

It's All About Us

Social Studies for Class 3



M P Rozario • Ranjana Gupta

This Book Belongs to:

Name

Roll No

Class and Section

School





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Preface

It's All About Us is a series of Social Studies textbooks for classes 3 to 5. The series follows the latest syllabus guidelines of the Council for the Indian School Certificate Examinations. The books have interesting features that encourage the learner to ponder, comprehend and infer the knowledge from the content that has been thoughtfully designed and presented.

The salient features are:

- **Key Concepts**—from the syllabus lists what has been covered in the chapter
- **Stop to Answer**—questions within the lesson that will enable the learners to ponder about the topic
- **Spotlight**—an attractive doublespread that displays pictorial snippets with additional and interesting information on a topic discussed in the book
- **New Words**—provides meanings of difficult words used in the chapter
- **Recap**—a quick recapitulation of the main points learnt in the chapter
- **Exercises**—interesting end-of-the-lesson exercises in accordance with the syllabus to discuss and test the learning and understanding of the topic
- **Picture study**—allows to gauge the observational skill of the students and also their interpretation of the topic discussed
- **Project work**—project given at the end of each lesson for application of knowledge learnt
- **Worksheets**—focuses on assessment and evaluation

We hope that the series will be useful for both teachers and students.

Key Features

Key Concepts Topics to be taught in the chapter given in simple bullet points

Key Concepts

- Changes in lifestyle, food, work, clothes, houses and traditions, etc.
- Reasons for changes, changing school, classroom, etc.
- Making new friends
- Adapting to change
- Gender sensitivity related to work and play

Good to know!

Bhawana Kanth, Avani Chaturvedi and Mohana Singh became the first women fighter pilots in the Indian Air Force in June 2016.

Good to know! Snippets in-between chapters that provide interesting and additional information related to the topic

Stop to Answer Extrapolatory and short-answer type questions within the chapters to test learning

Stop to Answer

- Find out more about Kalpana Chawla, Sunita Williams, Sakshi Malik, Deepa Karmakar. Talk about their achievements.

New Words Provides meanings of difficult words used in the chapter

New Words



Appliance

Pedestrian

Concrete

Gadget

- : a device or machine meant to perform a specific task
- : someone who is walking on the streets
- : a very hard building material made by mixing together cement, sand, small stones, and water
- : a small mechanical or electronic device or tool

Recap Quick recapitulation of the main points learnt in the chapter

Recap

- In earliest times, there were no vehicles. People walked on foot or used animals such as horses and camels to travel.
- The most important event in the history of travel was the invention of the wheel.
- Invention of the wheel led to the development of different means of transport that used wheel.
- Travel became easy and fast with the invention of modern means of transport such as the car, the train and the aeroplane.



The National

The national symbols are various objects which have been specifically chosen so that they can represent the country. National symbols serve as a source of pride for all citizens of the country. Let us take a look at some of the most important national symbols of India.

National Flag: It has been designed using three colours and hence it is known as the tricolour. Each of the colours has its own significance. The saffron at the top indicates courage and service towards one's nation. The white colour indicates peace, honesty and purity while the green at the bottom indicates prosperity of the nation. The Ashoka Chakra with 24 spokes, representing the wheel of law is seen at the centre of the flag. It was during the Constituent Assembly of 22 July 1947 that this current form of the flag was chosen as India's national flag.



National flag

National Anthem: Our national anthem (*Jana gana mana*) was written and composed by Rabindranath Tagore.

National Song: Our national song (*Vande Mataram*) was written by Bankim Chandra Chatterjee.

National Animal: The Royal Bengal tiger is the national animal of India, prized for its grace and dignity.

National Flower: The lotus flower has been adopted as the national flower of India since it represents knowledge and enlightenment.



Royal Bengal tiger

Symbols of India



Lotus



Mango tree

National Emblem: The Sarnath lion, which is a part of the great Ashokan Pillar has been adopted as the national emblem of India.

National Fruit: Mango, one of the most widely found fruit on the Indian soil has been adopted as the national fruit of the country.

National Bird: The peacock is considered to be the national bird of India. The peacock dances with joy with its beautiful tail open during the rainy season.

National Tree: The banyan tree has been adopted as the national tree of India.

National Game: Hockey is the national game of India. India has excellent men's and women's hockey teams that have won many honours for the country.



National emblem



Banyan tree



Peacock

Spotlight An interesting doublespread page of information and pictures on topics related to the book

Exercises Interesting end-of-the-lesson exercises in accordance with the syllabus to discuss and test the learning and understanding of the topic

EXERCISE

A. Fill in the blanks.

1. A is a person who defends the country from enemy attacks.
2. play the most significant role in defending and protecting the borders of a country.
3. grow food for us.
4. play a major role in educating the nation.
5. Dignity of Labour means that all types of jobs are respected

B. Write true or false.

1. We need not have any help to live in a community.

5. What is dignity of labour?

D. Picture Study

1. What does the image show?
2. What role does this person play in the community?



E. Project Work

1. Design Thank You cards for the support staff in your school and for your domestic help at home and give it to them.
2. Dress up as your favourite community helper and explain the reason of your choice in a class presentation.
3. How are people in a community interdependent? Have a class discussion.
4. Organise a cleanliness drive to clean the surroundings of your school. Discuss the important role played by the cleanliness workers.

Worksheets Worksheets at the end of the book with focus on preparation and practice for assessments and evaluation

Picture study Allows to gauge the observational skill of the students and also their interpretation of the topic discussed

Project work Activities at the end of each lesson for application of knowledge learnt

WORKSHEET-I

A. Fill in the blanks.

1. Small families are also known as families.
2. A is a chart or series of pages showing the days, weeks, and months of a particular year.
3. Vehicles that travel on are called means of transport.
4. Hot-air balloons are mostly used for
5. We should never use broken in the park.
6. Shalimar Bagh is situated in
7. Bal Gangadhar Tilak started a newspaper.
8. The Earth is the largest planet in the solar system.

B. Write true or false.

Syllabus

SOCIAL STUDIES

The present curriculum of Social Studies includes diverse concerns of society and a wide range of content drawn from the disciplines of History, Civics and Geography. The children are introduced to their past through their heritage, family system, changes around them, national and cultural events on the basis of evidences and varied sources. It also enables them to participate effectively in society and explain their relationship to the civic society, public and private property, governance and their role in it.

Theme 1: Understanding Changes

“Understanding Changes” involves children to accept changes taking place over a period of time in their own families, in local life styles and conditions. These have been supplemented with anecdotes about famous personalities and importance of National days and celebrations. Children will relate to sequencing of events, calendar, drawing a time – line and concept of AD and BC. It is expected that by understanding variations, differences and changes in society children will appreciate and adapt to changes in their life.

Learning outcomes

Children will be able to:

- identify and compare - Nuclear, Joint and Single Parent Families;
- share and reflect on changes in family, neighbourhood and environment;
- discuss and compare changes in lifestyle, food, shelter, clothing, transport and entertainment;
- reflect positively and verbally on gender related issues;
- draw a timeline to depict the birthdates of family members;
- discuss and list important holidays and festivals.

Understanding Changes

| Key Concepts/Concerns | Suggested Transactional Processes |
|--|---|
| <ul style="list-style-type: none"> ■ Changes in a Family <ul style="list-style-type: none"> * Joint Families * Nuclear families * Working parents * Birth of a sibling * Marriage in the family ■ Changes in neighbourhood and school <ul style="list-style-type: none"> * Changes in lifestyle, food, work, clothes, houses and traditions, etc. * Reasons for changes, changing school, classroom, etc. * Making new friends * Adapting to change ■ Changes in the Transport system ■ Gender sensitivity related to work and play | <ul style="list-style-type: none"> ■ Revisiting earlier concepts and building on previous learning. ■ Showing video clips of family types, followed by classroom discussions on the different types of families and their lifestyles. ■ Facilitating group discussions with children on changes within families. ■ Arranging visits to each other’s homes to understand different family lifestyles (working parents, single parents and homemakers). ■ Drawing a family tree of two and three generations, pasting pictures of family members, writing names and date of birth of family members. ■ Discussing with elders and peer group. ■ Encouraging class discussions to enable children share their experiences of shifting to new places/homes and changing of schools. ■ Showing pictures or documentaries on different lifestyles, food, clothes, traditions, etc. ■ Appreciating the diversity observed in various changes children have experienced and shared. ■ Discussing with elders and neighbours ■ Organising a change for children in school by making them sit in another classroom situation and then asking them to share their thoughts about the changes they experienced. ■ Showing videos and PPTs on changes in transportation /modes of transport down the ages. |

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| <ul style="list-style-type: none"> ■ Concept of Time: Sequence of events taking place over a period of time * Tracing one's own timeline * Tracing the date of birth of family members on a timeline ■ Calendar * Identifying and marking important events <ul style="list-style-type: none"> (a) Family events (b) National events (c) School events | <ul style="list-style-type: none"> ■ Engaging children in class discussions on the benefits of walking and cycling for good health and how motorized transport causes air pollution. ■ Organising visit to a rail museum, bus stand, railway station, etc. ■ Guiding children to enact role plays in class to enable them understand that gender is not a barrier for any occupation. ■ Showing videos of women participating in modern day sports and employed in various professions. ■ Organizing street play on gender parity, and discouraging the use of motorised vehicles, instead using cycles for shorter distances. ■ Guiding children through a simple story sequencing activity to enable them to understand the concept of chronology of events. ■ Helping children to paste their own pictures in a book/album from infancy to the present class. ■ Helping children to design a chart with pictures and ages and dates of birth of their family members. ■ Discussing with elders in the family and with peer group ■ Sharing celebration of family events by children with peers in the class. ■ Celebrating national days and festivals in class or school. ■ Organizing activities to share photographs of family events (i.e., birthday, marriage, etc.) ■ Drawing/pasting or making a collage of pictures of various festivals and national days by children in groups/individually. ■ Celebrating national days and social festivals in schools. |
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Suggested Learning Resources

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|---|--|
| <ul style="list-style-type: none"> ■ Children's' daily life experiences. ■ Videos. ■ Pictures of present and past dresses, means of transport and other objects that relate to the lifestyle of families. ■ Audio visual aids. ■ Newspaper cuttings on changes and displacement. ■ Materials required to draw and paint a family tree and family pictures. ■ Newspaper cuttings, documentaries and pictures of different types of houses, clothes, food, etc. ■ Elders, local community members and neighbours. | <ul style="list-style-type: none"> ■ PPTs, videos, pictures, magazines, etc. ■ Rail museum, bus stand, railway station. ■ Motivational pictures, newspaper clippings. ■ Audio-visual aids ■ Materials required to draw a timeline. ■ Chart papers, albums, children' photographs. ■ Documentaries on famous personalities involved in the Freedom Movement. ■ Calendar/school calendar. ■ Pictures, videos, magazines relating to national, family and school events. |
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| <p>Integration: Languages, Mathematics (Measurement), Science, Arts Education</p> | <p>Life Skills: Respect, empathy, sensitivity, compassion, adaptability to changes and appreciation for diversity and life, time management</p> |
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Theme 2: Community: Helping Each Other

This theme will enable children to understand and appreciate the interdependence in community life and identify value and respect the role each citizen plays in their day to day lives. It will also sensitize children in developing and showing empathy towards one another and being a proactive citizen whose contribution will benefit society at large.

| |
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| <p>Learning outcomes Children will be able to:</p> <ul style="list-style-type: none"> ■ identify and appreciate different people in community who help us and show respect towards them; ■ discuss and acknowledge the interdependence between people in society for various services; ■ value and show respect for different types of work; ■ display sensitivity, care and concern towards the old, sick, needy and differently abled persons. |
|---|

Community: Helping Each Other

| Key Concepts/Concerns | Suggested Transactional Processes |
|---|--|
| <ul style="list-style-type: none"> ■ Community helpers e.g., Soldiers, Farmers, Teachers, Doctors, Policemen, Fire fighters and what they do. ■ Care of and compassion for the old, sick, needy and differently abled people in the community. ■ Value and respect for work and dignity of labour. | <ul style="list-style-type: none"> ■ Revisiting previous concepts from Classes I to II in EVS. ■ Building on previous learning. ■ Showing videos on the contribution of community helpers in our daily lives. ■ Discussing the interdependence in community life. ■ Sensitising children to help the old, sick and the needy people. ■ Discussing who the differently abled people are and ways of helping them. ■ Discussing and sensitising children on values and principles and show respect for all kinds of work and labour. ■ Designing thank-you cards for the support staff in school and for domestic workers at home and giving it to them at an appropriate time. ■ Planning and conducting an assembly by children on labour day and honouring the support staff. ■ Conducting a “Cleanliness Drive” to clean the surroundings. ■ Sharing and giving gifts i.e. utility items to the support staff on festivals/special events. ■ Role play of a school student and a rag picker child to inculcate a sense of empathy. |
| Suggested Learning Resources | |
| <ul style="list-style-type: none"> ■ Materials required for making Thank-you Cards ■ Assembly as an important event. ■ Related Videos and PPTs. | <ul style="list-style-type: none"> ■ Pictures of different Community helpers such as— police, farmer, soldier, doctor, nurse, teacher, fire fighters amongst others. ■ Pictures of the differently abled. ■ Toys for learning. |
| Integration: Languages | Life Skills: Empathy, sensitivity, compassion |

Theme 3: Safety Rules

Safety rules will focus on helping children understand the need and ways to remain safe at home, in school or on the road. The theme will enable children to obey signs and rules on the road and to be cautious at home and in school. Understanding of a good or a bad touch will help them to be aware of safety threats from people in their surroundings.

Learning outcomes

Children will be able to:

- discuss the need for observing rules on safety at home, in school and on the road;
- demonstrate safe ways of using different objects;
- explain the need of safe use of ICT and multimedia;
- identify and obey the signs and rules of road safety;
- share experiences on bullying by the peer group and learn interpersonal and intra personal skills;
- identify and differentiate between a good touch and bad touch.

Safety Rules

| Key Concepts/Concerns | Suggested Transactional Processes |
|---|---|
| <ul style="list-style-type: none"> ■ Safety at home: <ul style="list-style-type: none"> * Kitchen appliances, Knives, Blades, Irons, Inflammable objects, etc. * Toilet cleaners * Electronic gadgets * ICT: mobiles, tablets, computers and the Internet | <ul style="list-style-type: none"> ■ Demonstrating safe ways of using different objects/items. ■ Encouraging children to share their own experiences with peers. ■ Discussing the need to use gadgets and appliances safely and under supervision. ■ Facilitating a class discussion on the safe use of internet under adult supervision. ■ Showing a video that highlights bullying to sensitise children in schools. ■ Motivating children to sign a pledge against bullying in school. |

| | |
|--|--|
| <ul style="list-style-type: none"> ■ Safety at School: <ul style="list-style-type: none"> * Safety in the classroom, laboratories, playgrounds, staircases. ■ Safety on the Roads: <ul style="list-style-type: none"> * Rules while crossing the road – walking, cycling, etc. * Traffic symbols – basic understanding ■ First aid ■ Emergency numbers ■ Good or bad touch | <ul style="list-style-type: none"> ■ Sensitising children through open discussions on how to differentiate between a good or bad touch. ■ Demonstrating safe traffic rules through class trips or showing of videos or a mock road drill in class. ■ Discussing on do's and don'ts related to safety rules ■ Discussing simple first aid measures that can be used at home. ■ <i>Organising Activities:</i> <ul style="list-style-type: none"> * Children will design a traffic signal cut out and write a poem or song or slogan * Encourage children to write poems on safety * Making a chart of dos and don'ts and putting it on wall magazine * Making a first aid kit * Noting down emergency numbers in school diary * Preparing a chart, depicting emergency numbers. For e.g., 101, 102, 103, etc.; along with description and putting it on the classroom wall |
|--|--|

Suggested Learning Resources

| | |
|---|---|
| <ul style="list-style-type: none"> ■ Drawings of traffic symbols and signals. ■ Social awareness campaigns. | <ul style="list-style-type: none"> ■ Audio visual aids related to the theme. ■ Poems/Songs/Slogans on safety rules. |
| Integration: Computer Studies, Languages | Life Skills: Self-awareness |

Theme 4: India—A Land of Rich Heritage

Our Heritage familiarizes and inculcates a sense of respect among children for the country's rich national, historical and cultural heritage. In these days of globalized lifestyles, this understanding is critical for children to be good future Indian citizens. The pedagogies help children become sensitive and proactive citizens who take pride and respect their rich cultural heritage.

Learning outcomes

Children will be able to:

- enlist important local and national festivals; epics and folk tales; and national symbols;
- appreciate the rich and glorious art and architecture of our country;
- expresses verbally or in writing the feeling of pride regarding the rich heritage;
- outline the accomplishments of great national leaders;
- appreciate the diverse traditions, festivals and celebrations.

India—A Land of Rich Heritage

| Key Concepts/Concerns | Suggested Transactional Processes |
|---|---|
| <ul style="list-style-type: none"> ■ Meaning and understanding of Heritage. ■ Buildings and monuments. ■ Great National leaders and their achievements. ■ Epics and folk tales, e.g. Panchatantra and Jataka tales ■ National symbols. ■ Festivals and community celebrations, etc. | <ul style="list-style-type: none"> ■ Organising presentation of PPTs, videos and pictures, etc. on the rich heritage of our country. ■ Asking children to collect pictures of historical buildings, monuments, national symbols, festivals, etc. and make a collage. ■ Celebrating national and cultural festivals in the school and organizing discussions on them with children. ■ Discussion on books like the Ramayana, Mahabharata, Panchatantra and Jataka Tales in class. ■ Exchanging photos and videos of festival celebrations by children. ■ Enacting role play on some of our important national leaders—showing their achievements. ■ Showing documentaries / videos of monuments and historical sites. |

| | |
|--|---|
| | <ul style="list-style-type: none"> ■ Organising trips and visits to historical sites, monuments and national festivals and cultural events. ■ <i>Organising Activities like:</i> <ul style="list-style-type: none"> * Reading of Panchatantra. * Reading of Amar Chitra Katha. * Showing videos of Teejan Bhai. * Puppet shows based on folk tales. * Storytelling by Grandparents. |
|--|---|

| Suggested Learning Resources | |
|--|--|
| <ul style="list-style-type: none"> ■ Videos, PPTs, pictures on heritage. ■ Materials for wall magazine. ■ Charts on historical buildings and monuments, national symbols and festivals. | <ul style="list-style-type: none"> ■ Folk lores ■ Puppet shows. ■ Role playing. ■ Books and magazines. |
| Integration: Languages | Life Skills: respect, empathy, sensitivity, compassion |

Theme 5: The Earth—An Introduction

‘The Earth—An Introduction’ has been introduced to make children understand that the earth is a celestial body and an important part of the Solar System. A comparative study of the earth and other planets will enable them to understand the uniqueness of the Earth. Children will also familiarise themselves about a Globe and maps.

- Learning outcomes**
Children will be able to:
- list out the planets in the Solar System;
 - explain the uniqueness of the earth in the solar system;
 - compare and identify Physical and Political maps;
 - differentiate between a globe and a map and develop skills for their use.

| The Earth—An Introduction | |
|---|---|
| Key Concepts/Concerns | Suggested Transactional Processes |
| <ul style="list-style-type: none"> ■ The Earth and the Solar System <ul style="list-style-type: none"> * The Sun and the solar system * The planets * The satellites * The stars ■ Our Earth—A Unique Planet <ul style="list-style-type: none"> * Our Planet: The Earth (presence of air, water, distance from sun) * Shape of the Earth ■ Knowing our Earth <ul style="list-style-type: none"> * Globes and Maps * Directions and Compass | <ul style="list-style-type: none"> ■ Facilitating a class activity to make a model of the Solar system (charts/models/power point presentations). An interclass exhibition can also be planned. ■ Explaining that a globe is a 3D model of the earth. ■ Explaining that a map is a 2D presentation of the earth. Which may be used to represent parts of the earth. ■ Facilitating discussions on the features of globes and maps. ■ Comparing and enlisting the uses of a map and the globe. ■ Visit to a Planetarium followed by discussions on the Solar System. |

| Suggested Learning Resources | |
|---|---|
| <ul style="list-style-type: none"> ■ Audio-Visual aids. ■ PPTs. ■ Wall map of the world. | <ul style="list-style-type: none"> ■ Charts and/or models. ■ Globe and maps to be displayed in the class. ■ Digital Globe e.g. Google Earth. |
| Integration: Mathematics (Geometry-map reading), Arts Education. | |

Theme 6: The Environment—An Introduction

‘The Environment—An Introduction’ aims at enabling children to appreciate their immediate surroundings and the importance of hygiene and cleanliness. It will help them identify the causes and effects of all types of pollution. Children are future global citizens and must be encouraged to play an active role to strive for a clean environment.

Learning outcomes

Children will be able to:

- identify and reflect on the causes of pollution, i.e., air, water, noise;
- reflect positively on the necessity of a clean environment;
- take initiative in tree plantation;
- inculcate healthy habits related to environment.

The Environment—An Introduction

| Key Concepts/Concerns | Suggested Transactional Processes |
|--|---|
| <ul style="list-style-type: none"> ■ Environment—meaning. ■ Pollution (introduction). ■ Types of pollution (air, water, noise) ■ Plantation to save the environment (case study). ■ Need for cleanliness in the surroundings. | <ul style="list-style-type: none"> ■ Facilitating a class discussion on the importance of cleanliness. ■ Sensitising children through a video/narrative on the life of rag pickers and discuss related issues in the classroom. ■ Showing a video and newspaper clippings to sensitize on the pollution caused by cars and factories—to be followed by the children penning down or drawing their thoughts and reflections. ■ Organising a class demonstration of how loud horns or loud music can be disturbing. This can be followed by a class discussion on the effects of noise pollution. ■ Providing opportunities to observe stagnant water pools to understand the importance of cleanliness and hygiene. Discussing how cleanliness in the surroundings can be undertaken. Discussing the Chipko movement and the Van Mahotsav festival to enable children to understand the importance of green belts. ■ <u>Organising Activities</u> <ul style="list-style-type: none"> * Organising a school cleanliness drive by involving all the children and assigning responsibilities to each one. * Tree Plantation Drive - Organising a plantation drive in school or local community with help from respected community members. |
| Suggested Learning Resources | |
| <ul style="list-style-type: none"> ■ Collecting information and pictures on popular plantation and antipollution campaigns/movements and cleanliness drives. | <ul style="list-style-type: none"> ■ Materials used for cleaning. ■ Relevant videos and newspaper clippings. ■ Plant Saplings. |
| <p>Integration: Science (Human Body-Respiration, Food we get from plants, Water as a Resource, Cleanliness, Health and Hygiene)</p> | <p>Life Skills: Concern for the Environment</p> |

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Key Concepts

- Joint families
- Nuclear families
- Working parents
- Birth of a sibling
- Marriage in the family

FAMILY

People who live together in the same house make up a family. Families can be small with four or five members. Small families are also known as nuclear families. Some families are really big and have many members living in the same house. Such a family is called a joint family.

A single-parent family is one in which children live either with their mother or their father.

In some families, both the parents go to office. In some families, only one parent goes to work and the other parent is a homemaker.

Family members are related to each other. Our father and mother are our parents. Our father's parents are our paternal grandparents. Our mother's parents are our maternal grandparents. Our father's brother and sister are our paternal uncle and aunt. Our mother's brother and sister are our maternal uncle and aunt. Our uncle and aunt's children are our cousins. We love to play with our cousins.





Stop to Answer

- A family tree shows how all the members of a family are related to each other. Draw a family tree of your family and write the names of the family members.

Our uncles, aunts, cousins who do not live with us are our extended family. We keep in touch with them by writing letters or e-mails, sending greeting cards or talking over the phone. We meet during our extended family special family occasions and festivals. They may even visit us during vacations.

Good to know!

In some houses, there are people who help in the housework. They are also a part of the family. We call them *didi* or *aunty* and *bhaiya* or *uncle*.

CHANGES IN A FAMILY

The size of a family may change. The changes occur in the size of a family due to the following reasons:

- Sometimes, members of a family have to go away for higher education, better job opportunities or marriage. As a result, many joint families are giving way to nuclear families, specially in cities.
- Some people have transferable jobs or they get a job far away from their native place. Some people get better job opportunities in some other country and they settle there.
- In India, traditionally after marriage, girls leave their parents' house and live with their husbands and in-laws. So the size of the family in her parents' house gets smaller while her husband's family gets bigger with the addition of one member. In some cases, the newly-married couple may live separately in the same city, in a new city or even in a new country.
- When a new baby arrives in a family, the size of the family changes.
- Similarly, the size of a family becomes smaller when any member expires.

Stop to Answer

- Tell us about your family
- How do you help your parents with housework?
 - Do you stay with your grandparents?
 - How many cousins do you have?
 - Who prepares your favourite dish?
 - Who takes care of you when you are ill?

HELPING EACH OTHER IN A FAMILY

Family members love each other. They take care of each other. They share the housework. They go out for a picnic or on a vacation together. Family members also celebrate birthdays and festivals together.

Families have their own set of rules, values and habits. The members of the family follow these rules.



New Words

| | |
|---------------------|---|
| Transferable | : moving from one place and going to another |
| In-laws | : husband or wife's father or mother, related by marriage |
| Couple | : husband and wife |

Recap

- People who live together in the same house make up a family.
- Small families are also known as nuclear families.
- Some families are big and have many members living in the same house. Such families are called joint families.
- The size of a family may not remain the same always. Changes in a family size occur due to various reasons, such as marriage, new job, transfer in job, birth of a child, etc.
- Family members love each other and take care of each other.

EXERCISE

A. Write true or false.

1. Family members love each other.
2. The size of a family does not change when a new baby is born.
3. Cousins are the children of one's uncle or aunt.
4. Families have their own set of rules, values and habits.
5. Small families are also known as joint families.



B. Fill in the blanks.

1. The mother's parents are called grandparents.
2. The extended family includes a person's, and
3. The size of a family becomes when any of its member expires.
4. Family members celebrate and together.
5. People move from their place to get better job opportunities.

C. Answer the following questions.

1. How do members of an extended family stay in touch with each other?
2. What do you understand by a single-parent family?
3. What is the difference between a joint and a nuclear family?
4. Why do you think joint families are giving way to nuclear families?
5. How do marriages change the size of families?

D. Picture study

Look at the given picture. What kind of a family is it?



E. Project work

1. Draw your family tree showing three generations. Include pictures of family members.
2. Has there been any change in the size of your family? Why? Have a class discussion.
3. Show video clips of different types of families. Discuss their lifestyles.

Key Concepts

- Changes in lifestyle, food, work, clothes, houses and traditions, etc.
- Reasons for changes, changing school, classroom, etc.
- Making new friends
- Adapting to change
- Gender sensitivity related to work and play

OUR NEIGHBOURHOOD

A group of families living in houses located near one another make a neighbourhood. A neighbourhood ideally has a hospital, school, police station, fire station, park and a bus stop. In some neighbourhoods there are community halls where people can get together for various occasions.

CHANGES IN NEIGHBOURHOOD AND SCHOOL

We may stay in one neighbourhood for many years. But sometimes, we need to move to a new place. As a result, our neighbourhood changes.

Some of the possible reasons for these changes are:

- moving to another part of your town.
- moving to another town.
- moving to live in another country.

When we shift to a new neighbourhood, we have to change our school. This may not be always necessary if we are changing neighbourhoods in the same town. But if the previous school is too far from the new neighbourhood and our parents find a good school nearby, we change our school.



Adapting to Change

Changing schools or neighbourhood is not easy. We have to leave behind our neighbourhood, friends and sometimes even school friends. We will feel a bit strange at first. We may even feel sad and scared in the new environment in the beginning. But slowly, we adjust to the new environment. We make new friends in the neighbourhood and also in our school.

Making friends in a new school or a new neighbourhood

It becomes easier to make friends in a new school or neighbourhood if we follow most of the advice given below:

- Be nice to everyone.
- Smile and greet everyone.
- Help our classmates in the classroom and other children in the playground.
- Talk to the person who sits next to us.
- Be respectful to our teachers and all elders.
- Be a happy person, then others might want to be our friend.
- Be polite and don't be shy. Speak up when necessary.
- Do not show off unnecessarily.



Children in school

CHANGES IN OUR THINKING

In a neighbourhood, we see different occupations of people. There are drivers, nurses, teachers, security guards and many others. Both men and women do these jobs. At home too, we see both our parents working in the kitchen and helping us in our daily activities. There is no work that is specific to men or women.

Earlier, it was believed that a girl may be interested only in playing with dolls, knitting, stitching and cooking. But that thinking has changed. Girls play all kinds of games such as cricket, football, hockey, wrestling, etc. There are women who are astronauts, fighter pilots, leaders of countries, etc. Similarly we encourage boys who are good at cooking, stitching or household work.

Good to know!

Bhawana Kanth, Avani Chaturvedi and Mohana Singh became the first women fighter pilots in the Indian Air Force in June 2016.



Kalpana Chawla

It is important to understand that all human beings are equal in every field. Boys and girls should respect each other and both should be given equal opportunities to choose what they want to do.

Stop to Answer

- Find out more about Kalpana Chawla, Sunita Williams, Sakshi Malik, Dipa Karmakar. Talk about their achievements.

We should also understand that we can select any occupation of our choice. With dedication and hard work, both men and women are making their mark in every field.

While the traditional beliefs are changing, it is also very important that boys and girls learn to respect each other.



New Words

- Neighbourhood** : people living in houses located near each other
- Adapting** : adjusting to new situation
- Traditional** : long established

Recap

- A cluster of families living in houses located near one another make a neighbourhood.
- Sometimes, we need to change a neighbourhood and a school.
- We need time to adjust to a new neighbourhood and a new school.
- All humans are equal in every field.
- There are no definite roles for men and women.

EXERCISE

A. Write true or false.

- People of a neighbourhood do not interact with one another.
- Changing a school is always bad.
- We should be respectful our teachers in a new school.
- Boys and girls must respect each other.



B. Fill in the blanks.

1. A cluster of families living in houses located near one another make a
2. We may stay in one neighbourhood foryears.
3. We take time to to a new neighbourhood and a new school.
4. In a neighbourhood, we see differentof people.

C. Answer the following questions.

1. What is the importance of neighbourhood?
2. What are some of the reasons for changing school or shifting to a new place?
3. How can you make friends in a new school or a new neighbourhood?
4. Suggest some ways which can help you adjust to the change in school or neighbourhood.
5. What things should we keep in mind in order to be gender sensitive?

D. Picture study

In the following pictures, write 'G' for good manners and 'B' for bad manners.



E. Project work

1. Ask the children to share their personal experience of changing a school or a neighbourhood and how they adjusted to new situations.
2. Organise a change for children in school by making them sit in another classroom and then asking them to share their experiences.
3. Organise a role play in class about how men and women are changing their traditional roles in the society.



Key Concepts

- Invention of the wheel
- Transport system in olden days

Travel is an important part of our daily lives. We travel to go to school, offices, market and hospital. We travel to visit our friends and relatives. During our vacations, we travel and visit different tourist places. We can travel on foot or can use different vehicles such as bicycles, cars, bus, train and aeroplane.

In earlier times, there were no vehicles. People walked on foot or used animals such as horses and camels to travel. The most important event in the history of travel was the invention of the wheel.

INVENTION OF THE WHEEL

Long back, early man used floating logs or barks of wood on water to travel. They tied a few logs together and made a raft. They transported heavy loads on these rafts.



Early man pulling the cart without wheels

Early man placing wooden logs under the cart

The invention of wheels

But it was difficult to travel on land with heavy loads. They used carts or sledges and pulled them. It was very difficult to pull them on uneven surfaces. Then they noticed tree trunks rolling easily. They put their carts on the logs and pulled them. It was now easier to move the carts on uneven surfaces. Then they cut out pieces from the log and fit them to the cart. This is how the wheel was invented.

Early humans also invented the potter's wheel. They made pots out of clay. They dried the pots in the Sun and baked them in fire. This made the pots stronger. They stored grains in these clay pots.

Stop to Answer

- Can you name one means of transport that does not use wheels?

EARLY MEANS OF TRANSPORT

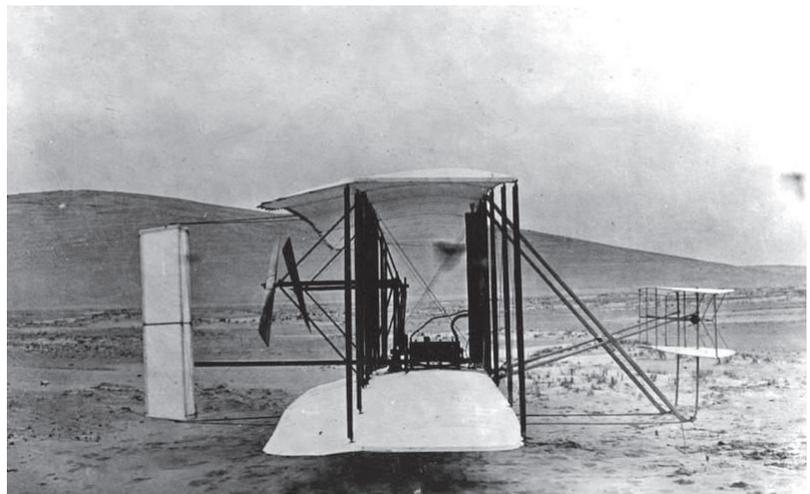
Invention of the wheel led to the development of different means of transport that used the wheel. People began to use bullock carts, camel-carts and horse carriages or *tonga*. Kings and queens travelled in special vehicles called chariots. However, even then travelling long distances took a long time. Travel finally became easy and fast with the invention of modern means of transport such as the car, the train and the aeroplane.

EVOLUTION OF MODERN TRANSPORT

- In 1807, Francois Rivaz designed the first car which ran on hydrogen. Karl Benz of Germany developed the first modern automobile in 1886.
- In 1900's, the first commercial motor car 'Model T Ford' was made in America. It was cheap and built in huge numbers.
- Earliest rails were known as wagon ways. The invention of steam engine greatly helped rail travel. The first basic steam engine was developed by Thomas Newcomen. In 1781, James Watt created a steam engine that was widely used in trains, where steam produced from water and coal fuelled the engine.
- The first aeroplane was built by two American brothers, Wilbur and Orville Wright in 1903. The plane was called 'The Wright Flyer'. This was the beginning of air travel.

Good to know!

In 1672, Ferdinand Verbiest developed a steam-powered vehicle for a Chinese Emperor.



The Wright Flyer – first aeroplane



TRANSPORT IN INDIA

When the British started ruling over India, they found it difficult to travel to the different parts of this vast country using the traditional means of transport. In India, goods were transported mainly by bullock-carts, mules and camels. As these means were slow-moving, it was difficult to have a proper trading network all over the country. The British soon realised that a cheaper and faster means of transport was necessary. So they introduced steamships on the rivers and set about improving roads.

They also introduced the railways in India. The first railway line from Bombay to Thane was opened in 1853.



Railway Line from Mumbai to Thane



New Words

- Raft** : a means of water transport, made up of wood
Wagonway : earliest railways

Recap

- In earlier times, there were no vehicles. People walked on foot or used animals such as horses and camels to travel.
- The most important event in the history of travel was the invention of the wheel.
- The invention of the wheel led to the development of different means of transport that used wheel.
- Travel became easy and fast with the invention of modern means of transport such as the car, the train and the aeroplane.

EXERCISE

A. Write true or false.

1. Travel is an important part of our daily life.
2. People used horses and camels to travel.
3. The early man used barks of paper to travel on water.
4. The early man stored grains in pots made of iron.
5. The kings and queens travelled in chariots.



B. Fill in the blanks.

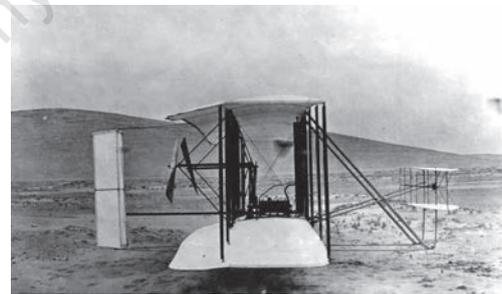
1. We travel to go to,, and
2. The early man noticed rolling easily.
3. The early man invented the wheel.
4. The first car that ran on hydrogen was developed by
5. Travel became and with the invention of modern means of transport.

C. Answer the following questions.

1. How did people travel when there were no vehicles?
2. Describe the invention of the wheel.
3. How was the invention of the potter's wheel helpful to the early man?
4. Name some early means of transport.
5. Why did the British introduce modern means of transport in India?

D. Picture study

1. Identify the means of transport.
2. Who invented it?
3. How did it revolutionise transport system?



E. Project work

1. Collect pictures of different traditional means of transport and make a collage.
2. How did the means of transport evolve over time? Have a class discussion on it.
3. Draw any one means of transport that was developed after the invention of the wheel.



Key Concepts

- Modern means of land transport
- Modern means of water transport
- Modern means of air transport

MODERN MEANS OF TRANSPORT IN INDIA

We all need to travel from one place to another. Sometimes we walk to nearby places. To travel to places that are far from home, we need vehicles like bicycle, car, bus, train, aeroplane or ship. These vehicles that help us travel long distances are called means of transport.

We use different means of transport to travel to different places. These means of transport carry people as well as goods. We choose different means of transport on the basis of the distance we would travel, the time available and the money we can spend.

There are three main types of transport:

1. land transport
2. water transport
3. air transport

LAND TRANSPORT

Some vehicles travel on land. They are called land transport like scooters, cars, buses and trains. Trains are a very good means to travel. To board a train we must go to the railway station. There



Train



Car



Truck



are many different types of trains. Some are passenger trains, some trains carry goods and express trains travel very fast from one city to another. In big cities like Delhi and Kolkata, there are metro trains. They are superfast trains that help people travel within the city in very little time.



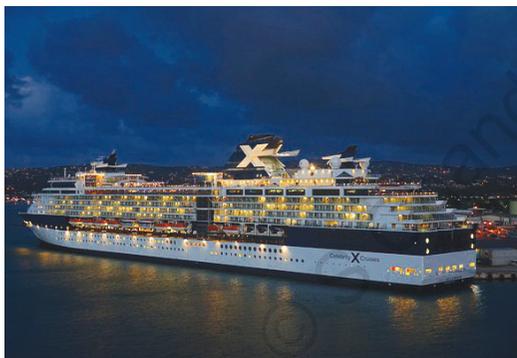
Metro train

WATER TRANSPORT

It is the oldest means of transport. Vehicles like boats, ferries and ships travel on water. There are motor boats that use fuel engine to move fast and there are sail boats that use the force of the wind to move forward. Passenger ships carry people from one place to another. These days, people travel on cruise ships for leisure. Goods that are huge and heavy are sent by cargo ships. The place where the boats or ships dock is called a port. Goods are also loaded and unloaded here. Cities that have waterfronts are called port cities like Visakhapatnam and Kolkata.



Port



Cruise ship



Sailboat



Ship

AIR TRANSPORT

This is the fastest way of travelling. It saves time but is expensive. Aeroplanes and helicopters are the common means of air transport. There are big airbuses and large aircrafts that can carry both passengers and goods. There are cargo



Aeroplane



planes too that carry only goods. To board an aeroplane, we need to go to the airport. Aeroplanes land and take off from the airport.

Helicopters are useful in travelling short distances quickly. They also help in rescue operations in areas affected by flood and in the jungles or mountains where people are trapped because they can land in places where aeroplane cannot land.

Hot air balloon is also a mode of air transport. It is mostly used for entertainment.

Good to know!

The Wright Brothers invented the first aeroplane in 1903.

Stop to Answer

- Name the fastest means of transport.
- What are cargo planes?



Hot-air balloon



Airport



Helicopter

PUBLIC AND PRIVATE TRANSPORT

Some vehicles carry many people at the same time. They are called public transport like city buses, autorickshaws and trains. Some vehicles are meant for personal use. They are called private transport. They reach up to our doorsteps.



Bullock cart



Bus



Vehicles are either run by engines or pulled by living beings. Some examples of the vehicles that are pulled by human beings and animals are bullock carts, *tongas*, bicycles, cycle-rickshaws and paddle boats. Vehicles like scooters, cars, buses, trucks and aeroplanes have engines. They can travel faster than vehicles pulled by humans and animals.



New Words

- Passenger** : traveller other than the driver of a vehicle
- Cargo** : goods carried on a ship, aircraft, or motor vehicle
- Rescue** : save people from a dangerous or difficult situation

Recap

- Vehicles that help us travel are called means of transport.
- To board a train we must go to the railway station.
- Goods that are huge and heavy are sent by cargo ships.
- Air transport is the fastest way of travelling.

EXERCISE

A. Write true or false.

1. We use different means of transport to travel to different places.
2. To board a train we must go to the airport.
3. Cargo planes carry only goods.
4. Vehicles like boats, ferries and ships travel on land.
5. Vehicles are run only by engines.
6. Scooters, cars, buses, trucks and aeroplanes have engines.

B. Fill in the blanks.

1. We all need to from one place to another.
2. Vehicles like scooters, cars, buses and trucks have
3. To board a train we must go to the stations.
4. Goods that are huge and heavy are sent by ships.
5. Aeroplanes land and take off from the
6. Water transport is the means of transport.



C. Answer the following questions.

1. What are means of transport?
2. Name the three types of transport.
3. What is a port?
4. How are helicopters useful?
5. What is public transport?
6. Why do vehicles like scooters and cars travel faster than the bullock cart?

D. Picture study

Look at the pictures and identify the means of transport. Write their names in the blanks given.



.....



.....



.....

E. Project work

1. Collect pictures of your favourite vehicles. Paste them on a chart paper and present it in the class.
2. Fuels used in various means of transport cause air pollution. What changes can we bring in the way we travel to reduce pollution?
3. Visit a transport museum or railway museum to understand the evolution of different means of transport over the ages.



Key Concepts

- Sequence of events taking place over a period of time
- Tracing one's own timeline
- Tracing the date of birth of family members on a timeline
- Calendar—identifying and marking important events such as family events, national events and school events

Time is a continuous series of events taking place one after another. It is a period in which past, present and future events take place. We use clocks, position of the Sun and calendars to measure time. The various units of time are seconds, minutes, hours, days, weeks, years and so on.

In earlier times, before the invention of the clock, people used things like the hourglass and the sundial to keep time. An hourglass is a time-keeping device with two connected glass bulbs which are filled with sand. It takes an hour for the sand to slip from one bulb to another, thus telling us that an hour has passed. After that, the hourglass is turned upside down. This process is repeated every hour to keep time.

The sundial, on the other hand, uses the position of the Sun to tell the time. The needle casts a shadow on different parts of the dial throughout the day, thereby telling time. The disadvantages of using a sundial was that it could not be used at night, indoors or on cloudy days.



An hourglass



A sundial



A clock

CALENDAR

You have already learnt about calendars in your previous class. A calendar is a chart or series of sheets showing the days, weeks and months in a particular year. A calendar helps us to plan and keep track of our time. We can mark important days, events, holidays, etc. on a calendar.

Look at the calendar and answer these questions.

- i. Which month is shown on the calendar?
- ii. How many full weeks are there in this month?
- iii. What day is 26 January?
- iv. Suppose it is your friend's birthday on 14 January. What day is it?
- v. Give the dates of all the Sundays in the month.

January

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

You can see that a calendar gives us a lot of information about dates and time.

We can use the calendar to remember important dates such as festivals, holidays or birthdays. These dates can be marked on the calendar so that they get highlighted. Let us highlight some important dates on the calendar given on the next page.

- highlight your birthday with blue colour
- highlight the three national holidays of India with green colour
- highlight your favourite festival with red colour
- highlight your parent's birthday with orange colour

As you can see, a calendar helps us to organise and remember our life events and special occasions. You can also mark important dates, festivals and occasions on a calendar so that you don't forget them. It will also help you to plan your work.

Good to know!

The word calendar comes from the Latin word 'Kaledae' which means the first day of the month.

There are six other regular calendars: the Chinese calendar, the Hebrew calendar, the Islamic calendar, the Persian calendar, the Ethiopian calendar and the Balinese Pawukon.



| January | | | | | | | February | | | | | | | March | | | | | | | April | | | | | | |
|---------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-------|----|----|----|----|----|----|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | 1 | 2 | 3 | 4 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | 30 | | |

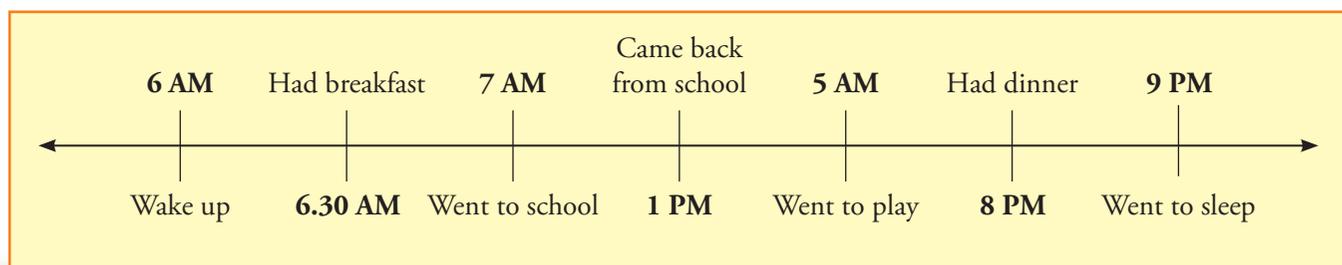
| May | | | | | | | June | | | | | | | July | | | | | | | August | | | | | | |
|-----|----|----|----|----|----|----|------|----|----|----|----|----|----|------|----|----|----|----|----|----|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | 4 | | | | | | | 1 | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 31 | | | | | | | | | | | | | | 30 | 31 | | | | | | 30 | 31 | | | | | |

| September | | | | | | | October | | | | | | | November | | | | | | | December | | | | | | |
|-----------|----|----|----|----|----|----|---------|----|----|----|----|----|----|----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | | | | | | 27 | 28 | 29 | 30 | 31 | | |

TIMELINE

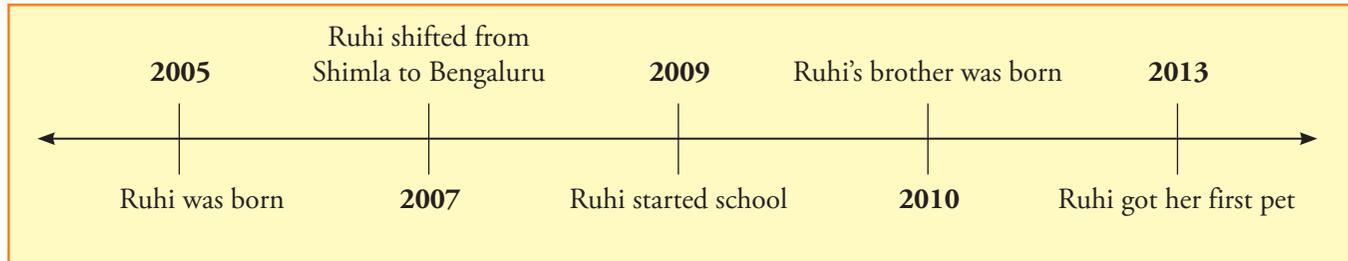
Whereas, a calendar helps to measure and organise our time, a timeline is a graphical representation of events that have taken place. On a timeline, events are marked in the sequence they occurred. Therefore, a timeline is a visual representation that features events in a sequence. We use timelines to know about events that happened in the past at a glance.

A timeline can show a very short period as well a very long period. We can use a timeline to place in sequence the events that took place in our lives. For example, let us look at a timeline of a regular day in a child's life.



Just by looking at this timeline you can see what the child did in the entire day. He woke up at 6 AM, went to school at 7 AM, had dinner at 8 PM and went to sleep at 9 PM.

Now look at the timeline of the major events in Ruhi's life.



The above timeline shows us the major events in Ruhi's life. It tells us that Ruhi was born in 2005, she shifted from Shimla to Bengaluru in 2007 and then she started school in 2009, etc.

Therefore studying a timeline tells us:

- the major events that occurred
- when they occurred
- the sequence in which those events occurred

Stop to Answer

- Ask the birthdays of your three classmates and find out whether they fall before or after your birthday.

How to make your own timeline?

To create a timeline, you must first think of a time period for which you want to make a timeline. Then decide on the events you want to include in the timeline. Now draw a timeline and mention those events on the timeline in the order in which they occurred. Label the timeline with correct dates/time and the events.

Here is a timeline, you can label it with the birthdays of your family members or the birthdays of your friends or some major events in your parents' life.



Uses of a timeline

Timelines are used a lot by historians. They can be used to show periods ranging from a year to several centuries. Therefore, historians find it easy to show major events in a particular period in history.



New Words

Hourglass

: a timing device with two connected glass bulbs containing sand that takes an hour to pass from the upper to the lower bulb

Sundial

: an instrument showing the time by the shadow of a pointer cast by the sun on to a plate marked with the hours of the day

Recap

- We measure time in minutes, hours, days and years.
- Sundials and hourglasses were two of the earliest devices humans developed to keep time.
- A calendar helps us to keep track of important days/dates and to schedule events in an organised manner.
- A timeline is a visual representation that features events in a sequence.

EXERCISE

A. Write true or false.

1. Month and year are the units of time.
2. An hourglass is an electronic device.
3. We can mark important dates on a calendar.
4. A timeline is a graphical representation of events.
5. A timeline can only show the events occurred over a long period.

B. Fill in the blanks.

1. The sand in an hourglass takes an to slip from one bulb to another.
2. Position of the is also used to measure time.
3. A sundial cannot be used on a day.
4. A calendar helps to and keep of our time.
5. A timeline allows us to know about the events.



C. Answer the following questions.

1. Define time.
2. How did people keep track of time before the clock was invented?
3. How does a sundial work?
4. Mention some of the uses of calendar.
5. What is a timeline? Why do historians use it?

D. Picture study

Refer to the given calendar and answer the questions that follow:

1. On which date do we have the most celebrated holiday of the world?
2. Louis Braille was born in the year 1809 this month. He invented the reading system for the blind. Can you identify his birthdate?
3. Mark the date on which Indira Gandhi became the first woman prime minister of India.

January

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

E. Project work

1. On a calendar, mark the important festivals that your family celebrates in a year.
2. Talk about five major family events that occurred after your birth and mark them on a timeline.
3. Mark the years from your infancy to your present age on a timeline. Also, paste your pictures for every subsequent year.
4. Circle the birthdays of all your family members on a calendar



Key Concepts

- Community helpers like soldiers, farmers, teachers, doctors, policemen, fire fighters and what they do
- Care of and compassion for the old, sick, needy and differently-abled people in the community
- Value and respect for work and dignity of labour

COMMUNITY

Humans are social beings and cannot live on their own. Therefore, we live together in communities. A group of people who live in the same place or have some characteristics in common is called a community. A community can be a city, a town or neighbourhood.

COMMUNITY HELPERS

A community helper is a person who provides an essential service that makes the lives of people living in a community comfortable. They serve the society with their services and earn their living. Community helpers include soldiers, farmers, teachers, doctors, policemen, firefighters, etc. They play a very important role in our daily lives.

Soldiers

Soldiers play the significant role of defending and protecting the country from attacks of terrorists or enemy countries. They fight in the most difficult places on the hills, cold mountains, and forests. During natural calamities such as earthquakes, cyclones, floods, soldiers help in rescuing people and also set up relief and medical camps to help the affected people. We live in peace because the soldiers are protecting us day and night.



A soldier

Farmers

Farmers grow food for the community. The vegetables and fruits we buy from the market and the rice and wheat we get from the grocery store are all grown by farmers.

The life of farmers is very tough. They work very hard day and night throughout the year. During summers, they work under the heat of the Sun. During winters, they work in extreme cold weather. Without the farmers most of the population would not be able to survive.



A farmer



A student

Teachers

Teachers play an important role in educating the nation. A good teacher serves the country and society by giving proper education to the children, who then grow up to become doctors, engineers and officers in future. We should love and respect all our teachers.

Doctors

Doctors take care of the health of people living in a community. Some doctors have their own clinic while some work in a hospital. A doctor's duty is very tough as they have to attend to patients whenever they are called. We should be grateful to them for their noble service.



A doctor

Policemen

Policemen are responsible for maintaining law and order in the society. They try to prevent crimes, maintain law and order and look after the safety of people. They also put behind bars people who break the law. Policemen and policewomen help accident victims and help find missing people. Traffic policemen help in smooth movement of traffic.

Stop to Answer

- What do you understand by community?
- What role does police play in managing traffic?



Firefighters

Firefighters prevent and put out fires. They also inspect buildings for fire hazards and provides first-aid to accident victims. Firefighters wear special uniforms that protect them from flames, falling objects and other dangers.

Firefighters risk their lives to save people and put out fires. They also help out during disasters such as floods and earthquakes. They rescue people who are trapped in cars or trains after accidents. They also teach people about fire safety.



Firefighters

CARE AND COMPASSION

Differently-abled people

We use our sense organs to see, hear, taste, smell and touch. However some people are differently-abled. Some may not have the ability to see while some may not be able to hear or speak. There are also some people who may have a missing limb and are not able to move.

People with impairments do not need our pity. We should never make fun of them. We should treat them with respect and be helpful and friendly towards them. We should never use any disrespectful words to address them, and should always be polite.

The elderly

People become weak when they grow old. They may not be able to work properly. Sometimes, they may fall sick and are not able to move around freely. Old people need our love, respect and care. We should never be harsh with them.

If we have grandparents at home, we should always spend time with them and look after their comforts and needs. We should always make them feel that they are loved and valued.



An elderly person

Caring for the sick

A sick person needs medicines to recover from illness. He/she also needs good care. You may have a friend or family member who is suffering from some illness. You can help that person to recover

by being kind and saying comforting words and also help him take medicines at the right time. Such a person should stay in clean surroundings to avoid more serious illnesses or infections. It is very important that the person gets proper rest, drinks plenty of liquids and eat healthy food.

Caring for the underprivileged

The poor and the needy in the society need our care. We should try to help them by donating money as well as food, clothing, toys and books, quilts, etc. Many NGOs are working with the poor and the needy people to make their lives better. We can work with the NGOs to help people who are less privileged than us.

DIGNITY OF LABOUR

In a community, people do different kinds of jobs. Some people work with their hands. Some work with pen, paper and on computers. Every job is important and should be respected. We should do our job with honesty whatever that job may be.

Good to know!

The Father of the Nation, Mahatma Gandhi, called people with so-called menial jobs such as sweepers 'Harijans' or 'Children of God'.

Dignity of labour means all jobs deserve equal respect and no occupation is superior or inferior. Every person has the right to choose a profession of his/her choice. A person should never be discriminated on the basis of occupation.



New Words

| | | |
|-------------------------|---|--|
| Compassion | : | sympathy and concern |
| Privileged | : | having special rights |
| NGO | : | non-government organisations working for the betterment of people in a community |
| Natural calamity | : | an event occurring due to natural processes of the Earth, causing destruction |
| Labour | : | work |
| Dignity | : | being worthy of honour and respect |
| Impairment | : | any physical or mental abnormality |

Recap

- A group of people who live in the same place or have some characteristics in common is called a community.
- A community helper is a person who does important jobs to help people in a community.
- Community helpers include soldiers, farmers, teachers, doctors, policemen, firefighters, etc.
- We should respect the various kinds of jobs people do.



EXERCISE

A. Write true or false.

1. We need not have any help to live in a community.
2. Some professions are superior to others.
3. We should be respectful towards elders.
4. We should treat the old and the sick with compassion and care.
5. Every job is important and should be respected.

B. Fill in the blanks.

1. play the most significant role in defending and protecting the borders of a country.
2. grow food for us.
3. play a major role in educating the nation.
4. are responsible for maintaining law and order in the society.
5. Firefighters have special that protect them from flames.

C. Answer the following questions.

1. Who are community helpers?
2. Name some community helpers.
3. How should we treat the old and the sick?
4. Who are differently-abled people? How should we help them?
5. What is dignity of labour?

D. Picture study

1. What does the image show?
2. What role does this person play in the community?



E. Project work

1. Design 'Thank You' cards for the support staff in your school and for your domestic help at home and give it to them.
2. Dress up as your favourite community helper and explain the reason of your choice in a class presentation.
3. How are people in a community interdependent? Have a class discussion.
4. Organise a cleanliness drive to clean the surroundings of your school. Discuss the important role played by the cleanliness workers.



Key Concepts

- Safety at home
 - Kitchen appliances, knives, blades, etc.
 - Toilet cleaners
 - Electronic gadgets
 - ICT: mobiles, tablets, computers and the Internet
- Safety at School
 - Safety in the classroom, laboratories, playgrounds, staircases

Accidents can happen anywhere and at any time. They cause minor and sometimes very serious damage to our life and properties. We need to follow certain rules and measures to ensure our safety. Different safety measures are to be followed in various places. Let us take a look at some of them.

SAFETY AT HOME

- Electrical appliances should not be placed near water in the kitchen.
- Never touch an electric socket when your hands are wet.
- Never play with sharp objects like knives, scissors and blades, else you may get a cut.
- Keep the floor of the rooms and bathroom clean and dry. Someone may slip and fall on a wet floor or in the bathroom and get hurt.
- Never leave toys, utensil, etc. lying on the floor. Someone might trip and fall.
- While cooking on a gas burner, one should always wear cotton clothes. Nylon and synthetic clothes catch fire very easily.
- Never play with a lighter or a matchbox.



Do not touch an electric socket



Do not go near the gas burners

- Never go near a hot iron when an elder is ironing clothes as it is very hot and can cause serious injury.
- Keep table fans and heaters slightly away from you, so that you do not touch them by mistake.
- Never run while climbing up and down the stairs. If you are using an elevator, be careful and press the correct buttons.
- Never take any medicine or any other liquid without asking elders. You may take the wrong medicine and may get sick.
- Keep away from all household chemicals like toilet cleaners, bleach, etc. as they are highly poisonous.
- Never let strangers into the house, especially when elders are not around.

Safety rules for using gadgets

These days we use various electronic gadgets. Many of us surf the Internet regularly through different devices such as desktop computers, laptops, mobiles, tablets, etc. It is important to follow some safety rules while using these gadgets.

- We should limit the amount of time we spend using the gadgets. It is interesting to play video games or watch videos on mobile phones or tablets, but these harm our body. Going out and playing in the open is necessary for good health.
- We should only access the Internet in the presence an adult. We should never share our name, address or any other details with anyone on the Internet without the knowledge and permission of our parents.
- Do not share any pictures with anyone without your parent's knowledge.
- We should never use any electronic gadget when they are being charged.
- If you see something on the Internet that makes you feel uncomfortable, immediately talk to an elder about it.



Child playing video games

SAFETY AT SCHOOL

- Memorise your name, address and the mobile numbers of your parents so that you can contact them in case there is any problem.

Good to know!

School buses are generally painted yellow or a bright colour like blue, so that they can be easily recognised as a school bus by the other drivers driving on the streets. This is a safety measure taken to keep children safe.



- Know the route from your home to your school and back.
- Follow school security and safety measures.
- Never rush down the stairs.
- Never push anyone while coming down or going up the stairs.
- Always keep the first-aid box handy when you are playing in the playground.
- Follow the rules of the game while playing.
- If you have to cross a road in order to reach school, make sure you do so when the pedestrian signal is green. Even if the signal is green, always look both ways before crossing the street.
- In school laboratories, often there are harmful chemicals. So, never touch anything without the permission of the teachers.
- Always stand in a queue while boarding the school bus.



Do not run down the stairs



Board the school bus in a queue

SAFETY MEASURES IN THE PARK

- Go to a park with an adult. In the park, play where the grass is thick and not on hard concrete areas. This way you will not get hurt too much if you fall down while playing.
- Always play in the areas meant for you in the park, and not where adults are playing.
- Never play with broken and rusty metal equipment. You get a cut.
- Wait for your turn on the slides and swings. Do not push others.
- Check if the swings and slides are working properly. Do not play on a broken swing.
- Do not swing too high, you will get very badly hurt, if you fall.



Children in playground

Stop to Answer

- List two safety measures to be followed at home.
- How should glass objects be kept at home?
- How should children behave while climbing up and down the stairs?

- Always check if other children are out of the way before you slide down or jump off a slide.
- Always sit and hold onto the swing tightly while swinging.
- Always sit facing each other on the see-saw.
- Never talk to strangers in the park.



Do not talk to strangers



New Words

- Appliance** : a device or machine meant to perform a specific task
- Pedestrian** : someone who is walking on the streets
- Concrete** : a very hard building material made by mixing together cement, sand, small stones, and water
- Gadget** : a small mechanical or electronic device or tool

Recap

- Accidents can happen anywhere and at any time.
- We can avoid accidents if we follow some safety rules.
- Following health and safety measures at home is a must.
- In school, children should be careful while climbing up and down the stairs.
- Children should always be under the supervision of an adult while playing in a park.

EXERCISE

A. Write true or false.

1. Sockets should be handled with wet hands.
2. We should know the way from our home to school and back.
3. Strangers are friends and we should trust them.
4. We should run while climbing up and down the stairs.
5. We should be watching videos on the Internet throughout the day.

B. Fill in the blanks.

1. We should keep the floors and
2. We should not talk and accept sweets from

3. We should not play with and metal equipment.
4. We should take the help of an while using Internet.
5. We should never play with sharp objects like, and

C. Answer the following questions.

1. Give two safety measures that children should follow in school.
2. Why should we keep away from rusty equipment in the park?
3. How can we avoid accidents?
4. What are the safety measures that should be followed at home?
5. What things should we keep in mind while playing on the swing?

D. Picture study

1. Identify this equipment.
2. Why do we need it?



E. Project work

1. Divide the class into groups. Each group can make posters on various safety rules. Put them up in class.
2. Have a class discussion on the safe use of the Internet under adult supervision.
3. Discuss the need to use gadgets and appliances safely and under supervision. Share personal experiences.
4. Talk about bullying in school and its effects. Write a pledge against bullying and let all the children sign it. Put it up on the school notice board.

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Key Concepts

- Safety on the roads
- Traffic symbols
- First aid
- Emergency numbers
- Good or bad touch

SAFETY RULES ON THE ROAD

Road safety involves adopting safety measures to reduce the risk of road accidents and injury. Often while driving, people make mistakes. The main reason for accidents is carelessness on the road. We should be very careful on the road. We must obey and follow the traffic rules.

- Everyone should know what each traffic signal stands for. Red light means vehicles should stop, yellow light means that vehicles should prepare to stop and green walking sign means that people can now cross the road.
- Everyone should look to their right, then left and then again to their right before crossing the road.
- Roads are never to be crossed at bends or between two standing vehicles.
- Everyone should pay attention to the surrounding sounds of horns and sounds of vehicles nearby. A loud sound surely indicates that a vehicle is nearby.
- Roads are not meant for running.
- Sidewalks or footpaths should be used while walking on the road.



Always cross roads at zebra crossings



Traffic lights



Footpath

- One should never stick out their hands or head outside a moving vehicle.
- It is better to wear light coloured clothes while walking on the road so that people driving vehicles can see you easily.
- Zebra crossings should always be used while crossing roads.
- Always wear seatbelts while sitting in a car.
- While riding a bicycle, one should wear a helmet and always keep to the left side of the road.
- Wear helmet when you are riding a two-wheeler.
- You should never talk on the phone while crossing a road or driving a bike or car.

Stop to Answer

- Why is listening to sounds important while being on the road?
- Give a safety measure that you should take while crossing the road.



Cyclist

FIRST-AID

Sometimes, accidents occur even after taking all kinds of precautions. In case of an accident, one should not panic. We should stay calm and give first-aid to the injured. First-aid refers to the first help given to someone who has been hurt before a proper treatment can begin. First-aid at home is usually given for cuts, burns, stings, sprains, and scratches.

The things that you need to keep in your first-aid box are antiseptic lotions or spray, cotton wads, bandages, a pair of scissors, thermometers, tweezers, medicines for fever like calpol, antacids, etc. The first-aid box should be water proof.

Different types of accidents require different first-aid. It is important that we know the first-aid for various accidents. After first-aid, we should take the injured person to a doctor.

Let us look at some common accidents and their first-aid.

First-aid in case of fire

Fire can be caused by electrical appliances, short circuits, matchsticks, gas burners and stoves or from burning candles and earthen lamps and firecrackers. Fire can be very destructive as it spreads easily over a large area.



First-aid kit



If our clothes catch fire, we should drop on the ground and roll or try to cover ourselves with blanket or rug. Remove the blanket after the fire has been put off. We should not run, as running will supply oxygen to the fire and the flames will increase.

We can also pour water over the burning substance so that it cools down. In offices, restaurants and cinemas there are special devices called fire extinguishers that help in putting off fire.



Be careful with firecrackers

First-aid for burns

In case of a burn, we should keep the burnt area under running tap water till the burning sensation stops. Then we should apply an anti-burn ointment. We should not apply toothpaste or ice to a burnt area, as even though these may have a cooling effect, they are actually harmful for the burnt skin. In case of serious burns, blisters will form on skin. Do not break blisters as it may cause infection. Cover it with a piece of cloth and apply anti-burn cream. In case of severe burns, take the patient to a doctor immediately.



Hold a burnt area under running water

First-aid for fractures

If someone falls down and is not able to move, he/she may have broken a bone. A broken bone is called a fracture. We should not move him forcibly as it might cause more damage. We should never try to straighten a broken arm or leg. We can apply ice to the injured area to ease the pain. In case of a fracture in hand, a cloth sling may be used so that the hand is not moved.

Sometimes, ankle and wrist can get twisted and cause a sprain. Sprain is very painful and takes many days to heal. We can wrap an elastic bandage around a sprain so that the area is not moved. Then we should call an ambulance and take the injured person to the hospital.

First-aid for injury and bleeding

In case of bleeding, one should try to stop the bleeding by pressing the area with cotton or gauze piece. Keep the wound pressed till the bleeding stops. Tie a clean handkerchief or bandage around the wound to stop the bleeding. After the bleeding stops, we can apply antiseptic lotion to the wound.



Take the patient to the doctor if the wound is deep. An anti-tetanus injection should be given to prevent infection.

If there is bleeding from the nose, we should pinch and hold the nose firmly till the bleeding stops. We can also apply ice to stop the bleeding.

First-aid for animal or insect bite

We can get bitten by pet or stray dogs and cats and stung by insects such as bees and wasps. Sometimes, we might even get bitten by snakes.

- In case of animal or insect bite, wash the injury with soap and water. Apply antiseptic lotion and take the patient to a doctor. In case of a animals bite, the doctor gives an anti-rabies injection.
- In case of a bee sting, one should first move away from the area so that the sting is not repeated. Then, we should remove the stinger, wash the area with water and apply ice to give relief to pain and swelling. We can also apply a calamine lotion to soothe the skin.
- In case of a snake bite, we should tightly bandage the area just above the wound so that the poison does not spread in the body. Then the patient should be taken to a doctor immediately.



Applying medicine to an injured leg

Good to know!

List of Emergency Numbers in India

| | |
|------|---------------------|
| 100 | Police |
| 101 | Fire |
| 102 | Ambulance |
| 181 | Women's Helpline |
| 1098 | Children's Helpline |

GOOD OR BAD TOUCH

We often express our feelings through touch, such as a hug or a kiss. We hug each other to express our love and affection. A mother kisses a child to wish good morning or we kiss our grandparents to wish good night. We may also hold hands while walking on the road. Good touch gives us good feelings. We feel happy and loved.

But some kind of touches may make us feel uncomfortable. We may not want any stranger to touch us. Sometimes, we may not want even known people to touch certain private parts of our body and then warn us that we should not tell anyone about it. Such touches that make us sad and worried are bad touches. Whenever we experience any bad touch, we should tell our parents or teacher immediately. We should not be scared of anyone or feel shy. We should also not feel bad about it at all.





New Words

Zebra Crossing

: black and white coloured crossing for pedestrians to cross the road

Sprain

: twisting of tissues called ligaments in joints of the body such as ankles and wrists causing pain

Recap

- We should follow the traffic rules to avoid accidents.
- Zebra crossings should always be used while crossing roads.
- In case of an accident we should give first-aid to the injured person.
- A box containing cotton, antiseptic lotion, bandage, etc. is called first-aid box.
- To put off fire we should cut the oxygen supply and pour water.
- We should pour cold water over burnt areas of a patient and in case of severe burns, take him/her to a doctor.
- We can get a fracture by falling. In case of a fracture, we should not move the injured area.
- In case of animal or insect bite, we should clean the wound with soap and water and apply antiseptic lotion.
- In case of bleeding, we should apply antiseptic lotion to clean the wound. To stop bleeding, we can apply ice.
- A good touch is a way to show care, love and help.
- A touch that makes us feel uncomfortable is bad touch.

EXERCISE

A. Write true or false.

1. We should use sidewalks or footpaths to walk on the road.
2. A loud sound means that a vehicle is nearby.
3. We should massage the fractured bone so that it heals well.
4. We should give first-aid after an injury before taking the injured person to a doctor.
5. A doctor gives anti-rabies injection in case of a snake bite.

B. Fill in the blanks.

1. We should not talk on the while walking on the road.
2. A touch makes us feel uneasy or unpleasant.



3. A broken bone is called a
4. In case of an injury, we need to take a injection.
5. is kept in a first-aid box.

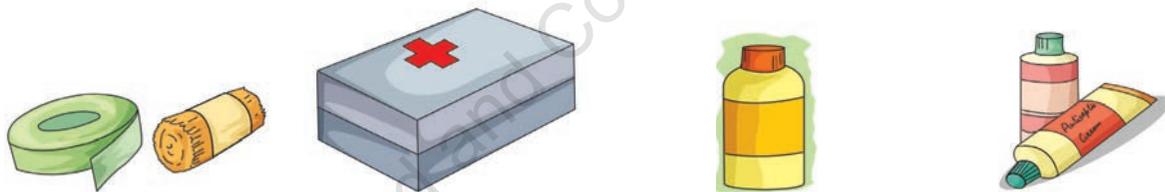
C. Answer the following questions.

1. What are the things that can cause a fire?
2. What is a fire extinguisher?
3. What is a cloth sling? How and when is it used?
4. What is first-aid? Why is it important?
5. What first-aid will you give to a person who has a cut and is bleeding?
6. How can you avoid accidents on the road?
7. Name the things we can find in a first-aid box.
8. What should you do if someone touches you and makes you uncomfortable?

D. Picture study

1. Identify the pictures. (The names are given in the box)

| | | | |
|-------------------|------------------|----------|---------------|
| antiseptic lotion | antiseptic cream | bandages | first-aid box |
|-------------------|------------------|----------|---------------|



.....

E. Project work

1. Prepare posters on simple first-aid measures that can be used at home and in school.
2. Prepare first-aid box for your class and your home.
3. Organise a role play in class to demonstrate various traffic rules.
4. Have a class discussion on how to differentiate between good touch and bad touch.



Key Concepts

- Meaning and understanding of heritage
- Buildings and monuments
- Epics and folk tales, e.g. *Panchatantra* and *Jataka* Tales

WHAT IS HERITAGE?

What do you understand by the word heritage? It includes our customs, traditions, festivals and rituals, our literature, sports, and art forms—like dance, music, painting, sculpture and architecture. Therefore, heritage refers to everything that has been passed down to us from one generation to another. All that we inherit from our past forms a part of our culture, and adds to our heritage.

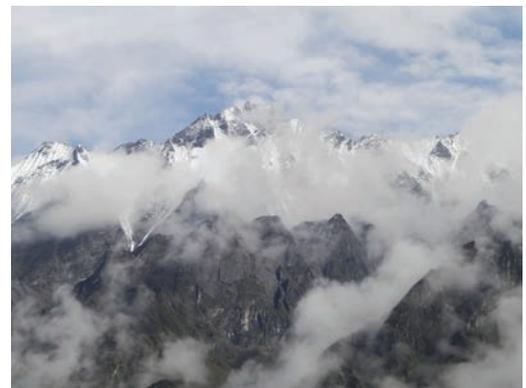
Heritage is thus the history, culture, traditions that form the character of a society or country which has existed for years and will continue to be the qualities that its people proudly treasure. India is known for its diversity. Its languages, food habits, clothes, religions, festivals and customs vary across its length and breadth. This variety is what enriches its culture and its heritage.

TYPES OF HERITAGE

Heritage is mainly of two types—natural and cultural.

Natural Heritage

The natural environment around us forms an important part of our heritage, as it has been a part of our surroundings for centuries. The rivers, lakes, waterfalls, mountains, forests, even the flora and fauna are all a part of our heritage. They give the country its unique character, as each country has a different natural



The Himalayas

environment. From the Himalayas and their forests in the North, the Sunderban Delta in the East to the Western Ghats in the South, they are all a part of our natural heritage. But most importantly, they must be preserved and protected from exploitation for the benefit of our future generations.

Stop to Answer

- What do you mean by heritage?
- What are the two main types of heritage?

Cultural Heritage

Our cultural heritage is very diverse. All the things that form a part of our culture are also a part of our cultural heritage.

Festivals

India celebrates a variety of festivals, since people of different religions live here. But the people, regardless of which religion they follow, dress up in colourful clothes and join in the celebrations of all these festivals. Some of the major festivals celebrated in India include Eid, Diwali, Christmas, Durga Puja, Dussehra, Holi, and Ganesh Chaturthi.



Christmas; Holi and Eid celebrations (clockwise from the left)

Food and clothing

Each state of India has its traditional dress and food habits, and they form a part of our traditions. The cuisines of India vary widely. The *dal-bati-churma* of Rajasthan, the *sambar-idli-vada* of Tamil Nadu, the Mughlai *tandoors* of North India and the fish and sweets of Bengal are popular across the country and known for their taste.

The saree, the most common outfit for women, is worn differently in each region. Other popular traditional items of clothing include *salwar kameez* and *ghagra-choli* for women, and *kurta-pajama*, *dhoti-kurta*, or the *lungi-veshti* for men. In towns and cities, however, western outfits are common.



Language and script

The Indian Constitution recognises 22 Indian languages, even though people speak many different languages not only across the 29 states of the country. Within a state too, people speak numerous languages. It is estimated that people in India speak approximately 1,800 different languages and dialects across the country.

Music

Indian music can be divided into classical and folk music. Indian classical music has two traditions—Hindustani, which developed in North India, and Carnatic from the South. Classical music can be both instrumental and vocal. Some of the musical instruments used in classical music include the *sitar*, *santoor*, flute, *tabla*, *mridangam* and *shehnai*. Folk music is also quite popular in India and varies from region to region. We have songs for every season, festival and special occasion—like for monsoon, harvest, weddings, birth of a child, and even death. Religious songs sung for rituals and patriotic songs are also popular.



Sitar

Dance

India has numerous dance forms, varying from state to state. These dance forms can be divided into two broad categories—classical and folk. Classical dance forms include *Bharatanatyam*, *Kathak*, *Kuchipudi*, *Manipuri*, *Odissi*, *Kathakali*, *Mohiniyattam*. They often use elaborate costumes and make-up and the dance forms require years of practice. Some of the folk dance forms popular in India are *Bhangra*, *Garba* and *Dandiya*, *Lavni* and *Bihu*.



Mohiniyattam



Kathak

Paintings

India has a long tradition of paintings. These have undergone changes from the ancient cave paintings of nomadic people to the detailed artwork of the Mughal miniature paintings. Many of these paintings depict scenes from myths and legends or history, like those on the wall paintings of Ajanta and Ellora caves depict the life of Buddha. Some of the folk art forms



include the *Tanjore* paintings from Tamil Nadu, *Warli* paintings of Maharashtra, *Madhubani* paintings of Bihar, which depict tribal life, gods and goddesses, scenes from the *Ramayana* and the *Mahabharata* and nature in vibrant colours.

Craftwork

Handicrafts and artwork, are important parts of our heritage. Embroidery itself varies across states, from the Kashmir stitch of Jammu and Kashmir, the *chikankari* of Lucknow, to the *kantha* stitch of Bengal. Other textile craftwork includes block prints, *madhubani* prints, *bandhej* or *bandhni*. Besides this, India is also known for *bidri*-work, terracotta, puppetry, *dokra*, *meeenakari* done mainly in rural and suburban regions of India. They all form a part of our rich heritage.



Mughal miniature painting



Chikankari

Sports

Indian rulers were known for their interest in sports, and many internationally acclaimed sports were played in ancient India, such as polo, wrestling, chess, *kabaddi* and *kho-kho*. It is believed that *shatranj* popular in ancient India was like chess.

Literature

Literature comprises both written books and oral traditions. Written books include the ancient epics of the *Ramayana* and *Mahabharata*, religious books like the *Bhagavad Gita*, the *Vedas*, the *Upanishads* and the works of poetry, novels, drama and stories. Oral tradition includes the myths, legends, fables and folk tales that are passed down from generations by word of mouth and travelling storytellers.

Panchatantra and Jataka Tales

The *Panchatantra* is a collection of animal fables believed to have been composed by Vishnu Sharma in the third century. The fables are written in both verse and prose and are contained within a frame story. Each of them conveys a message. The *Panchatantra* consists of five parts.



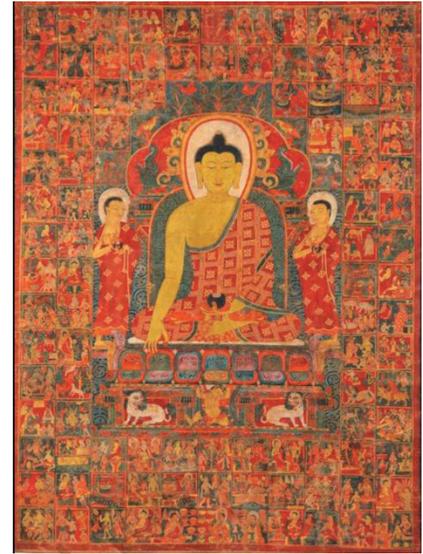
The *Jataka* Tales are an important part of Buddhist literature. They contain stories of previous births of Gautama Buddha, like an animal, a bird and sometimes like a human being. Originally written in Pali, the tales impart values of self-sacrifice, morality and honesty. They were written in around 300 BCE.

Buildings and Monuments

Buildings and monuments are important sources of information about the times they were built in and about the reign of the ruler under whose orders they were built. These monuments are an important part of our heritage.

Different kinds of buildings and monuments are a part of our heritage. They can be divided into different groups such as places of worship (temples, mosques, churches, gurudwaras, etc.), forts and palaces, caves, gardens, mausoleums, minarets, stupas, pillars and so on.

- The Shalimar Bagh and Nishat Bagh in Srinagar, Lal Bagh in Bengaluru and Rose Garden in Chandigarh are important gardens.
- The Red Fort, Agra Fort, Gwalior Fort and Mandu Fort, Golconda Fort, Shivneri Fort are prominent forts.
- The City Palace in Jaipur, Marble Palace in Kolkata, Mysore Palace in Mysore are some famous palaces.
- The Meenakshi Temple, Somnath Temple, Brihadeshwara Temple, the Shore Temple, the Konark Sun Temple are some famous temples.
- The Sanchi Stupa, the Ashokan Pillar, the Red Fort, the Qutb Minar, the Charminar, the Gateway of India, Ajanta and Ellora caves, all contribute to our knowledge of India's history and are therefore, a part of our diverse heritage.



A painting of Buddha with one hundred Jataka Tales, Tibet



Red Fort, Delhi



Sanchi Stupa





Brihadeshwara Temple



Nishat Bagh



Qutb Minar, Delhi

PRESERVING OUR HERITAGE

Once we understand the value of the rich heritage of our country, it is important also to learn how to preserve and conserve this heritage. We need to preserve our cultural heritage because it is a significant part of our history and it shapes our lives. Our culture gives us our identity, and our heritage helps us to appreciate our most significant achievements. It gives us something to be proud of, and thus they must be preserved so that future generations too may learn from them. Overall, our culture and heritage help us in creating our identity as Indians.

Good to know!

As of 2015, UNESCO has listed 1,031 World Heritage Sites worldwide, and ranked by country, Italy has the largest number of heritage sites with 51 of them. India with 32 heritage sites is ranked seventh.



New Words

- Inherit** : to get or receive something from someone, especially from the older generation
- Diversity** : the quality of having a large variety of things; having people following different cultures and customs in the same country
- Exploitation** : excessive use
- Cuisine** : the kind of food eaten in a specific region
- Miniature** : a small painting
- Preserve** : to keep in its original condition
- Conserve** : to protect from being destroyed or wasted
- Dialect** : a form of language spoken by a particular group of people



Recap

- Heritage is the history, culture and traditions that form the character of a society or country which has existed for years and will continue to be the qualities that its people proudly treasure. Heritage is of two kinds—natural and cultural.
- Natural heritage includes the natural environment, the physical features of a country include the mountains, rivers, lakes, forests, etc.
- Cultural heritage includes both the cultural practices of the people and the artistic forms practised and produced in the country.
- Festivals, food and clothing, language, literature, sports are all part of our cultural heritage. Our heritage must be preserved so that future generations may too learn from it and enjoy its benefits.

EXERCISE

A. Choose the correct answer.

1. *Shatranj* played in ancient India was like
a. chess b. *kabaddi* c. *kho-kho*
2. *Chikankari* is a famous stitching pattern of
a. Lucknow b. Pune c. Mumbai
3. Hindustani classical music is from India.
a. north b. south c. east
4. India has languages recognised by the Constitution of India.
a. 18 b. 25 c. 22

B. Fill in the blanks.

1. The *Bhagavad Gita* and the are a part of our literature.
2. Indian rulers were interested in sports like and
3. Our natural heritage must be and protected from for the future generations.
4. Classical music in India is both and

C. Answer the following questions.

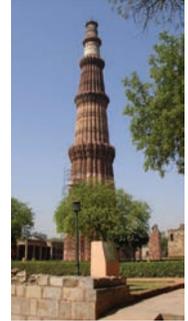
1. What do we mean by heritage?
2. Why is it important to protect our natural heritage?
3. How are monuments of India important sources of information?
4. Give examples of the various cuisines from different states of India.



5. Name the two classical music forms of India. State where they were developed.
6. Write a short note on the different kinds of handicrafts which are a part of India's heritage.
7. What are the two broad categories of literature in India? Give examples.
8. What were the different kinds of stories that form our oral tradition?
9. Do you think India has a varied artistic heritage? Explain with examples of the different kinds of paintings you have read about in this chapter.
10. Why is it important to preserve our heritage?

D. Picture study

1. Name the monument.
2. Where is it located in India?
3. Can you name a few other monuments that form a part of India's heritage?



E. Project work

1. Collect pictures of historical buildings, monuments, national symbols, etc. and make a collage. Put up in class.
2. Divide the class into groups. Each group can prepare a presentation on any one heritage of our country.
3. Have a class discussion on *Ramayana*, *Mahabharata*, *Panchatantra* and *Jataka Tales*.
4. Organise visits to historical sites and monuments.

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The National

The national symbols are various objects which have been specifically chosen so that they can represent the country. National symbols serve as a source of pride for all citizens of the country. Let us take a look at some of the most important national symbols of India.

National Flag: It has been designed using three colours and hence it is known as the tricolour. Each of the colours has its own significance. The saffron at the top indicates courage and service towards one's nation. The white colour indicates peace, honesty and purity while the green at the bottom indicates prosperity of the nation. The Ashoka Chakra with 24 spokes, representing the wheel of law is seen at the centre of the flag. It was during the Constituent Assembly of 22 July 1947 that this current form of the flag was chosen as India's national flag.



National flag

National Anthem: Our national anthem (*Jana gana mana*) was written and composed by Rabindranath Tagore.

National Song: Our national song (*Vande Mataram*) was written by Bankim Chandra Chatterjee.

National Animal: The Royal Bengal tiger is the national animal of India, prized for its grace and dignity.



Royal Bengal tiger

National Flower: The lotus flower has been adopted as the national flower of India since it represents knowledge and enlightenment.

Symbols of India



Lotus



Mango tree

National Emblem: The Sarnath lion, which is a part of the great Ashokan Pillar has been adopted as the national emblem of India.

National Fruit: Mango, one of the most widely found fruit on the Indian soil has been adopted as the national fruit of the country.

National Bird: The peacock is considered to be the national bird of India. The peacock dances with joy with its beautiful tail open during the rainy season.

National Tree: The banyan tree has been adopted as the national tree of India.

National Game: Hockey is the national game of India. India has excellent men's and women's hockey teams that have won many honours for the country.



सत्यमेव जयते
National emblem



Banyan tree



Peacock

Key Concepts

- National festivals
- Regional festivals
- Community celebrations

Festivals are times of joy when all of us get together to celebrate with our family and friends. Festivals can be of different kinds—national festivals, religious festivals and regional festivals.

NATIONAL FESTIVALS

National festivals are celebrated all over the country. They are Independence Day, Republic Day and Gandhi Jayanti. These days are declared as national holidays.

Independence Day

Independence Day is very important for every Indian as it reminds us of those brave people who struggled and sacrificed their lives to free India from the British rule. It is celebrated on 15 August every year as on this date in 1947 India won independence. The Prime Minister hoists the national flag at the Red Fort in New Delhi and delivers a speech. The national flag is seen hoisted at homes and government offices.



Independence Day celebrations at the Red Fort

Republic Day

Republic Day is celebrated on 26 January every year. On this day the Prime Minister goes to India Gate to pay respect to the soldiers who gave their lives defending our country. It is on this day in 1950, that the Constitution of India came into effect. To mark this day, soldiers march on Rajpath, tableaux representing all the states of India follow. Folk dances representing each state and union territory are also performed.



Republic Day parade at Rajpath

Gandhi Jayanti

Gandhi Jayanti is celebrated on 2 October to mark the birth anniversary of Mahatma Gandhi who is also known as the 'Father of the Nation'. He set an example for all the countrymen to follow, through his principles of *ahimsa* (non-violence) and to strive for truth or *satyagraha*. He showed us how the powerful British government could be ultimately driven out of India through non-cooperation which was based on his principle of *ahimsa*. The Prime Minister and the President and other leaders pay homage to the Mahatma at Raj Ghat in New Delhi.

Good to know!

The Clean India Movement (Swachh Bharat Abhiyaan) was launched on Gandhi Jayanti in 2014.

Religious festivals

Other festivals like Diwali, Dussehra, Eid, Christmas, Buddha Purnima, Mahavir Jayanti, etc., are also celebrated throughout the country. These are religious festivals.

Stop to Answer

- When is Independence Day celebrated?
- Why is Republic Day celebrated?

REGIONAL FESTIVALS

Other than national festivals, each state of India also celebrates various regional festivals. Let us find out more about them.

Bhogali Bihu or Magh Bihu is celebrated in the state of Assam. This festival marks the end of the harvesting season. This festival is thus celebrated during the months of January and February. It is



Bihu festival

the celebration of Hindu Sankranti that lasts for about a week. Rice cakes such as *shunga pitha*, *til pitha*, etc., are made during this festival. Celebrations are carried around bonfires with the Bihu dance and traditional Assamese games of pot-breaking and buffalo fighting.

Ugadi is an important festival of Andhra Pradesh, Telangana and Karnataka. It marks the beginning of the new year in the Hindu/Saka calendar. On this day, people decorate the entrance of their homes with fresh mango leaves. Special dishes like *pulihora* and *bobbatlu* are prepared. This festival is celebrated in Maharashtra as Gudi Padwa. *Puran poli* or sweet *rotis* are prepared on this day.



Onam

Onam is a ten day festival which is celebrated in the state of Kerala. It is celebrated in honour of King Mahabali. People believe that Mahabali cared for his subjects so much that he comes to visit them every year. The festival is celebrated with music, dance and the traditional cuisine. *Pooklam*, which is a kind of flower *rangoli* is made. *Vallamkali* or boat race is organised on this occasion.



Snake boat race

Durga Puja is an annual Hindu festival in Bengal. It marks the victory of goddess Durga over Mahishasura, the buffalo demon. The festivities continue for five days. It is the biggest festival celebrated throughout the state. It is also celebrated as Navratri in northern India. Other states where Durga Puja is celebrated are Bihar, Jharkhand, Manipur, Odisha, Tripura and Meghalaya. Large idols of goddess Durga are made out of clay. They are coloured, decorated with ornaments and set in huge decorative pandals.



Durga puja

The most popular festival in Tamil Nadu is Pongal. It is celebrated for a period of four days. Bhogi festival is celebrated on the first day in honour of Lord Indra. On the second day rice is boiled in milk outdoors and ceremonial worship is done. The boiled rice is then offered to the Sun god. The third day (Mattu Pongal) is celebrated by honouring cows. The cattle have tinkling bells and flower garlands tied around their necks. They are then taken to the village centres after being fed. Kannum Pongal is celebrated on the fourth day.



Boiling rice in milk on Pongal

Lohri is a popular festival of Punjab. Both Sikhs and Hindus celebrate this festival. The most important part of Lohri is the bonfire. It marks the return of longer days and shorter nights. It is celebrated all over India as Makar Sankranti. The traditional dishes eaten during this festival are *makke di roti*, *sarson da saag*, jaggery and groundnuts.



Lohri

COMMUNITY CELEBRATIONS

Festivals are fun-filled as these are social events celebrated with everybody. They are occasions of community gatherings. People meet to make arrangements for the festivals, gather money and work together to make the festival a success. Rituals are performed where people from all walks of life participate. People visit their friends and families and exchange gifts and sweets. This strengthens the bond among people.

Celebration of festivals such as Lohri, Durga Puja, Diwali and Holi are community events, which people from all religions celebrate together. Durga Puja is celebrated in huge pandals where everybody visits. Similarly, during Eid, people from all religions have *sewain* and greet each other. During Christmas, children decorate the Christmas tree. Festivals are enjoyed by people of all religions.

Stop to Answer

- Name some states where Durga Puja is celebrated.
- What is the most important part of the Lohri celebrations?
- Name some food items prepared during Bhogali Bihu.





Langar

Some festivals also organise community eating. During Gurupurab, people can eat the *langar* at the gurudwara. During Durga Puja, *bhog* is distributed to everyone visiting the *pandal*.

Festivals are thus an occasion to also celebrate the spirit of unity and brotherhood.



New Words

- National festivals** : festivals that are celebrated by the entire country
- Satyagraha** : a noble ideal of Mahatma Gandhi where a satyagrahi fought for truth or *satya* in a non-violent manner
- Ahimsa** : policy of non-violence
- Tableaux** : models representing a particular state in the Republic Day parade

Recap

- National festivals are those which are celebrated all over the country.
- Independence Day, Republic Day and Gandhi Jayanti are the three main National Festivals of India.
- Regional festivals are celebrated in specific regions of India.
- Ugadi is celebrated in Andhra Pradesh, Telangana and Karnataka.
- Bhogali Bihu is celebrated in Assam.
- Durga Puja is celebrated in West Bengal and many other states like Tripura, Jharkhand, Manipur, Odisha, Bihar and Meghalaya.
- Onam is popular in Kerala, Pongal is celebrated in Tamil Nadu and Lohri is celebrated in Punjab.
- Festivals are occasions when people meet and social unity is strengthened.

EXERCISE

A. Write true or false.

1. Tableaux are seen on Independence Day.
2. India celebrates Republic Day on 26 January every year.



3. Onam is celebrated in Karnataka.
4. Lohri is celebrated in Punjab.
5. Mattu Pongal is celebrated to honour buffaloes.

B. Fill in the blanks.

1. Dignitaries pay homage to Mahatma Gandhi at
2. Eid is a festival.
3. is a rice harvest festival.
4. Bhogi festival is associated with
5. is celebrated as Makar Sankranti all over India.

C. Answer the following questions.

1. Why do we celebrate Independence Day?
2. What does the Prime Minister of India do on the Independence Day and the Republic Day?
3. How is Bhogali Bihu celebrated?
4. How is Pongal celebrated?
5. How are Onam and Lohri celebrated in their respective states?
6. Explain how festivals strengthen the bond among people.

D. Picture study

Look at the picture of Pongal celebration.

1. What is being cooked?
2. Can you name another festival celebrated in the same region of India?



E. Project work

1. Celebrate the national and cultural festivals in school and have class discussions on them.
2. Exchange photos and videos of festivals celebrated by the children with their families.
3. Have a story-telling session in class on the stories behind various festivals.

