gujarat, mark the following-
 - a) Sea bordering districts; and
 - b) Districts having inter-state borders.
3. Write a note on the history of your town by referring to old monuments, ancient books, seals, scripts, etc.
4. Make a list of things where the wheel is used in your house.
5. Make a list your rights and duties as a citizen of India.
6. Make a study of a coins of pre-independent India. Write down the things that you see on the coin.

NOTES

[illegible]

ડ્રાઇવિંગ સલામત તો જીવન સલામત

ફરજિયાત નિશાનીઓ • MANDATORY SIGNS •

 થોભો STOP	 રસ્તો આપો GIVE WAY	 પ્રવેશ બંધ NO ENTRY	 એક માર્ગીય સંકેત ONE-WAY SIGNS	 બન્ને સર્વાઈ માટે રસ્તો બંધ VEHICLES PROHIBITED IN BOTH DIRECTIONS	 દરેક પ્રકારના વાહનો માટે રસ્તો બંધ ALL MOTOR VEHICLES PROHIBITED	 ટ્રક માટે પ્રતિબંધ TRUCK PROHIBITED	 બળદગાડી હાથલારી BULLOCK CART & HAND CART PROHIBITED
 બળદગાડી માટે પ્રતિબંધ BULLOCK CART PROHIBITED	 ઘોડાગાડી માટે પ્રતિબંધ TONGA CART PROHIBITED	 હાથલારી માટે પ્રતિબંધ HAND CART PROHIBITED	 સાયકલ માટે પ્રતિબંધ CYCLE PROHIBITED	 સહદારી માટે પ્રતિબંધ PEDESTRIAN PROHIBITED	 જમણી બાજુ વળવાની મનાઈ RIGHT TURN PROHIBITED	 ડાબી બાજુ વળવાની મનાઈ LEFT TURN PROHIBITED	 પાછું વળવાની મનાઈ U-TURN PROHIBITED
 સાઈડ કાપવાની મનાઈ OVERTAKING PROHIBITED	 નો પાર્કિંગ NO PARKING	 ગાડી થોભવાની મનાઈ NO STOPPING OR STANDING	 ગતિ મર્યાદા SPEED LIMIT 25	 વજનની મર્યાદા LOAD LIMIT IN TONS 5T	 પહોળાઈની મર્યાદા WIDTH LIMIT IN MTRS 2m	 ઉંચાઈની મર્યાદા HEIGHTS LIMIT IN MTRS 3.5m	 હોર્ન વગાડવાની મર્યાદા HORN PROHIBITED
 ફરજિયાત ડાબી બાજુ વાળો COMPULSORY TURNING LEFT	 ફરજિયાત સીધા જાઓ COMPULSORY AHEAD ONLY	 ફરજિયાત જમણી બાજુ વાળો COMPULSORY TURNING RIGHT	 ફરજિયાત જમણી બાજુ હાંકો COMPULSORY AHEAD OR TURNING RIGHT	 ફરજિયાત આગળ વધો ડાબી બાજુ વાળો COMPULSORY AHEAD OR TURNING LEFT	 ફરજિયાત ડાબી બાજુ હાંકો COMPULSORY KEEP LEFT	 ફરજિયાત સાઈકલ માટે રસ્તો COMPULSORY CYCLE TRACK	 ફરજિયાત હોર્ન વગાડો COMPULSORY SOUND HORN

સાવધ થવાની નિશાનીઓ • CAUTIONARY SIGNS •

 સાવધાનીનો સંકેત CAUTION SIGN	 જમણી બાજુનો વળાંક RIGHT HAND CURVE	 ડાબી બાજુનો વળાંક LEFT HAND CURVE	 જોળ વળાંક જમણી બાજુ RIGHT HAIRPIN BAND	 જોળ વળાંક ડાબી બાજુ LEFT HAIRPIN BAND	 વાંકો ચુંકો રસ્તો જમણી બાજુ RIGHT REVERDE BAND	 વાંકો ચુંકો રસ્તો ડાબી બાજુ LEFT REVERDE BAND	 ચઢાણ STEEP ASCENT
 ઢાળ STEEP DESCENT	 આગળ સાંકડો રસ્તો છે NARROW ROAD AHEAD	 આગળ પહોળો રસ્તો છે ROAD WIDENS AHEAD	 સાંકડો પુલ NARROW BRIDGE	 લપસણો રસ્તો SLIPPERY ROAD	 કાચો રસ્તો LOOSE GRAVEL	 સાઈકલ કોસિંગ CYCLE CROSSING	 સહદારી માટે કોસિંગ PEDESTRIAN CROSSING
 આગળ નિશાળ છે SCHOOL	 માણસ કામ કરે છે MEN AT WORK	 પ્રાણીઓ માટે રસ્તો CATTLE	 સાઈડ રોડ જમણી બાજુ RIGHT SIDE ROAD	 સાઈડ રોડ ડાબી બાજુ LEFT SIDE ROAD	 આગળ રસ્તો ફંટાય છે STAGGERED INTERSECTIONS	 ચાર રસ્તા CROSS ROAD	
 રેલ્વે કોસિંગ અરક્ષિત (200 MTRS.) (100 MTRS.) UNGUARDED RAILWAY CROSSING	 રેલ્વે કોસિંગ રક્ષિત (200 MTRS.) (100 MTRS.) GUARDED RAILWAY CROSSING		 વાય આકારનો રસ્તો 'Y' INTERSECTION	 ટી આકારનો રસ્તો 'T' INTERSECTION	 ગોળાકાર રસ્તો ROUND ABOUT	 ખડકો પડવાનો સંભવ FALLING ROCKS	
			 ઘાટ FERRY	 રેલ્વે વચ્ચે જગ્યા છે GAP IN MEDIAN	 નાકાબંધી BARRIER AHEAD	 જોખમી ખાડો DANGEROUS DIP	 ખાડા ટેકરા વાળો રસ્તો HUMP OF ROUGH ROAD

માહિતી માટેની નિશાનીઓ • INFORMATORY SIGNS •

 બન્ને બાજુ પાર્કિંગની જગ્યા PARKING BOTH SIDES	 સીધો રસ્તો નથી NO THROUGH ROAD	 સીધો સાઈડ રસ્તો નથી NO THROUGH SIDE ROAD	 પેટ્રોલ પંપ PETROL PUMP	 હોસ્પિટલ HOSPITAL	 પ્રાથમિક સારવાર કેન્દ્ર FIRST-AID POST	 સાર્વજનિક ફોન PUBLIC TELEPHONE	 સ્થળ, દિશા અને અંતર સુચવે છે DESTINATION SIGN
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રોડ માર્કિંગ Road Marking



સફેદ રંગની તૂટક રેખા વાહનને પોતાની લેન બદલવા તથા ઓવરટેઈક કરવાની મંજૂરી આપે છે.

A broken line in white colour indicates permission to change the lane and overtaking.



રોડની મધ્યમાં સળંગ સફેદ રેખા વાહનને લેન બદલવાનું તથા ઓવરટેઈક ટાળવાનું સૂચન કરે છે.

A continuous line in white colour indicates to avoid lane changing and overtaking.

રસ્તાની મધ્યમાં પીળા રંગથી દોરેલ તૂટક રેખા સાવચેતીપૂર્વક જ લેન બદલવાનો તથા ઓવરટેઈક કરવાનો નિર્દેશ કરે છે.

A broken line in yellow colour indicates to change the lane but with due caution and utmost safety.



રસ્તાની મધ્યમાં પીળા રંગની રેખા લેન બદલવાની ફરજિયાત ના પાડે છે. રોડના ડાબી બાજુના છેડા પાસે પીળા રંગનો સળંગ પટ્ટો, તે જગ્યાએ વાહનને પાર્ક કરવાની સદંતર મનાઈ ફરમાવે છે.

A continuous yellow line in the center of road, means lane changing is not allowed. If it is found near the kerb, it indicates parking is prohibited in that area.



ઝીબ્રા ક્રોસિંગ Zebra Crossing



રોડ ઉપર સફેદ રંગથી દોરેલા આડા પટ્ટા ઝીબ્રા ક્રોસિંગ સૂચવે છે. રાહદારીઓએ આ ઝીબ્રા ક્રોસિંગ ઉપરથી જ રસ્તો ક્રોસ કરવો. વાહન ચાલકે હંમેશા પોતાનું વાહન સ્ટોપ લાઈન પહેલાં ઊભું રાખવું.

Horizontally marked white coloured thick strips on the road are known as Zebra Crossing. It indicates a passage for pedestrians to cross the road. Vehicle driver must stop the vehicle before the Stop Line.

લેન માર્કિંગ Lane Marking



બે લેન વાળો રસ્તો
Two lane road

ચાર લેન વાળો રસ્તો, મધ્યમાં બેરીઅર લાઈન
Four lane road with barrier line in center



છ લેન વાળો રસ્તો, મધ્યમાં બેરીઅર લાઈન
Six lane road with barrier line in center

ગુજરાત સરકાર