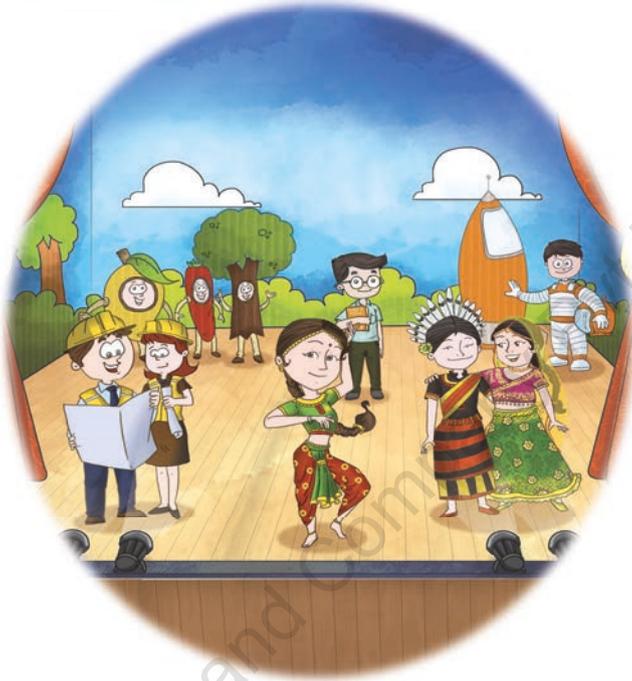


It's All About Us

Social Studies for Class 4



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**—projects 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

- Definition of: civics, civic sense, citizen
- Importance of being a good neighbour and a good citizen
- Participation in election
- Caring for public and private place—schools, hospitals, public transport, historical monuments, places of worship, parks, etc.

Good to know!

Just as the Earth revolves around the Sun, the Moon too revolves around the Earth, taking over 27 days to complete one revolution.

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

- Do you think smoke from factories can harm the atmosphere?
- What will happen if the blanket of atmosphere did not exist?

New Words Provides meanings of difficult words used in the chapter

New Words



Attached	: connected to something
Inlet	: a place of entry (here for water)
Originates	: starts
Stretches	: (here) areas
Survival	: existence

Recap Quick recapitulation of the main points learnt in the chapter

Recap

- Landforms and water bodies constitute the physical features of the Earth.
- Mountains and hills are both landforms which rise above the surrounding land but mountains are higher than hills.
- A plateau is also known as tableland.
- A plain is a vast area of flat land characterized by human settlement and vegetation cover.
- A piece of land surrounded by water on three sides is called peninsula.

Historical Monuments and Classical Dances of India

Historical Monuments

India is a land of plenty of historically important architecture. These have become a part of our country's heritage. Some of the most important historical monuments of India are:

The Taj Mahal: The Taj Mahal is perhaps the most important monument of India. Identified as one of the Seven Wonders of the World, the Taj Mahal was built under the orders of Shah Jahan. He loved his wife Mumtaz Mahal and when she died at a very young age, he decided to build a mausoleum for her called the Taj Mahal. It was built using white marble.

There are other important monuments in the country like the Hawa Mahal in Jaipur, the Sanchi Stupa in Sanchi (near Bhopal), the Gateway of India in Mumbai, the Qutb Minar in Delhi.



The Taj Mahal



Qutb Minar

Victoria Memorial in Kolkata, etc. All these monuments are a part of the heritage of India and they have with time become the identifying features of our country.



Gateway of India (top left), Hawa Mahal (top right), Sanchi Stupa (bottom left) and Victoria Memorial (bottom right)



Bharatanatyam



Kuchipudi



Kathak



From left to right: Sattriya, Mohiniyattam, Odissi and Manipuri

SPOTLIGHT

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. Choose the correct answer.

- When did the Indian government decide to grant Dual Citizenship?
 - 1955
 - 1999
 - 2003
- Which of the following person cannot be a citizen of India?
 - One whose parents or grandparents were born in a foreign country
 - One who is born in India
 - One whose parents or grandparents were born in India
- Who among the following are the citizens of India?
 - Those who had migrated to India from Pakistan before 15th August 1947

- Mention any three rights of a citizen.
- Mention any three duties of a citizen.

F. Picture study

This image represents an action that is both our right and duty. Discuss



G. Project work

- How can we maintain civic sense in our daily lives? Have a class discussion.
- Organise an election in class to elect the class monitor, to have a first-hand understanding of the election process.
- Find out about recent elections held in your state/country. Prepare a report on it. Take the help of the Internet.

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-II

A. Write true or false.

- Indira Point is the southernmost point of India.
- Rajasthan is the smallest state of India.
- Kolkata is the capital of West Bengal.
- Delhi is a coastal city.
- The city of Chandigarh was planned by Le Corbusier.
- The Brahmaputra Plains is also known as Assam Plains.
- Malwa plateau is composed of soft rocks like sand stones.
- Son is the tributary of Krishna.
- Sanskrit is the oldest literary language of India.
- Biosphere is the part of the Earth where life exists.

B. Fill in the blanks

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: The Story of the Past	
<p>“Story of the Past and Evidences in History” enables children understand the impact of past events in today’s context. They learn to appreciate the rich heritage and traditions based on historical facts and evidences. Interesting pedagogies can be employed to familiarize them with the work of both historians and archaeologists.</p>	
<p>Learning outcomes Children will be able to:</p> <ul style="list-style-type: none"> ■ discuss the role and significance of historical events in today’s context; ■ reflect orally and in writing on historical events; ■ differentiate between ancient, medieval and modern periods of history; ■ differentiate between archaeological and literary sources; ■ discuss the importance of preservation of sources to know history; ■ differentiate between the job of a historian and an archaeologist. 	
The Story of the Past and Evidences in History	
Key Concepts/Concerns	Suggested Transactional Processes
<ul style="list-style-type: none"> ■ Story of the Past – History <ul style="list-style-type: none"> * The need to study History * Need to compartmentalise History into Ancient, Medieval and Modern periods. ■ Evidences in History – Sources of history <ul style="list-style-type: none"> * Archaeological sources. * Literary sources: Books and paper records. * Need to preserve sources, job of a historian and of an archaeologist. 	<ul style="list-style-type: none"> ■ Explaining what history is and asking children to relate their own past experiences and reflect on how it has influenced them today. ■ Organising a discussion on the significance of learning history. ■ Asking children to have interactive sessions with their grandparents to share their past experiences. Then, encouraging children to talk about their family history. ■ Discussing the needs and various ways of compartmentalising history by historians to facilitate the learning of the topics. ■ Showing videos of manuscripts and archaeological sources. ■ Discussing the importance of maintaining records in terms of their notebooks, the class attendance registers and school display boards. ■ Encouraging children to talk to their elders about carefully preserving family records and important documents. ■ Organising trips to local monuments, historical places or a museum. ■ Showing a video about how an archaeologist gathers information through archaeological sites and remains. ■ Facilitating role play to differentiate between what a historian and an archaeologist does. ■ Displaying and studying of old coins. ■ Displaying and studying of old and new stamps. <p><u>Organising and Providing opportunities for:</u></p> <ul style="list-style-type: none"> * Writing on a clay tablet/ mud * Making handmade paper through paper machine, and preparing a manuscript * Matching game of pictures and names of monuments * Coin rubbing and taking impressions of it on the paper
Suggested Learning Resources	
<ul style="list-style-type: none"> ■ Pictures and documentaries of early man. ■ Clay Tablets and stick to write with ■ Videos on archaeological sites and remains of past ■ Old newspaper for papermachine. 	<ul style="list-style-type: none"> ■ Flashcards, pictures and charts depicting buildings and monuments. ■ Collection of old coins. ■ Collection of stamps. ■ <i>Amar Chitra Katha</i>.
Integration: Languages	Life Skills: Care and appreciation of Cultural Heritage

Theme 2: Almanac

'Almanac' highlights the importance, significance and types of calendars. Sequencing of events and marking important dates on the time line will further enrich children with an understanding of the past.

Learning outcomes

Children will be able to:

- differentiate between the Gregorian and Saka calendars;
- draw a timeline and mark AD (CE) and BC (BCE) on it;
- design a calendar on the basis of their understanding of the rules;
- sequence events and mark them on a timeline;
- identify and mark important dates on the school calendar.

Almanac

Key Concepts/Concerns	Suggested Transactional Processes
<ul style="list-style-type: none"> ■ Gregorian calendar. ■ Saka calendar. ■ Time-line (A.D. and B.C.). ■ Use of C.E. and B.C.E. 	<ul style="list-style-type: none"> ■ Showing a calendar and asking children to mark specific events/important days on it. ■ Helping children to mark the birthdays of class mates with the help of a collage/poster. ■ Providing a brief and basic introduction to the Gregorian and Saka calendars. ■ Discussing and highlighting the differences between the Gregorian and Saka calendars. ■ Explaining the use of the terms AD and BC and the newer terminology CE and BCE on calendars and presenting it through a timeline. Creating futuristic calendar ■ Drawing pictures/writing articles/poems etc. ■ Writing narratives. <p><i>Providing opportunities for:</i></p> <ul style="list-style-type: none"> * Enabling children to design, use their knowledge and innovation and create a futuristic calendar. * Giving them a situation to observe a day without a calendar or clock and writing their own narratives. * Designing a board game: Observing one day for causes such as Respect, Honesty, Praise, Compassion * Designing a calendar and marking days and events of their choice on them. * Drawing pictures or writing articles, poems about important national days or events in that months

Suggested Learning Resources

- Calendars –present day calendars, Saka calendar, school calendar.
- Charts.

- Flash Cards.
- Board games.

Integration: Mathematics (Measurement)

Theme 3: Responsibilities of a Good Citizen

'Responsibilities of a good citizen' is crucial as it aims to make children understand the importance of civic sense and their responsibilities as a citizen of India. In an urban society that also reflects a sense of alienation, children must be taught how to develop a sense of unity and belongingness in a community. Varied interesting pedagogies enable them to observe and understand how these concepts play out in the world around us.

Learning outcomes

Children will be able to:

- discuss the term civic sense, and appreciate its significance;
- describe and reflect on the term citizen;
- demonstrate respect towards public and private property;
- suggest measures for proper upkeep of public property;
- initiate responsibilities for solving issues in school and in neighbourhood.

Responsibilities of a Good Citizen	
Key Concepts/Concerns	Suggested Transactional Processes
<ul style="list-style-type: none"> ■ Introduction to Civics <ul style="list-style-type: none"> * Definition of: Civics, Civic sense, Citizen. * Importance of being a good neighbour and a good citizen. ■ Responsibilities of a good citizen: <ul style="list-style-type: none"> * Participation in elections. * Caring for public and private place for example – schools, hospitals. Public transport, historical monuments, places of worship, parks, etc. 	<ul style="list-style-type: none"> ■ Encouraging the sharing of experiences by children on studying together and helping one another. ■ Facilitating classroom discussions on the meaning and maintaining of civic sense. ■ Motivating children to adopt good civic habits in their daily lives. ■ Analysing the need for caring for public property through classroom participation. ■ Motivating children to create community awareness on cleanliness/road safety/value for work/care for public property. ■ Conducting group discussions in the classroom on the qualities of and expectations from a class representative or a prefect to make children understand their responsibility. ■ Conducting class elections to choose a class monitor or a prefect. ■ Report writing on the class elections. ■ Encouraging children to research and gather information on the recent elections in their state, through newspapers and digital media. <p><i>Providing opportunities for Activity</i></p> <ul style="list-style-type: none"> * Dividing the class into groups and giving them situations related to civic sense and good citizenship and having a discussion on what is civic sense and good citizenship. * Facilitating the preparation and presentation through street play/slogan writing/skit/puppet show, etc. * Slogan making and designing a logo with mission and campaigning for the class election
Suggested Learning Resources	
<ul style="list-style-type: none"> ■ Community awareness programs. ■ Print (newspapers, books...) and digital media. ■ Flash cards. 	<ul style="list-style-type: none"> ■ Coloured sheets for activities. ■ Slogan writing. ■ Role play.
Life Skills: <i>Developing good citizenship skills</i>	

Theme 4: The Earth – Its Movements & Forms

‘The Earth- Its Movement and Forms’ enables children to understand the concept of movements of the earth. It aims to generate awareness about the four realms of the earth i.e. lithosphere, hydrosphere, atmosphere and biosphere. It will also enable them to identify and mark the major land forms of the Earth on an outline map of the world. Scale and cardinal directions will be introduced which will enhance their mapping skill.

Learning outcomes
<p>Children will be able to:</p> <ul style="list-style-type: none"> ■ identify axis, rotation and revolution of the earth; ■ explain causes of day and night and seasons; ■ differentiate the four domains of the earth; ■ identify major landforms and water bodies; ■ locate oceans and continents on the map; ■ differentiate between physical and political maps; ■ use signs and symbols on the map; ■ identify the purpose of using different colour schemes on the map; ■ use scale and directions in mapping.

The Earth – Its Movements & Forms

Key Concepts/Concerns	Suggested Transactional Processes
<ul style="list-style-type: none"> ■ Motions of the Earth: <ul style="list-style-type: none"> * Concept of Axis * Rotation – Day and night * Revolution – Seasons 	<ul style="list-style-type: none"> ■ Using a globe and torch to explain the rotation of the earth, day and night. ■ Showing a video or diagrams to explain revolution. ■ Discussing the four domains of earth using globe/model or PPTs with children. ■ Explaining the difference between physical and political maps.

<ul style="list-style-type: none"> ■ The Four Domains of the Earth: <ul style="list-style-type: none"> * Lithosphere * Hydrosphere * Atmosphere * Biosphere ■ Major Land Forms: <ul style="list-style-type: none"> * Mountains, Plateaus and Plains, deserts * Continents and oceans * Water bodies: oceans, seas, lakes and rivers ■ Types and elements of Maps: <ul style="list-style-type: none"> * Types of maps (physical, political) * Scale * Sign and symbols; Use of colours. 	<ul style="list-style-type: none"> ■ Providing children maps to undertake mapping of landforms and water bodies. ■ Marking and identifying continents and oceans on an outline map of the world. ■ Discussing the utility and use of the scale on the map. ■ Showing the use of different colours on a physical map of the world and explaining the purpose of their use. ■ Taking children to an open area in the morning and helping them understand the directions facing the rising sun. ■ Conducting class quizzes and providing worksheets to children to complete. <p><i>Providing opportunities for:</i></p> <ul style="list-style-type: none"> * Making of models or charts to be made to depict the four domains * Writing poems and organising activities on right and left and east, west, north and south directions.
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Suggested Learning Resources	
<ul style="list-style-type: none"> ■ Globe ■ Torch ■ Videos/PPTs ■ Maps 	<ul style="list-style-type: none"> ■ Poems ■ Hands-on activities ■ Class quizzes
Integration: Science (Air, Light), Arts Education	

Theme 5: Our State

‘Our State’ familiarizes children with the geographical features and climate of the state in which they live. It helps them identify the agricultural practices and major crops of the state. Children may be able relate to their own area with other parts of the state.

<p>Learning outcomes Children will be able to:</p> <ul style="list-style-type: none"> ■ locate the state they live in on the map of India; ■ locate the capital, important cities, landforms and rivers on the state map; ■ learn about the climate (seasons), vegetation and agricultural crops; ■ appreciate the cultural heritage of the state they live in.
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Our State	
Key Concepts/Concerns	Suggested Transactional Processes
<ul style="list-style-type: none"> ■ Location of States on the map of India. ■ Neighbouring States/water bodies. ■ State and its capital. ■ Important cities. ■ Land forms and rivers. ■ Climate ■ Vegetation ■ Agriculture – Types of crops. 	<ul style="list-style-type: none"> ■ Mapping the different states on the Map of India. ■ Facilitating class discussions, showing videos or organising class trips to learn about the state capital. ■ Identifying and naming the major landforms and rivers. ■ Conducting quizzes on important features of the State. ■ Showing videos and PPTs on the seasons, vegetation and crops-to be followed by a class discussion. ■ Children discussing with elders and peer group on the important state festivals and in particular related to crops. ■ Marking important rivers, mountains, hills, cities and the capital of the state on an outline map of the state by children individually. ■ Assigning project work too small groups on the state (Writing a few simple lines about the state and attaching pictures).

	<p><u>Organising Activities</u></p> <ul style="list-style-type: none"> ■ Local vegetables and samples of crops can be brought by the school or bought by children. Children can design name cards for them. ■ Children can bring picture posts cards about the state and display these on the class bulletin board. ■ Children can learn a traditional folk song or a folk dance and perform it in class. They can compose and set music to a song describing the state 	
Suggested Learning Resources		
<ul style="list-style-type: none"> ■ Map of India and the state (Physical and Political) ■ Relevant videos and PPTs. ■ Samples of crops and vegetables grown in the state. 	<ul style="list-style-type: none"> ■ Videos/Audios on Folk songs and dances of the state. ■ Information Brochures, cards and posters. 	
Integration: Languages, Science (Human Body-Food we eat, Adaptations in Animals/Plants)	Life Skills: Appreciate the Cultural Heritage	

Theme 6: India – Unity in Diversity

India – Unity in Diversity familiarizes children with the diverse geographical features of the Indian subcontinent. They will be able to relate the geographical and socio-cultural features of the place in which they live with those of other parts of the country. Children would also understand and appreciate the similarities and differences in the lives of people living in different parts of the country.

Learning outcomes

Children will be able to:

- identify the major physical divisions of India;
- locate major mountains, hills, rivers, plateaus on the map of India;
- identify similarities and differences in the lives of people in India;
- appreciate unity despite diversities in their country.

India – Unity in Diversity

Key Concepts/Concerns	Suggested Transactional Processes
<ul style="list-style-type: none"> ■ India – Physical Divisions <ul style="list-style-type: none"> * The Himalayas * Northern Plains * Peninsular plateau ■ Major Rivers of India <ul style="list-style-type: none"> * Perennial and nonperennial (Krishna, Kaveri, Mahanadi, Narmada, Indus, Ganges, Yamuna, Brahmaputra) ■ People <ul style="list-style-type: none"> * Population * Language * Festivals * Food Habits ■ Unity in Diversity 	<ul style="list-style-type: none"> ■ Locating and marking major mountains, hills, rivers and plateaus on the map of India. ■ Encouraging the sharing of experiences of children on their visits to mountains, plains, water bodies, deserts etc. ■ Discussion on the life of people living in mountains, deserts, plains etc. ■ Discussion on effects of physical features of a place on density of population. ■ Organising group work/projects on: <ul style="list-style-type: none"> * Preparing a chart on different festivals and food habits of people living at different places in India. * Searching and enlisting different languages spoken at different places in India. ■ Discussing with children the factors that unite us despite diversities. ■ Organising games, quizzes and puzzles on different rivers, languages, festivals and food habits of people. ■ Preparing a menu card of important food items of the different states in India. ■ Encouraging children to develop collages, poems etc. on the festivals of India. ■ Celebrating different festivals in the school.

Suggested Learning Resources

<ul style="list-style-type: none"> ■ Map, Wall map and Globe) ■ Games and puzzles ■ Pictures and Videos of Different Festivals in India. 	<ul style="list-style-type: none"> ■ Collection of Menus/Food items from different parts in India and food habits. ■ Pictures of People from different states - their dress, and accessories etc. ■ List of Important Mountains, Rivers, Languages spoken etc.
Integration: Languages, Arts Education	Life skills: respect, empathy, sensitivity, compassion

Theme 7: Pollution – Its Impact on the Environment

This theme aims at generating awareness and an understanding amongst children about the effect and impact of pollution on the environment. It will also emphasize the importance of potable water and its scarcity in different parts of the world and children will be made aware and sensitized to take initiatives to save water in their home and neighbourhood.

Learning outcomes

Children will be able to:

- discuss various causes of pollution in the surrounding/environment;
- enlist kinds of pollution (their causes and effects).
- identify the causes of pollution.
- enumerate the effects of pollution.
- sensitize the children about the importance of preventing pollution.
- suggest ways to reduce various kind of pollution.
- demonstrate sensitivity towards right methods of waste disposal.

Pollution – Its Impact on the Environment

Key Concepts/Concerns	Suggested Transactional Processes
<ul style="list-style-type: none"> ■ Pollution – meaning ■ Causes, effects and prevention of pollution. ■ Waste disposal (Conserving the environment, Reduce, Recycle and Reuse) ■ Case studies of air, water and noise pollution. 	<ul style="list-style-type: none"> ■ Organising group discussions on children’s own experiences on pollution. ■ Showing videos about pollution followed by children sharing their views on the videos. ■ Providing information on causes and effects of pollution. ■ Encouraging children to discuss and analyse the information provided about causes of pollution and suggest methods to prevent pollution. ■ Creating situations to discuss various methods for disposal of waste necessary for conservation of environment (Reduce, Recycle and Reuse) ■ Assigning project work (groups/individually) to children on causes of pollution and action required on their part and that of others to improve the environment. ■ Creating situations for children to creatively express their ideas about pollution and its effect by writingslogans, poems, stories and/or drawings/paintings etc. ■ Collecting news /information on the theme and analysing/discussing them. ■ Motivating and organising a case study on air, water and noise pollution. <p><i>Providing opportunities for activities:</i></p> <ul style="list-style-type: none"> * Making of a group chart on the causes, effects and prevention of pollution * Case study-water pollution in neighbourhood
Suggested Learning Resources	
<ul style="list-style-type: none"> ■ Classroom discussions. ■ Narratives – experiences of teachers and children. ■ Videos/PPTs ■ Charts 	<ul style="list-style-type: none"> ■ Project work ■ Dustbins – for biodegradable and degradable waste ■ Case studies
Integration: Science (Air), Languages	Life skills: Concern for the environment, care and concern for the resources

CONTENTS

Page No.	Theme	Chapters	Integration	Life Skills
13	I The Story of the Past	1. What is History?	Languages	Care and appreciation of cultural heritage
20	II Almanac	2. Calendar and Timeline	Mathematics (Measurement)	Understanding calendars
24	III Responsibilities of a Good Citizen	3. Being a Good Citizen	Value Education	Developing good citizenship skills
33	IV The Earth—Its Movements & Forms	4. The Earth and Its Movements	Science, Arts Education	Map reading and understanding cardinal directions
41		5. Realms of the Earth		
47		6. Landforms on Earth		
54		7. Water Bodies on Earth		
59		8. Our World—Continents and Oceans		
67		9. Maps and Mapping		
75	V Our State	10. India—Our Country	Languages	Appreciate the cultural heritage
84		My State/Union territory—at a glance		
85		11. India—Northern Mountains and Plains		
92		12. India—Deserts, Plateaus, Coastal Plains and Islands		
100	VI India—Unity in Diversity	13. India—Rivers	Languages, Arts Education	Respect, empathy, sensitivity and compassion
110		14. Our Important Cities		
122		15. Other Important Cities		
127		16. People of India		
132	<i>Spotlight</i>	Historical Monuments and Classical Dances of India		
134	VII Pollution—Its Impact on the Environment	17. Pollution—Its Impact on the Environment	Science, Languages	Concern for the environment, care and concern for the resources
141	<i>Case Study</i>	Pollution in India		
143	Worksheet I			
144	Worksheet II			

Key Concepts

- The need to study history
- The need to compartmentalise history into ancient, medieval and modern periods
- Archaeological sources
- Literary sources: books and paper records
- Need to preserve sources
- Job of a historian and an archaeologist

HISTORY AND HISTORIANS

The study of the past, of events that happened a long time ago, is called history. It tells about the people who lived a long time ago, what happened to them and why those things happened. The people who study and write about the past are called historians.

Humans have been living on this Earth for millions of years. People of earlier times lived very differently from us. The kind of clothes they wore, the food they ate and the tools they used were very different from our times. People of earlier times left behind clues like coins, tools, paintings, etc. Historians use these clues to write the story of the past.

Let us do this activity given below.

Find out some information from your parents and fill in the blanks:

Name of your father and mother.

What is the birth date and year of your parents?

Which schools did your mother and father study in?

How did they travel to school?

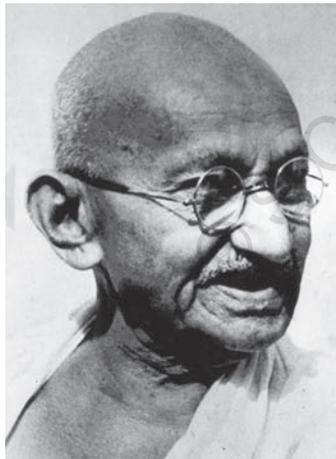
Did they have computers and mobile phones in their childhood?

These answers will give you a glimpse into the history of your family. You will also learn how things were different in the past from your time.

THE NEED TO STUDY HISTORY

We have learnt that history is the study of the past. It is a record of events that took place in the past. But why should we study the past? What do we learn from history?

- History tells us about the lives and works of many great men and women from the past such as rulers, conquerors, scientists, and inventors. The ideas and deeds of these men and women changed the world during their times and also influenced people who came later. For example, Mahatma Gandhi inspired many others to fight for their rights in a non-violent manner. Martin Luther King Jr of USA and Nelson Mandela of South Africa were two leaders who were influenced by Gandhi's teachings.



Mahatma Gandhi



Nelson Mandela



Martin Luther King Jr

- History also tells us about the everyday lives of ordinary people—farmers, craftsmen, workers, teachers—like us. It shows us how people of earlier times lived. For example, we learn how before fire was discovered, humans ate raw food like meat, vegetables, etc.



- History also helps us to understand the importance of certain dates. For example, we can find out why 15 of August or 26 January are important dates.
- When we study history, we learn many interesting stories of the past. For example, how people in the past sent messages using pigeons, what special warfare techniques they followed, etc.

PERIODISATION IN HISTORY

History can be divided into pre-history and history. Pre-history is the period when humans did not know how to write. Historians obtain information about this period from the remains of objects such as pottery, weapons, jewellery, etc. History is the time period after the invention of writing.

History is again divided into three broad periods—ancient, medieval and modern.

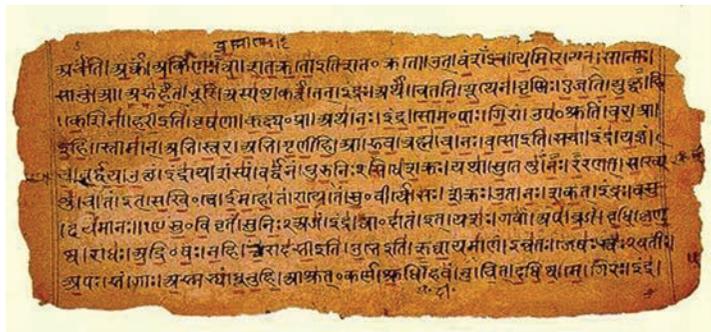
It is important to divide history into different periods, as each period has certain common features. This makes it easier for historians to study each period in detail. However, we must keep in mind that sometimes these periods are overlapping, that is, many features of one period can be found in the other period also. In India, specially northern India, the ancient period is generally considered to last till the end of the Gupta Empire; the Delhi Sultanate and the Mughal Empire comprise of the medieval period and the coming of the British till independence is considered to be the modern period.

SOURCES OF HISTORY

Historians study history through clues that are left behind. These clues tell us about how, when and why events happened in the past. These clues are called sources of history. There are mainly three types of sources—literary sources, archaeological sources and oral sources.

Literary Sources

In the past, people sometimes wrote about their lives and deeds. They wrote on clay, silk cloth, metal, stone and even wood, before paper was invented. Once paper was invented, people began writing on it. Literary records again can be of two types—religious and non-religious.



Manuscript



- Books that deal with religion are part of religious records. The *Vedas*, the *Mahabharata*, the *Ramayana*, the *Bible*, the *Jataka Tales*, etc. are religious literature.
- Non-religious written records may be poems written about great wars and victories, biographies of kings, drama about the lives of kings or ordinary people. Many travellers too wrote about their travels and the countries they visited. For example, the Italian traveller Marco Polo wrote about his travels in the east, particularly to China and about the rule of Kublai Khan.

Good to know!

The *Jataka Tales* are an important part of Buddhist literature.

Archaeological Sources

To learn about the time in human history before the development of writing, historians use archaeological sources. The places where early humans lived have been covered by clay, mud and soil over time. These places are dug up by archaeologists. Materials like tools, weapons, toys, jewellery, coins and fossils have been uncovered in these excavated sites. These items are together known as archaeological sources.

Monuments and buildings like the Taj Mahal and the Red Fort are also archaeological sources. Other objects include coins (gold, silver, copper and bronze), paintings on cave walls, inscriptions on pillars, bones, pottery all tell us more about the life and times of people who lived before us. Kings also had their deeds and victories written on monument walls, pillars and on rocks. These records tell us about many past events and people.



Taj Mahal

Oral Sources

The stories, poems and songs that were passed down by word of mouth from one generation to another are called oral sources. Old folk tales, stories with morals, poems and songs about the heroes and battles they won—all tell us something about the past. You must have heard many such stories from your parents or grandparents while growing up.

ARCHAEOLOGISTS

We know that people who study the past are called historians. A person who specialises in studying human history from various artefacts obtained from excavation sites is an archaeologist. Archaeologists play an important role in the study of pre-history as for this period, no written records are available.

Archaeologists work in stages. First they select sites which they think will have remains of the past. Some sites are found accidentally—like a farmer may find a site while ploughing his field or construction workers may find a site while digging for a building or a dam.

Once a site is found, archaeologists dig very carefully using proper tools. In case an old object is found, it is handled very carefully so that it does not get damaged. Archaeologists then study the source and gather facts about the past.

NEED TO PRESERVE SOURCES

The various sources of history are our windows to the past. It is important that we preserve the sources very carefully. Written records and documents are preserved in places called archives. Various artefacts are kept in museums. Manuscripts need to be preserved very carefully so that they do not get destroyed. These days, scientists and archaeologists work very closely to repair and restore various archaeological remains that are damaged.

Stop to Answer

- What kind of tools do archaeologists use?



New Words

Historian	:	one who studies past events
Biography	:	an account of a person's life written by another person
Archaeologist	:	one who studies human history by digging up human remains and artefacts from the Earth
Periodisation	:	division of history into different periods
Archive	:	a collection of historical documents or records providing information about a place, institution or group of people
Artefacts	:	remains of objects made in the past



Recap

- History is the study of the past that tells us about people who lived long ago, their lives and deeds.
- History tells us what happened in the past, when it happened and how it happened.
- There are three sources of history—written, archaeological and oral. The study of history is divided into three different periods—ancient, medieval and modern.

EXERCISE

A. Choose the correct answer.

1. Historians are people who study and write about the
a. present b. future c. past
2. Tools, coins and paintings act as that tell us about earlier times.
a. methods b. clues c. descriptions
3. records can be religious or non-religious.
a. Monetary b. Literary c. Temporary
4. Historians have divided the study of history into different
a. periods b. empires c. monuments
5. The *Mahabharata* and the *Ramayana* are a part of sources of history.
a. literary b. archaeological c. oral

B. Write true or false.

1. History tells us about people who are still living.
2. The *Vedas* are considered non-religious literature.
3. Many men and women living in the past brought changes through their ideas and deeds.
4. Historical records are preserved in archives.
5. Archaeologists study history through artefacts.

C. Fill in the blanks.

1. tells us about people who lived a long time ago.
2. Stories about the past are written by
3. History tells us about great men and woman and about the lives of people as well.



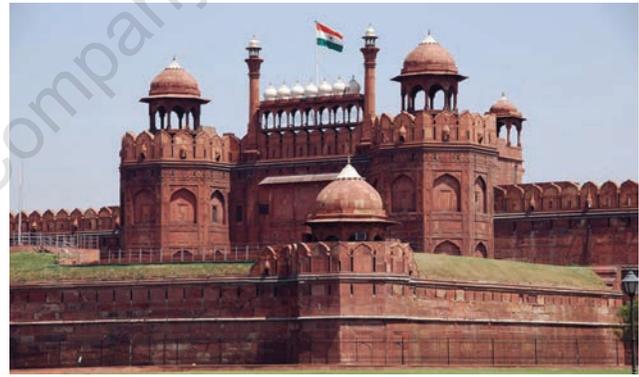
4. specialise in the study of artefacts.
5. Toys, weapons, tools, jewellery and fossils are sources of history.

D. Answer the following questions.

1. Who are historians? Why is it important for us to study history?
2. Name two monuments that are archaeological sources of history.
3. Name the periods into which the study of history is divided.
4. What are the oral sources of history?
5. Who is an archaeologist?
6. What are the differences between religious and non-religious records of history?

E. Picture study

1. Can you identify these monuments?
2. What kind of historical sources are they?



F. Project work

1. On a chart paper, paste pictures of some well-known historical monuments of India and write a few lines on each of them. Display the chart in class.
2. What is the significance of learning history? Have a class discussion.
3. Talk to your grandparents and find out about your family history. Share it with the class.



Key Concepts

- Gregorian calendar
- Saka calendar
- Timeline (AD and BC)
- Use of CE and BCE

A calendar is very important to us. We need a calendar to organise our lives in a better way. We mark the important dates, events, festivals, etc. on a calendar, so that we can remember them properly. We can plan the various activities of our lives with the help of a calendar.

Use of calendar is an age-old concept. People from time immemorial have kept record of days and dates. The first recorded calendar is said to have been used during the Bronze Age. The earliest calendars were the solar and the lunar calendars. This is because the courses of the Sun and the Moon have always been the most evident forms of timekeeping. In modern times, we use the Gregorian calendar. In India, besides the Gregorian calendar, we also follow the Saka calendar.

THE GREGORIAN CALENDAR

The Gregorian calendar is the most widely used civil calendar. It is also known as the Christian calendar. It was started by Pope Gregory XIII in the year 1582. This calendar had the birth of Jesus Christ as the central event and all the events on Earth were measured in relation to his birth. The birth year of Jesus was taken as zero. According to this calendar, a year has 365 days, and it is divided into 12 months. The months have 30 or 31 days. The month of February has 28 days. Every 4 years there is a leap year, when February has 29 days. So, a leap year in the Gregorian calendar has 366 days.



Pope Gregory XIII



SAKA CALENDAR

The Indian National Calendar, called the Saka calendar is the official civil calendar used in India. It is used by the Gazette of India, during the news broadcasts by All India Radio. It is also the official calendar issued by the Government of India. It was adopted in March 1957. The purpose of adopting a national calendar was to develop a coordination between the various calendars that were used in all parts of the country.

Saka calendar has 365 days in normal years while in a leap year, there are 366 days with the addition of one day at the end of the year. *Vaisakha, Jyestha, Asadha, Sravana, Bhadrapada, Asvina, Kartika, Margasirsa, Pausa, Magh, Phalguna* and *Chaitra* are 12 months of the Saka calendar. In a leap year, *Chaitra* has 31 days.

Good to know!

Before the Gregorian calendar, the Julian calendar was followed which was started in 46 BCE by Julius Caesar.

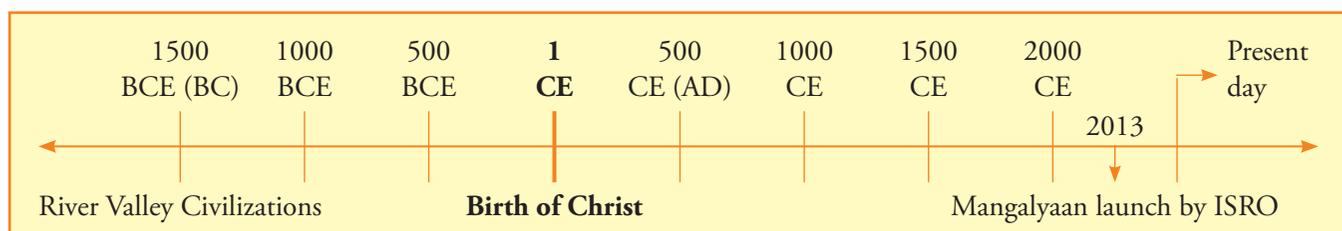
Stop to Answer

- Name the months of the Gregorian calendar.

TIMELINE

The system of showing various events in a chronological order, according to the dates in which they occurred, is called a timeline. While learning history, we use a timeline to understand which events happened when. The birth year of Jesus was taken as zero. BC was added to all dates referring to the time before the birth of Christ. AD was added to all the dates referring to the time after the birth of Christ. For example, if we say that Aryans came to India in 1500 BC, we mean that they came to India about 1500 years before the birth of Jesus Christ.

BC stands for Before Christ and AD stands for Anno Domini (the year of our lord). These days, BC is being replaced by the term BCE (Before Common Era) and AD is being replaced by the term CE (Common Era). For example, a historian would write that India became independent in 1947 CE, meaning that India got independence 1947 years after the birth of Jesus Christ.





New Words

BC	:	Before Christ
AD	:	Anno Domini (After Christ)
BCE	:	Before Common Era
CE	:	Common Era

Recap

- Gregorian calendar was started by Pope Gregory XIII in 1582 CE.
- According to the Gregorian calendar, a year is divided into 365 days, each with 12 months.
- The Indian National Calendar, called the Saka calendar is the official civil calendar used in India.
- Vaisakha, Jyestha, Asadha, Sravana, Bhadrapada, Asvina, Kartika, Margasirsa, Pausa, Magh, Phalguna and Chaitra are 12 months of the Saka calendar.
- The system of showing various events in history in a chronological order, according to the dates in which they occurred, is called a timeline.

EXERCISE

A. Write true or false.

1. We need a calendar to organise our lives in a better way.
2. Saka calendar is also known as the Christian calendar.
3. The birth year of Jesus was taken as zero.
4. Saka calendar has 365 days in a leap year.
5. Gregorian calendar came into use in 1582.

B. Fill in the blanks.

1. We mark the important, and festivals on a calendar.
2. calendar was started by Pope Gregory XIII.
3. is the official civil calendar used in India.
4. In a leap year, Chaitra has days.
5. BC was replaced by the term and AD was replaced by the term



C. Answer the following questions.

1. Which calendar was followed before the Gregorian calendar? Who started it and when?
2. Where is the Saka calendar used?
3. What was the purpose of adopting a national calendar?
4. Differentiate between Saka calendar and Gregorian calendar.
5. Define timeline.

D. Picture study

1. Identify the Indian months from the given picture, in which we celebrate the following national festivals:
 - a. Republic Day
 - b. Independence Day
 - c. Gandhi Jayanti

Months of Saka Calendar	Corresponding period in Gregorian Calendar
Vaisakha	April 21 – May 21
Jyestha	May 22 – June 21
Asadha	June 22 – July 22
Sravana	July 23 – August 22
Bhadrapada	August 23 – September 22
Asvina	September 23 – October 22
Kartika	October 23 – November 22
Margasirsa (Aghrayana)	November 23 – December 21
Pausa	December 22 – January 20
Magh	January 21 – February 19
Phalgun	February 20 – March 21
Chaitra	March 22 – April 20

E. Project work

1. Highlight the differences between Gregorian and Saka calendars. Have a class discussion.
2. On a calendar, mark some important events, such as birthdays of family members, school holidays, festivals you celebrate, etc.
3. How would our life be without a calendar or a clock? Write an essay on 'A Month without a Calendar and a Clock'. Read it out in class.



Key Concepts

- Definition of: civics, civic sense, citizen
- Importance of being a good neighbour and a good citizen
- Caring for public and private place—schools, hospitals, public transport, historical monuments, places of worship, parks, etc.
- Participation in election

CITIZENS

People who stay in India permanently, owe loyalty to her and enjoy various political rights guaranteed by the Indian Constitution, are the citizens of India.

In 1955, the Parliament passed an act named the Citizens Act. According to the Act, the following persons are the citizens of India:

- (i) Those who were born in India.
- (ii) Those whose parents or grandparents were born in India.
- (iii) Those who had lived in India for not less than five years before 26 January 1950 when our Constitution came into force.
- (iv) Those who had migrated to India from Pakistan before 26 January 1950, with the intention of staying permanently in India.
- (v) A person born outside India on or after 26 January 1950 becomes an Indian citizen by descent if at least one of the parents is an Indian citizen at the time of birth. The child's birth has to be registered at the Indian Consulate in that country. There are, however, several other ways of acquiring the citizenship of India.

Good to know!

There are some people who come to India from other countries as tourists, students, diplomats or on business purposes. Such people are called aliens. An alien enjoys certain rights like the right to life, property or worship. But he enjoys no political right or Fundamental Rights.

Registration

- (1) If children are born to Indian citizens in foreign lands, they can become Indian citizenship if the birth is registered within one year.

- (2) Persons whose parents are Indian citizens and who are living in foreign countries can acquire Indian citizenship after their return if they register their names with the Collector of the area within six months.
- (3) Foreigners married to Indian citizens can get citizenship by registration.

Naturalisation

A foreigner can acquire Indian citizenship through this process. If a foreigner resides in India for more than five years, gives up his previous citizenship and knows at least one Indian language, he/she may apply to the Government of India and acquire Indian citizenship. A person who acquires citizenship in such a way is called a naturalised citizen.

WHAT IS CIVICS?

The study of rights and duties of a citizen is called civics. It also includes the role of the government, the laws that have to be followed by the citizens and also the various important roles that a citizen needs to play.

CIVIC SENSE

For any society to run smoothly, it is important that the citizens have good behaviour and follow basic social ethics. This means, the citizens should keep the roads and streets clean, should take care of the public property, should be respectful towards each other and should have a sense of pride and belonging towards the country they belong to. Good civic sense of the citizens is important for the growth and development of any country.

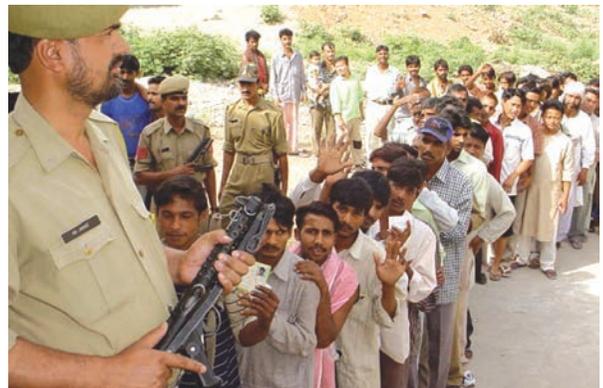
Good to know!

The President of India is called the First citizen.

RIGHTS AND DUTIES OF A CITIZEN

Indian citizens enjoy several rights—civil, social, political and legal.

Citizens have the political right to vote, right to be elected, right to become a member of the legislative and local bodies, right to take part in the affairs of the state and the right to hold public offices. They can be appointed as a permanent government servant.



People at a polling booth



Indian citizens have the social and cultural right to represent India at any international event in sports, culture, education, etc.

Indian citizens enjoy the six Fundamental Rights guaranteed by the Constitution of India. Besides, they have the right to own property in India.

Citizens, while enjoying their rights, have to perform several duties as well. If they have the right to follow their own religion, it is their duty to allow others to follow their own religions. The Constitution lays down certain duties which citizens must discharge. It is their duty to obey the laws of the country, to pay taxes and to vote for the right type of people. They must strive for excellence.

Stop to Answer

- How do people born outside India before 26th January 1950 become Indian citizens?

Who is a good citizen?

The success of a democratic form of government depends on the quality of its citizens.

A good citizen is expected to have certain qualities.

1. Good citizens are thoroughly loyal to the State and do not act against the interest of the nation. They uphold the dignity and integrity of their motherland.
2. They obey the laws of the land and pay the taxes on time.
3. Good citizens exercise their right to vote and freedom of speech and act responsibly. They use their vote carefully and properly for the right type of people to be elected.
4. They participate in the affairs of the country and help the government to solve social and political problems.
5. They abide by the Constitution and respect its ideals and institutions. They show respect to the National Flag and the National Anthem.
6. They uphold and protect the sovereignty, unity and integrity of India.
7. They defend the country and render service when called upon to do so.
8. They strive to preserve our rich heritage and protect the environment including forests, wildlife and water bodies.
9. Finally, good citizens strive for excellence, and are honest and sincere.

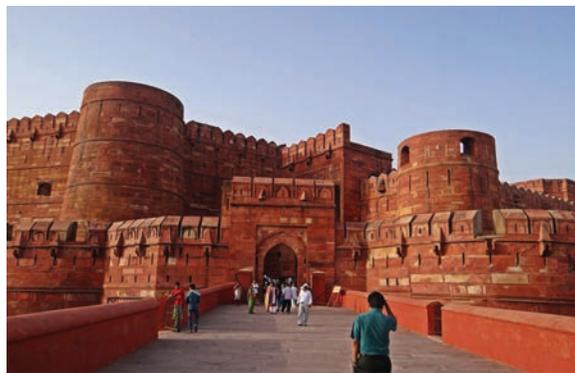
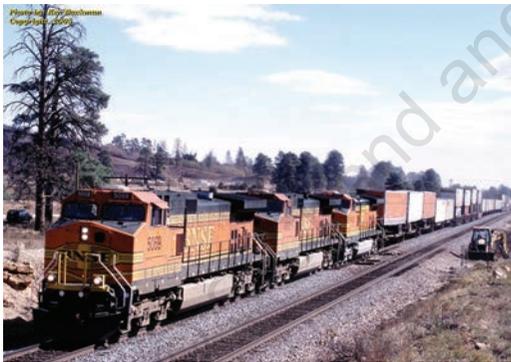


Right and duties

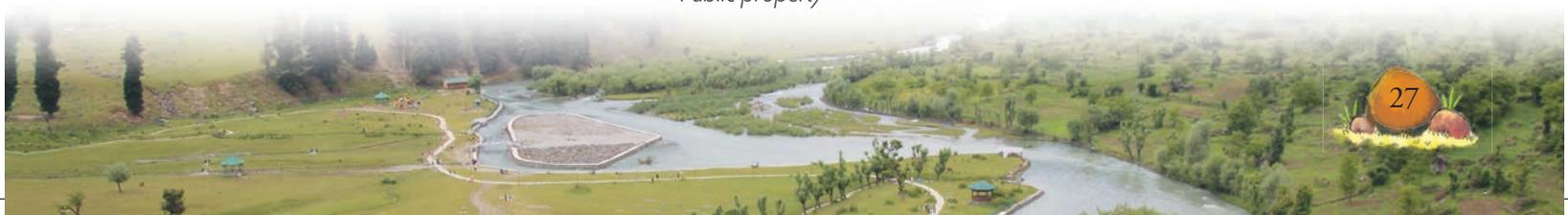
Rights	Duties
Political right: Right to vote; Right to be elected; Right to hold offices	Votes for and elects the right type of person and abides by the Constitution
Social right: Right to participate in cultural events	Strives for excellence
Enjoys Fundamental rights	Exercises rights with caution. Allows others to follow their rights as well
Legal right: Right to constitutional remedies	Obeys laws
Economic right: Right to hold government job if appointed	Pays taxes

PUBLIC PROPERTY

The property used by the people of the country and collectively owned by them is called public property or national property. These things are built or acquired by the government for the benefit of all the citizens. Colleges, hospitals, buses, trains, roads, parks, museums—all are built and maintained by the government and are examples of public property.



Public property



The government gets money for the construction and maintenance of public property from the taxes we pay. So, since public property utilises our own money, we should take care of them in the same way we take care of our own property.

Historical monuments are a part of our heritage. They are also public property. We should take pride in them and take great care to protect the monuments, such as temples, forts and palaces.

Caring for Public Property

How do you feel when your favourite book gets damaged or your favourite dress gets a stain? Do you feel bad? Do you also feel the same when a seat cover in the public bus gets torn or someone damages the swing in the neighbourhood park?

Some people steal bulbs from public buildings, lamp-posts or even railway compartments. Disfiguring walls, ripping seats in buses and trains or stealing bulbs not only cause great inconvenience, they are actually foolish acts as the government would spend our tax money to repair the damage. The same money, otherwise, could have been used for other developmental works.

Public property is also our own property. They are there for our convenience. We should value them, and take great care of them.

Public Protests and Public Transport

Public property is destroyed during public protests and demonstrations. Buses and trains are often burnt down by violent mobs. People destroy railway lines to show their anger in certain situations. Transport and communication system helps a nation to connect different people living in far off countries. It is this basic network which is very important for a nation's progress and prosperity. Unfortunately, some anti-social elements destroy buses and trains, cause accidents by removing parts of railway tracks or create inconvenience for others by stealing bulbs and fans from railway compartments.

These anti-social activities must be stopped since everyone suffers because of such behaviour. We too must be very careful when we are using public transport. If we destroy or damage public property, we will ourselves suffer in the long run.

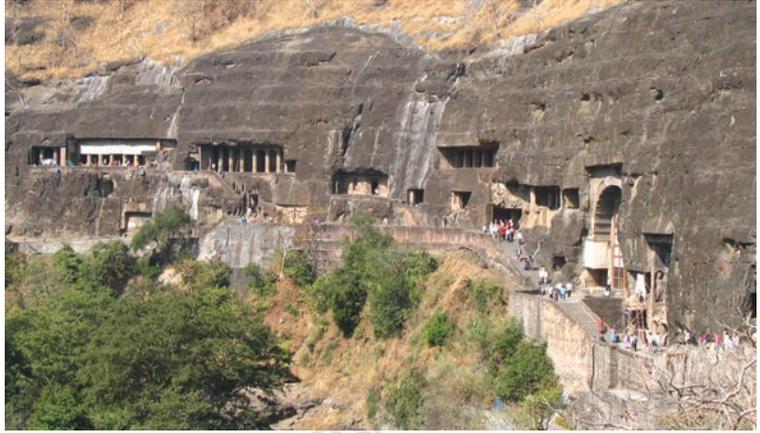


A destroyed public bus



Protecting Our Historical Monuments

India has a very rich heritage. Old historical monuments, palaces, temples, caves, statues, etc., bear witness to our glorious past. The Taj Mahal at Agra, the paintings at the Ajanta and Ellora caves, the temples at Khajuraho and Konark are on the World Heritage List. These and other monuments are a great source of historical information. The inscriptions, statues and coins also throw light on our past. They remind us of our past and make us proud of our culture. We should protect and preserve them with care so that future generations can see them and learn about our history.



Ajanta caves

Ancient monuments and objects can suffer damages through natural degeneration. Anti-social people also cause damages to these ancient structures. They steal idols and sell them to art dealers. They often disfigure the statues or scribble on the walls of the monuments thus spoiling them. The Ancient Monuments and Archaeological Sites and Remains Act of 1950 protects our ancient monuments. Vandalism is punishable by this Act. The Archaeological Survey of India is responsible for the maintenance of the ancient monuments. But our government alone cannot prevent vandalism. As responsible citizens, it is our duty to protect this great heritage of ours.



The Taj Mahal



Khajuraho temple



Protecting School Property

School property, such as the building, the library, the furniture, the blackboard, or laboratory, is meant for use by every student. The fees paid by the students and government grants are used to maintain the school property. So they must be taken care of with utmost responsibility. This will enable fellow students to enjoy the benefits of these facilities as well.



A classroom



New Words

Migrated	:	to have moved from one country to another
Consulate	:	the headquarter or office of the consul
Private	:	belonging to a particular person or group
Public	:	belonging to people in general, owned by the state
Responsibility	:	duty
Heritage	:	inherited property from the past
Preserve	:	keep safe, protect, maintain
Anti-social	:	destructive or hostile to other members of the society

Recap

- People who stay in India permanently, owe loyalty to her and enjoy various political rights guaranteed by the Indian Constitution, are the citizens of India.
- In 1955, the Parliament passed an act named the Citizens Act, which laid down the conditions of being the citizen of India.
- A citizen has the political right to vote, right to be elected, right to become a member of the legislative and local bodies, right to take part in the affairs of the state and the right to hold public offices.
- A citizen, while enjoying his rights, also has to perform several duties laid down by the constitution.
- Private property is owned by an individual while public property is owned by the society.
- We should protect our public property as they are created for our own benefit with the money we pay to the government as tax.
- We should take care of historical monuments as they are a part of our rich heritage.

EXERCISE

A. Choose the correct answer.

- How many Fundamental Rights are guaranteed by the Indian Constitution?
a. five b. six c. seven
- Which of the following person cannot be a citizen of India?
a. One who has lived in India for four years
b. One who is born in India
c. One whose parents or grandparents were born in India
- Who among the following are the citizens of India?
a. Those who migrated to India from Pakistan before 26 January 1950
b. Those who migrated to Pakistan from India before 15 August 1947
c. Those who migrated to India from Pakistan after 1950
- What is public property also known as?
a. national property
b. private property
c. international property

B. Write true or false.

- Historical monuments are a part of our rich heritage.
- An Indian citizen has the social and cultural right to represent India in any international event.
- We should not pay the taxes on time.
- Public property make our lives more comfortable.

C. Fill in the blanks.

- Foreigners who come to India as tourist or on business are called
- In 1955, the Parliament passed the to deal with the issue of citizenship.
- Foreigners married to Indian citizens can acquire citizenship by
- Colleges,, and are built and maintained by the government.
- A good citizen obeys of the country.



D. Match the words of column A to the words of column B.

Column A

1. blackboard
2. those who were born in India
3. duty of a citizen
4. Fundamental Right
5. public property

Column B

- a. hospitals
- b. pay tax
- c. freedom of religion
- d. school property
- e. Indian citizens

E. Answer the following questions.

1. Who is an alien?
2. Give some examples of school property.
3. Write a short note on civic sense.
4. How can we take care of public property?
5. How is citizenship obtained through naturalisation?
6. Mention any three rights of a citizen.
7. Mention any three duties of a citizen.

F. Picture study

This image represents an action that is both our right and duty. Discuss



G. Project work

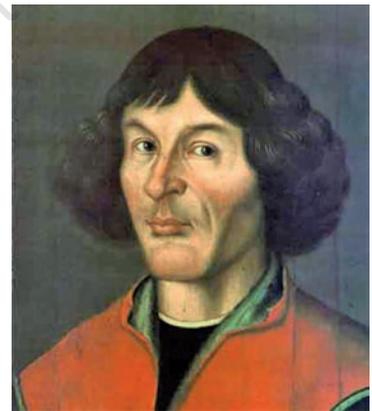
1. How can we maintain civic sense in our daily lives? Have a class discussion.
2. Organise an election in class to elect the class monitor, to have a first-hand understanding of the election process.
3. Find out about recent elections held in your state/country. Prepare a report on it. You can research online for more information.



Key Concepts

- Concept of axis
- Rotation—day and night
- Revolution—seasons

Earlier people believed that the Earth is stationary and the heavenly bodies moved around it. It was Nicolas Copernicus, an astronomer from Poland, who wrote about the different movements (motions) of the planets in 1530 CE. He stated that the Earth spins on its axis once every day and also revolves around the Sun once in a year. Today, with the help of modern technology it has been proved that the above statement of Copernicus was true. Thus, in our Solar System, the Sun is stationary, while the Earth and the other planets move around it.



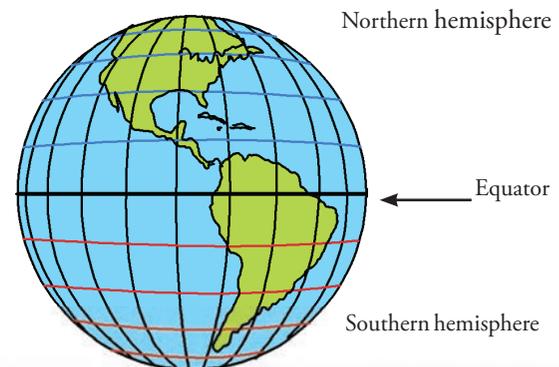
Nicolas Copernicus

POLES

The Earth's axis is an imaginary line. It passes from the top to the bottom, right through the centre of the Earth. The flat end on top is the North Pole and the flat end at the bottom is the South Pole. The coldest regions of the Earth are the poles. This is because the Polar regions do not receive direct sunlight during winter.

EQUATOR

If we draw an imaginary line on the Earth dividing it into two equal halves, we get the northern hemisphere (the upper part) and the southern hemisphere (the lower part). The line that divides the Earth horizontally into two equal halves is called the Equator. The Earth bulges out slightly at the Equator. The temperature of the places on or near the Equator is very hot.

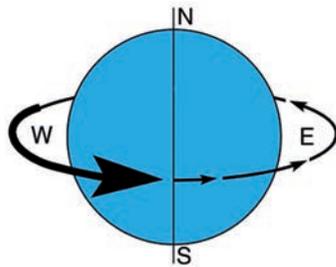


MOVEMENTS OF THE EARTH

There are two movements of the Earth that happens at the same time—rotation and revolution.

Rotation

The Earth is constantly spinning on its axis. This movement of the Earth on its own axis is called rotation. The Earth rotates from west to east direction along its axis. It takes 24 hours for the Earth to complete one rotation. The axis of the Earth is not straight but a little tilted at an angle of $23\frac{1}{2}^{\circ}$.



The Earth rotates from west to east



Earth's rotation on its axis

Effects of Rotation—Day and Night

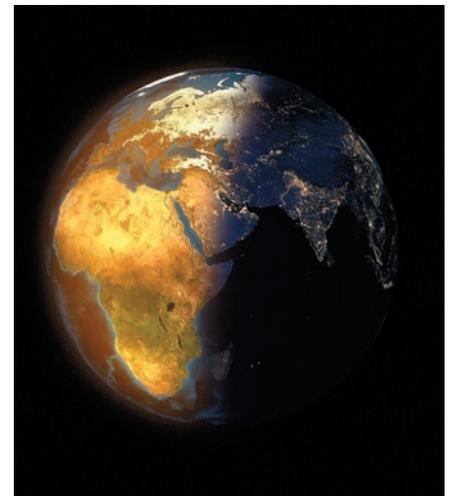
The most important effect of the Earth's rotation is the occurrence of day and night. As the Earth rotates from west to east, we find the Sun rising in the east and setting in the west.

The portion that receives sunlight has day. At the same time the other half of the Earth which faces away from the Sun has night.

The time just before sunrise, when there is a faint light in the sky, is called dawn and the time just after sunset is called dusk.

This soft light in the sky at dawn and dusk is called twilight.

The imaginary line that separates the lighted portion of the Earth from the portion which is in darkness is known as the circle of illumination.



Day and night

Revolution

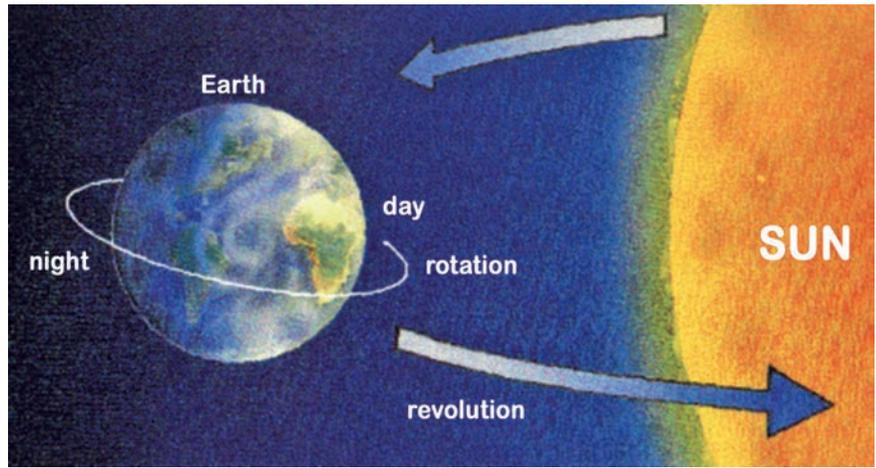
Along with the rotation, Earth also moves around the Sun along a fixed path. The movement of the Earth around the Sun is called the revolution and the oval

Good to know!

Just as the Earth revolves around the Sun, the Moon too revolves around the Earth, taking over 27 days to complete one revolution.

shaped path along which it travels round the Sun is called the orbit. Because of its oval orbit, the distance between Earth and the Sun keeps changing during revolution.

The Earth takes 365 days and 6 hours (one year) to complete one revolution. The motion of the Earth is west to east in the same direction as its rotation.

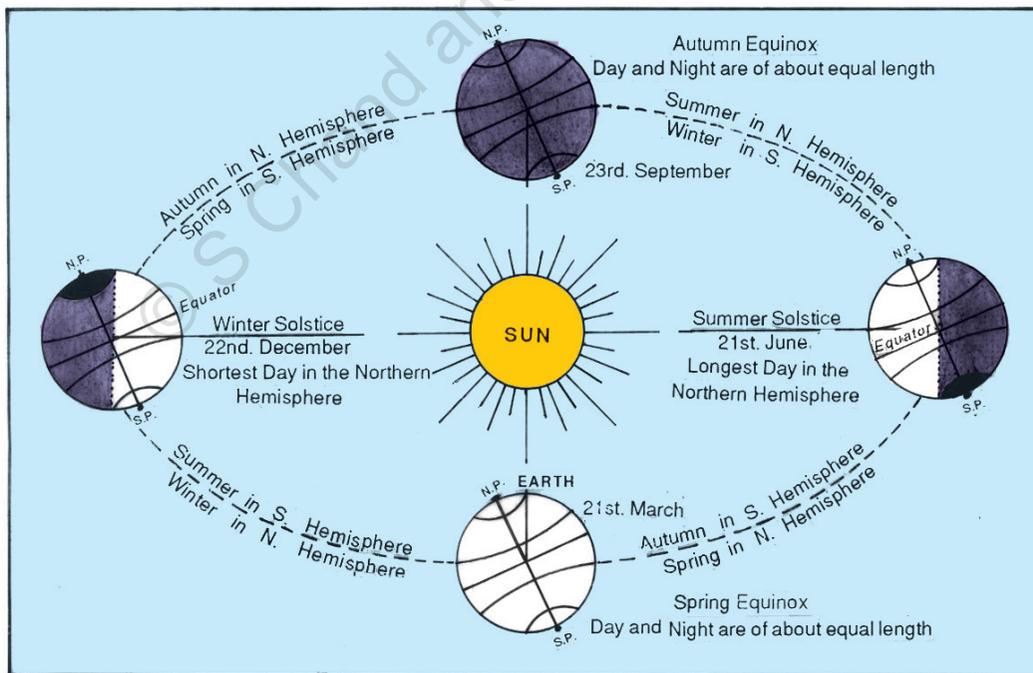


The movements of the Earth

A year has 365 days. The extra one-fourth day is added up and every fourth year, and one day is added to the month of February. Such years are called leap years. In a leap year, there are 366 days and February has 29 days.

Effect of Revolution—Seasons

The of changing of seasons is caused due to two reasons—the revolution of the Earth and the inclination of the Earth’s axis. Because of these two factors, the places that receive direct rays of the Sun are hotter and the places that receive or slanting rays are cooler. This causes seasons. As



Occurrence of seasons

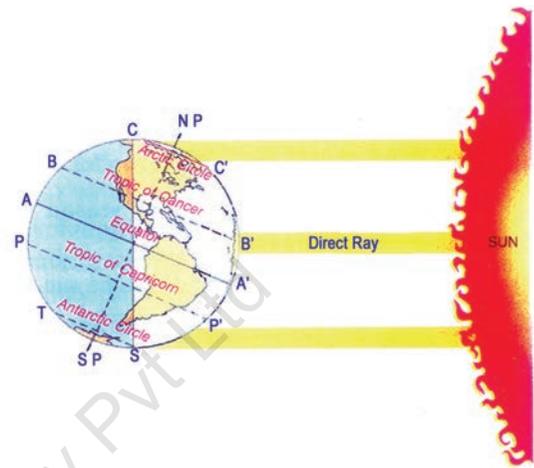


revolution of Earth is an annual cycle, the seasons repeat year after year. Thus, in a year, we experience four main seasons. They are summer, autumn, winter, spring.

SUMMER: From May to August, the Northern Hemisphere is tilted towards the Sun, and the Southern Hemisphere is tilted away from the Sun.

At this time:

- The Northern Hemisphere experiences summer and the Southern Hemisphere experiences winter.
- In the Northern Hemisphere, days are long and nights are short. It receives more heat and sunlight. It is the reverse in the Southern Hemisphere.
- The North Pole experiences six months of continuous daylight and the South Pole experiences six months of darkness.
- Over the Equator, days and nights are equally long since the Sun's rays are direct.



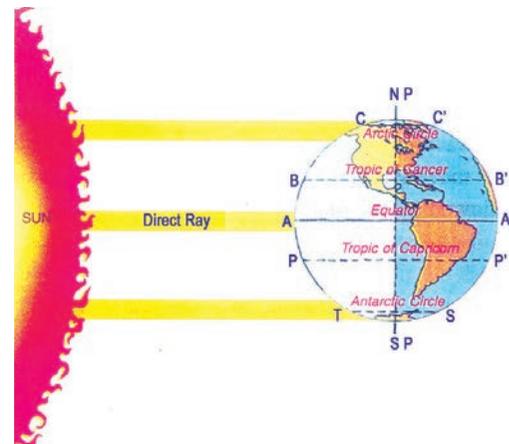
Summer Solstice

21 June is the longest day in the Northern Hemisphere and the longest night in the Southern Hemisphere. This phenomenon is called the Summer Solstice.

AUTUMN: From September to October, it is autumn in the Northern Hemisphere and spring in the Southern Hemisphere.

At this time:

- The Northern Hemisphere begins to tilt away from the Sun.
- Vertical rays now fall on the Equator.
- Days and nights are equal all over the world.
- 23 September is known as the Autumnal Equinox.



Autumnal Equinox

WINTER: From November to February, the Southern Hemisphere tilts towards the Sun, while the Northern Hemisphere tilts away from the Sun.



At this time:

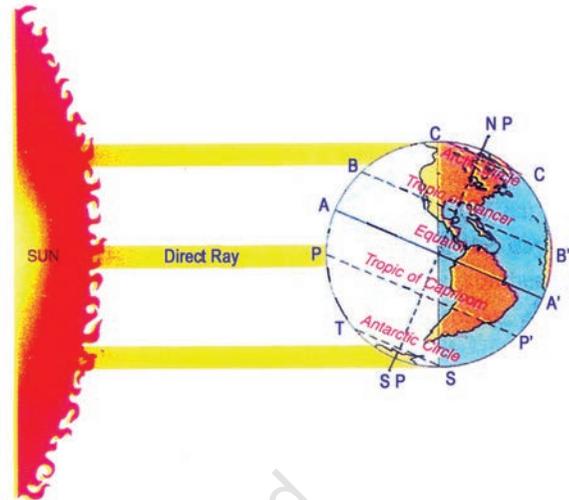
- The Southern Hemisphere experiences summer and the Northern Hemisphere experiences winter.
- In the Southern Hemisphere, days are long and nights are short. It is the reverse in the Northern Hemisphere.
- The South Pole has six months of daylight and the North Pole six months of continuous darkness. The Sun never rises above the horizon in the North Pole.

22 December, is the longest day in the Southern Hemisphere and the longest night in the Northern Hemisphere. This day is known as the Winter Solstice.

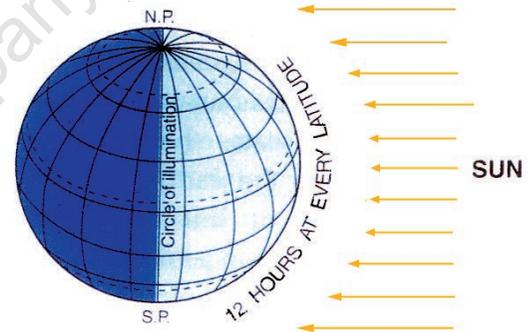
SPRING: In March and April, it is spring in the Northern Hemisphere and autumn in the Southern Hemisphere.

At this time:

- The Northern Hemisphere again begins to tilt towards the Sun.
- The weather in the Northern Hemisphere starts getting warmer again.
- The rays of the Sun are again vertical to the Equator.
- Days and nights are again equal all over the world.
- 21 March is known as the Spring Equinox.



Winter Solstice



Spring Equinox

Cycle of Season on Earth

Seasons occur at almost the same time of the year, every year as the Earth completes one revolution around the Sun in one year. The occurrence of one season after another repeatedly year after year is called a cycle of seasons.

Stop to Answer

- How and why do you think the changing seasons would impact the lifestyle of people?





New Words

Orbit	:	the path along which the Earth travels around the Sun
Rotation	:	the movement of the Earth on its own axis
Revolution	:	the motion of the Earth around the Sun on its orbit
Equinoxes	:	when the rays of the Sun fall vertically at the Equator
Axis	:	an imaginary line on which the Earth rotates

Recap

- The Earth has two movements—rotation and revolution.
- The Earth rotates from west to east.
- Rotation causes day and night.
- The Earth revolves around the Sun.
- Revolution causes seasons.
- 21 June is regarded as Summer Solstice, and 22 December as Winter Solstice.
- 21 March is regarded as Spring Equinox and 23 September as Autumnal Equinox.

EXERCISE

A. Choose the correct answer.

1. Axis/Orbit is the imaginary line around which the Earth rotates.
2. The movement of the Earth on its axis is from east to west/west to east.
3. The Earth is tilted at $23\frac{1}{2}^\circ$ / $25\frac{1}{2}^\circ$ to the plane of the Earth's orbit.
4. When it is summer in the Northern Hemisphere, it is autumn/winter in the Southern Hemisphere.
5. On 23 September/22 December the days and nights are equal.
6. The path of Earth's revolution is round/oval.
7. The Earth takes 12 hours/24 hours to complete one rotation.

B. Write true or false.

1. The Earth rotates on its axis.
2. The Earth revolves around the Sun in a triangular path.
3. On 21 March, days are longer in the Northern Hemisphere.



4. Rotation causes day and night.
5. The axis of the Earth is not inclined.
6. Days and nights are never equal on Earth.
7. The distance between the Earth and the Sun always changes.
8. Revolution causes change in season.

C. Match the words of column A to the words of column B.

- | Column A | Column B |
|------------------|--------------------------------|
| 1. day and night | a. revolution |
| 2. 23 September | b. rotation |
| 3. season change | c. inclination of Earth's axis |
| 4. 22 December | d. Autumnal Equinox |
| 5. 23½° | e. Winter Solstice |

D. Answer the following questions.

1. What are the two movements of the Earth?
2. What is orbit?
3. What do you understand by the Earth's axis?
4. Name the four major seasons of the Earth.
5. What is the effect of rotation on Earth?
6. Explain the effect of revolution on Earth.
7. Distinguish between rotation and revolution of the Earth.
8. The Sun rises in the East and sets in the West. Why?

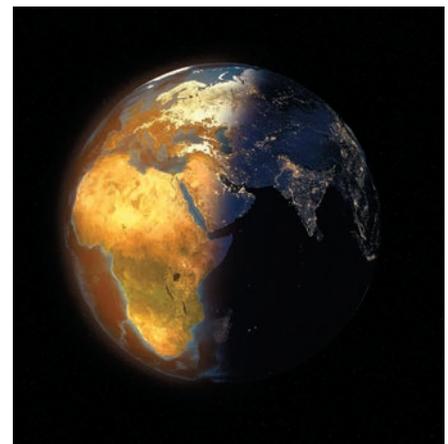
E. Picture study

Write what you see in the picture. Which movement of the Earth causes it?

.....

.....

.....



F. Project work

1. Use a globe and a torch to explain the rotation of the Earth, day and night. Take the help of a grown-up.
2. Write the names of five objects which are of the same shape as the Earth.
3. Have a class discussion on the revolution of the Earth and its effects.

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Key Concepts

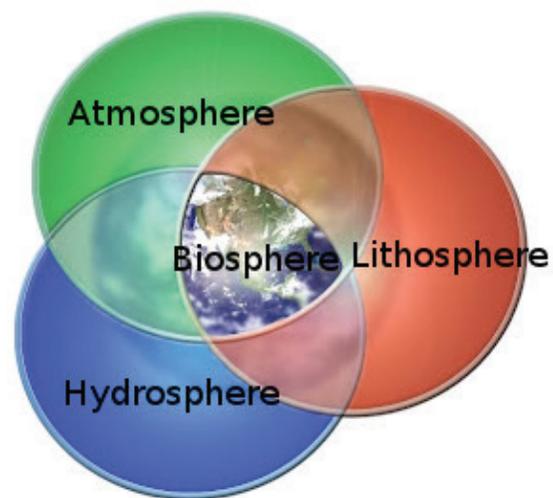
- The four domains of the Earth:
 - Lithosphere
 - Hydrosphere
 - Atmosphere
 - Biosphere

THE FOUR DOMAINS OF THE EARTH

The Earth's surface consists of both land and water. A blanket of air surrounds the Earth. It is inhabited by living organisms, plants and animals. All these elements—land, air, water and living organisms make up the constituents or realms of the Earth. There are four realms of the Earth—lithosphere, hydrosphere, atmosphere and biosphere.



Our planet—Earth



The four spheres of the Earth

LAND (LITHOSPHERE)

The lithosphere is the thinnest layer of Earth and is made up of soil and solid rocks. It is also called the crust. There are two more layers, which lie below this layer—the mantle and core.



Out of the total area of the lithosphere, about 70 percent is covered by water and remaining 30 percent is in the form of landmasses.

The mantle actually lies below the ocean beds and continents. It is thicker than the crust. Below the mantle lies the core. The core can be divided into two parts—the outer core and the inner core. The inner core is solid and has a radius of almost 1,220 km. The outer core is semi-liquid and composed of an alloy of nickel and iron.

The lithosphere is the base on which we stand. Houses, buildings, factories and every other monument stand on this layer.

The lithosphere provides soil, which is very important for the growth of plants and other agricultural activities. It, therefore, serves a role in providing food for human beings.

Natural resources like coal, petroleum and other minerals are all found in this layer.

The surface of the Earth is not the same everywhere. Some are high, some are low while the rest are flat. Depending upon height and slope land has been divided into three major landforms—mountains, plateaus and plains.

WATER (HYDROSPHERE)

The hydrosphere is the realm of water. It is due to the presence of water on Earth's surface that it is called the Blue Planet. Nearly 70 percent of Earth is covered in water. The oceans, seas, bays, rivers, lakes, ponds, underground water, glaciers and streams together make up the hydrosphere.

Good to know!

The seas and oceans also provide us a lot of food sources—fishes, crabs, etc.

The hydrosphere is one of the essential spheres without which life would have been impossible on Earth. The hydrosphere is important for us in many ways.

Underground water is the source of drinking water since ocean water is salty and not fit for drinking. Dissolved oxygen in the water supports a wide range of marine life forms found in oceans, seas, rivers, lakes and ponds. The water cycle causes rainfall, which is a very important weather phenomenon. Ocean water is salty and therefore the most important source of salt for us.

AIR (ATMOSPHERE)

The atmosphere is like a thick blanket of gases which surround our Earth. The most important gases are hydrogen, oxygen, nitrogen, carbon dioxide, etc. Oxygen present in the atmosphere

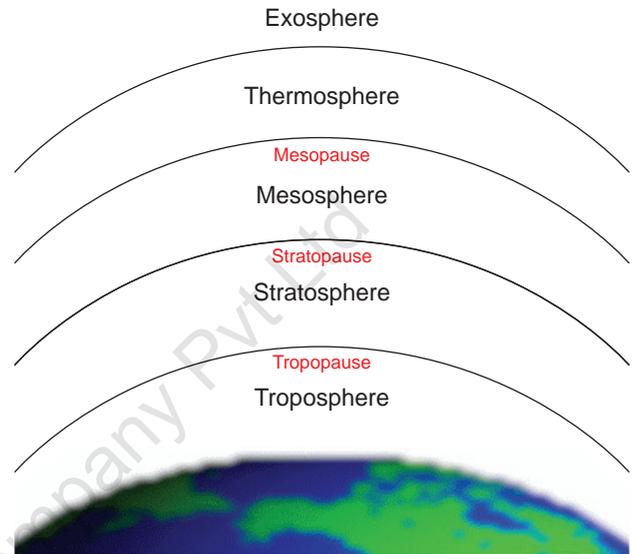


supports life on Earth. Oxygen is needed by all living creatures to breathe. Plants use oxygen to make food. It is the atmosphere which prevents heat from escaping the Earth's surface at night and maintains a balanced temperature. During the day it prevents the harmful rays of the Sun from reaching the Earth's surface, preventing it from becoming too hot. Air is the medium that carries sound waves. Thus, it is due to the presence of atmosphere that we are able to talk to each other. Our atmosphere extends up to several hundred kilometres. There are several layers of the atmosphere, which have their separate functions. They are:

- troposphere
- stratosphere
- mesosphere
- thermosphere
- exosphere

Stop to Answer

- What do you think can harm the atmosphere?
- What will happen if air did not exist?



Layers of the atmosphere

THE LIVING WORLD (BIOSPHERE)

The three things without which life cannot exist are air, water and land. Therefore, the biosphere is those sections of the atmosphere, hydrosphere and lithosphere where life exists. The biosphere extends up to 20 km from top to bottom. All life forms exist between 500 m or km below the ocean's surface to 6 km above the sea level. It provides all the elements necessary for the survival of life on Earth and supports the various ecosystems, which are essential to maintain the balance of life on Earth. The biosphere allows more life forms to evolve.



New Words

- | | |
|-----------------|--|
| Composed | : made up of |
| Extends | : to cover an area |
| Evolve | : to develop gradually |
| Mass | : matter, which makes up a body or an object |
| Realm | : a specified domain |



Recap

- The shape of the Earth is a sphere. It is flat at the poles.
- The layer of air surrounding the Earth is called atmosphere.
- The surface of the Earth is made up of about 70 percent water and remaining 30 percent land.
- Life exists on Earth because it has air, water and sunlight.

EXERCISE

A. Choose the correct answer.

1. Life is possible on Earth because
 - a. there is water to drink and air to breathe.
 - b. the Earth is not flat.
 - c. the Sun gives out harmful rays.
2. The thinnest layer of Earth is called the
 - a. atmosphere.
 - b. lithosphere.
 - c. biosphere.
3. Earth's surface consists of
 - a. land.
 - b. water.
 - c. both land and water.

B. Write true or false.

1. The atmosphere regulates the temperature of the Earth's surface.
2. The Earth can be divided into four realms.
3. The lithosphere is the thinnest layer of the Earth and is made up of soil and solid rocks.
4. Fifty-one percent of the lithosphere is covered by water.
5. The biosphere is that part of the Earth which supports life and various ecosystems.

C. Fill in the blanks.

1. is the only planet of the Solar System where life exists.
2. The Earth can be divided into spheres or zones.
3. percent of lithosphere is covered by water.



4. The is like a thick blanket of gases that surround the Earth.
5. Air is the medium that carries waves.
6. is used for breathing.
7. present in the atmosphere supports life on the Earth.

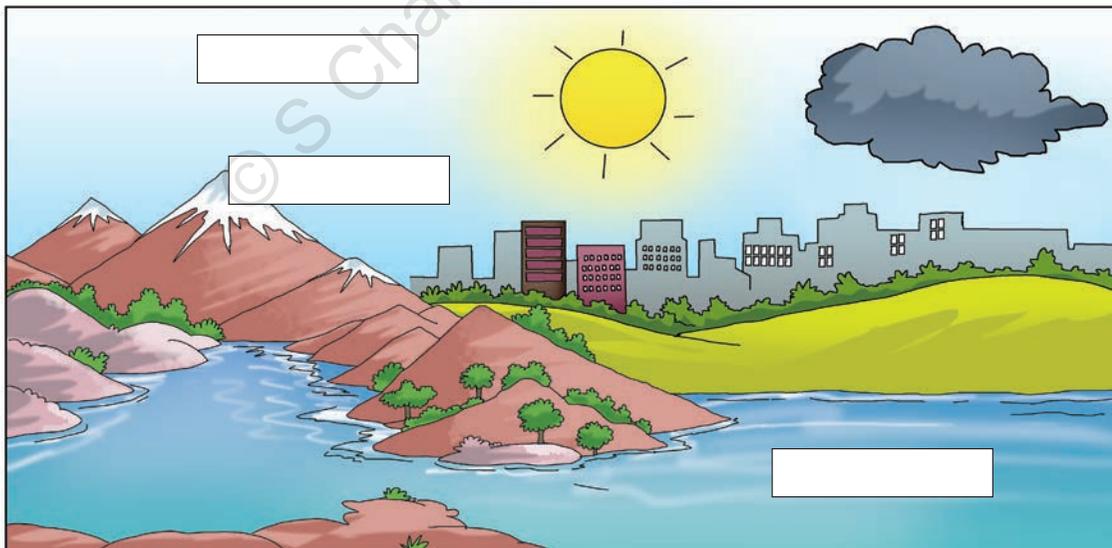
D. Match the words of column A to the words of column B.

- | Column A | Column B |
|--------------|----------|
| 1. rocks | a. water |
| 2. rainfall | b. Earth |
| 3. oxygen | c. land |
| 4. biosphere | d. air |

E. Answer the following questions.

1. What are the four spheres of the Earth?
2. Why is the hydrosphere important for us?
3. Name the layers of the atmosphere.
4. What do you understand by the lithosphere?
5. What are the three landforms on the basis of height and slope?
6. Write the importance of the lithosphere.
7. What is the composition of atmosphere?
8. Why does life exist on the Earth?

F. Picture study



1. Identify the three realms of Earth and write their names in the correct places in the picture.
2. Give a suitable caption for the picture and discuss life on Earth.

G. Project work

1. On a globe, show the three domains of the Earth and discuss the biosphere.
2. Make a paper mache model depicting the four realms of the Earth.

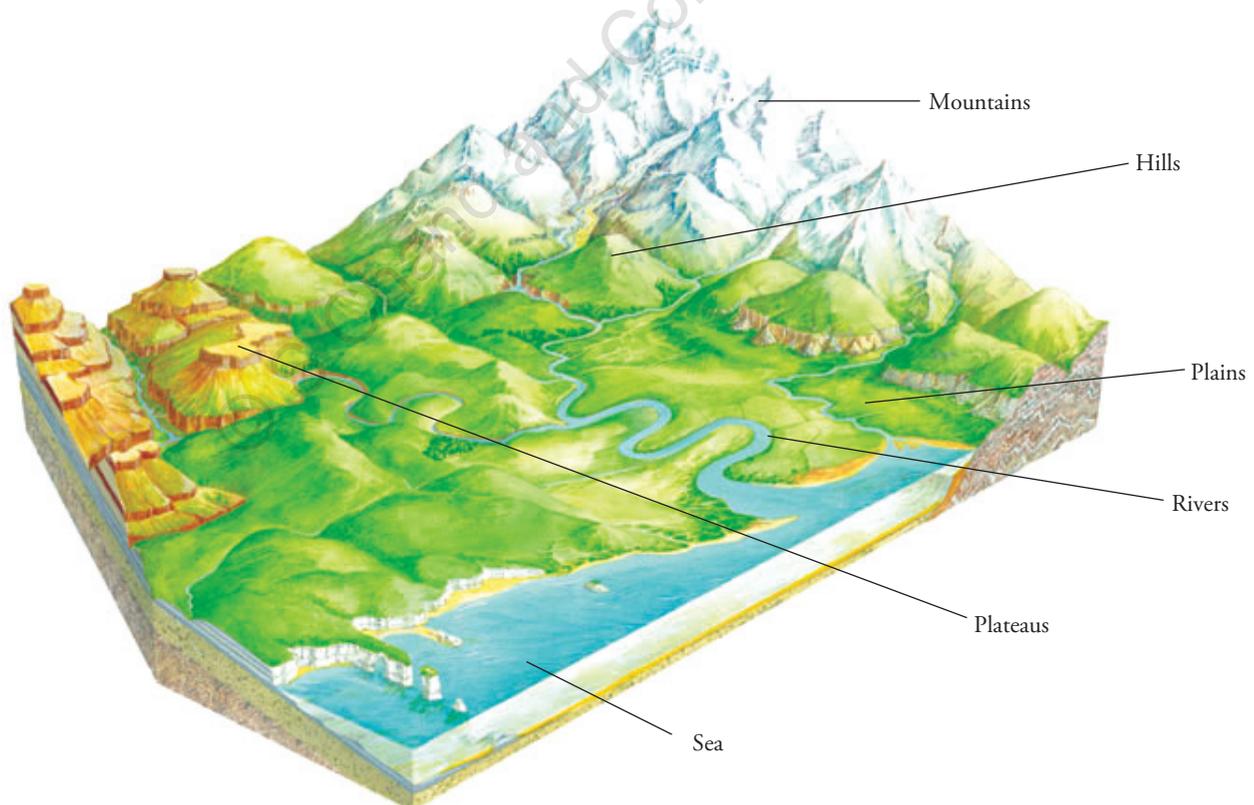
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Key Concepts

- Major landforms:
 - Mountains
 - Plateaus
 - Plains
 - Deserts

The surface of the Earth is not the same everywhere. Some parts are higher, some are rough and others flat. Depending upon elevation and slope, land has been divided into three major landforms—mountains, plateaus and plains.



Major landforms of the Earth



MOUNTAIN

A mountain is a huge mass of land which rises much above the general level of the surrounding areas. Its uppermost point is called the peak. Mount Everest is the highest peak above the sea level in the world. Mountains are generally arranged in a chain called a range. The Himalayas are the world's highest mountain range.



Mountain peak

VALLEY

A valley is the low land found between two mountains, for example, Kashmir Valley. Rivers rising from the mountains flow through these valleys. So they are also known as river valleys.



Stop to Answer

- Name three hill stations in India?

HILL

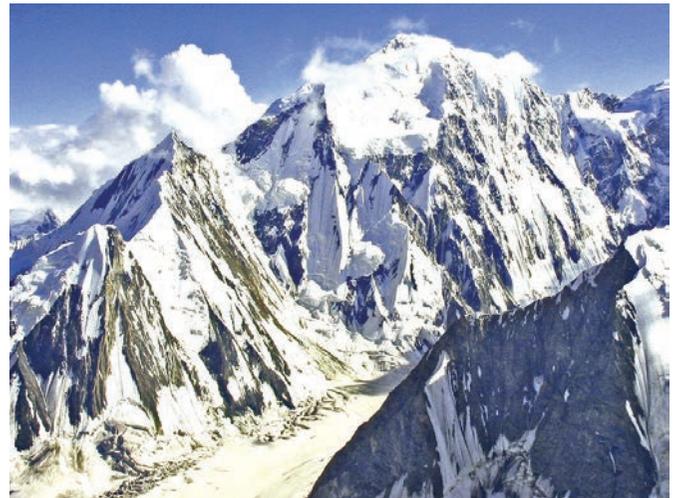
Landforms that are lesser in height than mountains are known as hills. They rise almost uniformly from the surrounding land, for example, Garo and Khasi hills of Meghalaya.

Good to know!

Mt. Everest is located in Nepal. Edmund Hillary and Tenzing Norgay were the first humans to climb Mt. Everest in 1953.



Hill



Valley



PLATEAU

Plateaus are highlands with a broad and flat surface on the top. They are sometimes referred to as tablelands. They rise abruptly above the surrounding plains. A plateau may have steep slopes on one or more sides. The Plateau of Tibet to the north of the Himalayas is the highest plateau in the world.



Plateau

PLAINS

Low lying flat surfaces with very gentle slopes are called plains. Most of the plains are formed by the deposits of silt and sediments brought by the rivers. They are fertile places, for example, the Northern Plains of India are formed by the River Ganga and its tributaries.



Plains

DESERT

A desert is a dry land covered with sand and rocks or stones, which receives less rainfall. The Thar Desert is found in the north-western part of India.

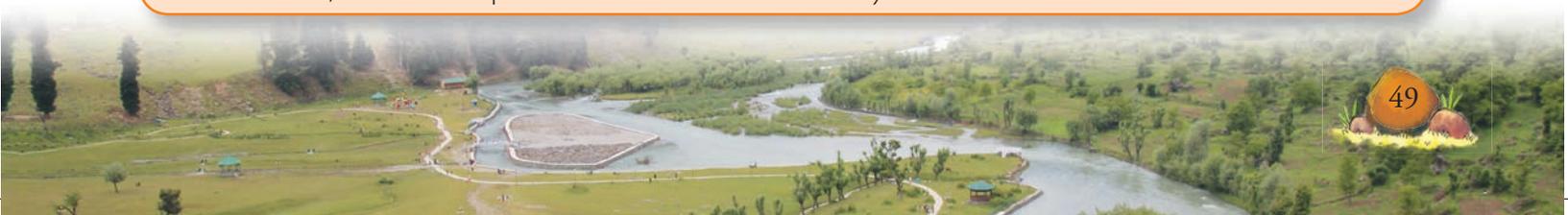
Deserts are usually very hot and dry and have hills of sand called sand dunes. There are cold deserts too. Ladakh is a cold desert.



Desert

Good to know!

The largest desert, Sahara in North Africa, is a hot and sandy desert. The Atacama in South America is the driest desert, where some places have not had rain for 400 years.



PENINSULA

A peninsula is a landmass surrounded by water on three sides and one side is connected to a landmass. The southern part of India is a peninsula, surrounded by the Arabian Sea in the west, the Bay of Bengal in the east and the Indian Ocean in the south.

Good to know!

The Great Northern Plains of India or Indo-Gangetic Plains is the best area for growing crops in India. It is also one of the most densely populated regions of the country.

ISLAND

An island is a piece of land surrounded by water on all sides. India has two groups of islands—the Andaman and Nicobar Islands are in the Bay of Bengal. Lakshadweep is a group of islands that are located in the Arabian Sea.

Good to know!

Greenland, a part of the continent of Europe, is the largest island in the world.



An island



New Words

- Dunes** : small hills or mounds
- Elevation** : height beyond a certain level
- Sediments** : matter that settles at the bottom of a water body
- Slope** : a surface of which one end or side is at a higher level than another
- Steep** : very sharp (used for bends and slopes)
- Tributaries** : small streams or rivers connected to the main river

Recap

- Landforms and water bodies constitute the physical features of the Earth.
- Mountains and hills are both landforms which rise above the surrounding land but mountains are higher than hills.
- A plateau is also known as tableland.
- A plain is a vast area of flat land characterised by human settlement and vegetation cover.
- A piece of land surrounded by water on three sides is called peninsula.

EXERCISE

A. Choose the correct answer.

1. A mountain range is
 - a. a chain of mountains.
 - b. a narrow point of the mountains.
 - c. the highest point of the mountains.
2. A valley is a
 - a. low land found in between two plateaus.
 - b. low land.
 - c. low land found in between two mountains.
3. An example of cold desert is
 - a. Sahara
 - b. Gobi
 - c. Ladakh
4. A part of the sea which is bounded by land on three sides is called a
 - a. bay
 - b. island
 - c. peninsula
5. The hills of Meghalaya are
 - a. Garo hills and Khasi hills
 - b. Nilgiri hills
 - c. Aravalli hills

B. Write true or false.

1. The tip of a mountain is called the peak.
2. Ladakh is a hot desert.
3. The southern part of India is a peninsula.



4. A desert is a wet land covered with sand and rocks or stone.
5. Mountains are generally arranged in a chain called range.

C. Fill in the blanks.

1. is the highest peak in the world.
2. Plateaus are highlands with a and surface on the top.
3. Low lying flat surfaces are called
4. In deserts, the hills of sand are called
5. is a cold desert.

D. Match the words of column A to the words of column B.

- | Column A | Column B |
|--------------|---------------------|
| 1. mountains | a. Khasi |
| 2. valley | b. Plateau of Tibet |
| 3. hill | c. Indo-Gangetic |
| 4. plateau | d. Kashmir Valley |
| 5. plains | e. Thar |
| 6. desert | f. Himalayas |

E. Answer the following questions.

1. What is the difference between a mountain peak and a mountain range?
2. Why are plateaus called tablelands?
3. Describe a desert. Give one example.
4. Describe a plain.
5. Give one example of cold desert.
6. List the differences between a peninsula and an island.
7. How do plains develop?
8. Why the southern part of India called a peninsula?



F. Picture study

Identify and write the names of the landforms given in the pictures.

1.



.....

2.



.....

G. Project work

1. Make a model of mountains and a valley using clay, cotton, crepe paper and twigs. You can add rocks and houses if you wish. You can also make a model of a plateau.
2. Imagine what it is like to live in plains and deserts. From an encyclopaedia find out more about plains and deserts. Make two groups A and B. Now Group A can explain what it is like to live in the plains and Group B can talk about what it is like to live in a desert.
3. Collect pictures of interesting landforms from around the world and paste them in your scrapbook.



Key Concepts

- Water bodies:
 - Oceans
 - Seas
 - Lakes
 - Rivers

WATER BODIES

The different parts of the Earth's surface covered with water are known as water bodies. These include oceans, seas, bays, lakes and rivers. These water bodies supply water which is essential for the survival of human beings, as well as animals and plants.

Stop to Answer

- Do you think we should save water? Why?

Oceans

Oceans are vast stretches of water. The five oceans arranged as per their size are—the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean and the Southern or Antarctic Ocean. The water in the oceans is salty and unfit for drinking.



- 1 South China Sea
- 2 Caribbean Sea
- 3 Mediterranean Sea
- 4 Bering Sea
- 5 Gulf of Mexico Sea
- 6 Arabian Sea
- 7 Sea of Okhotsk
- 8 Sea of Japan (East Sea)
- 9 Hudson Bay
- 10 East China Sea
- 11 Andaman Sea
- 12 Black Sea
- 13 Red Sea

Major seas of the world

Sea

A sea is a body of salt water. It is smaller in size than an ocean and is generally attached to a continent. The Arabian Sea is an example.

Bay

A large stretch of the sea which is bounded by land on three sides is called a bay. For example, the Bay of Bengal which is bounded by land on three sides and by the Indian Ocean on the fourth side.

Gulf

A gulf is a large bay with a narrow mouth and is a part of an ocean or sea with land on three sides. The Gulf of Kutch is an inlet of the Arabian Sea along the west coast of India.

Lake

A lake is a deep and huge depression on the Earth's surface, especially, a water-filled depression. A lake may be big or small. They can be freshwater lakes such as the Dal Lake in Kashmir or salt water lakes such as the Sambhar Lake.

Good to know!

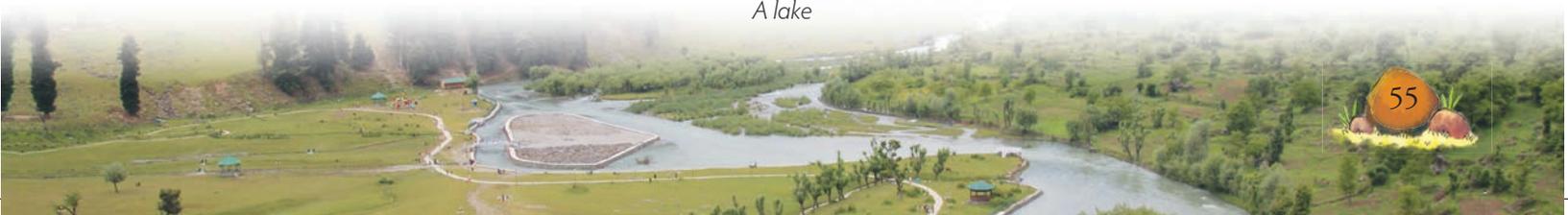
Most of the water on the Earth is salty. Most of this is in seas but some of it is found in lakes such as the Caspian Sea or Dead Sea, which are called seas because they are so large.

Good to know!

- The highest lake in the world is the Lake Titicaca. It is in South America.
- The world's deepest lake is Lake Baikal in Siberia. It is about 1,700 m deep.



A lake

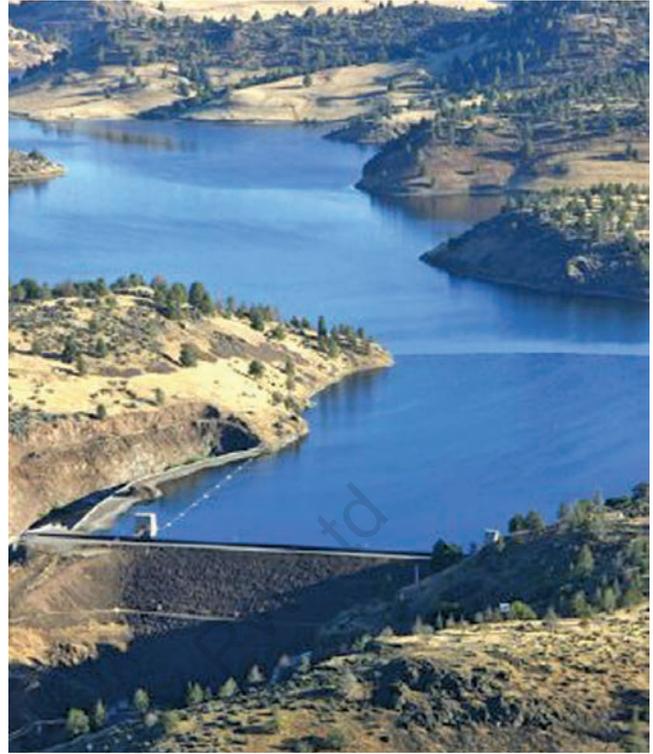


River

Rivers are large flowing streams of water on the Earth's surface. Most of the rivers originate in highlands. They flow from higher to lower places. A smaller river which joins the main river is known as its tributary. Where a river originates is known as its source. Where a river falls into a lake, a sea or an ocean is known as its mouth. An area drained by a river or its tributary is called river basin. The main rivers of India are the Ganga, the Yamuna, the Godavari and the Brahmaputra.

Good to know!

The river Hwang-Ho is called the 'Sorrow of China' because it changes its direction, often causing devastating floods.



A dam on a river



New Words

Attached	: connected to something
Inlet	: a place of entry (<i>here</i> for water)
Originates	: starts
Stretches	: (<i>here</i>) areas
Survival	: existence

Recap

- The large water bodies are called oceans and smaller ones are called seas.
- A bay is a wide curve of land filled by the sea.
- A gulf is a large bay.
- A lake is a huge depression on Earth's surface filled with water.
- Rivers are large flowing streams of water on the Earth.
- Most rivers originate in highlands.
- Where a river falls into a lake, a sea or an ocean is known as its mouth.
- An area drained by a river or its tributary is called a river basin.

EXERCISE

A. Choose the correct answer.

1. What do you mean by water bodies?
 - a. A part of land covered with water.
 - b. The parts of the Earth's surface covered with water.
 - c. A small area covered with water.
2. Which of these is true about sea?
 - a. A sea is a body of salt water.
 - b. A sea is a water body larger than the ocean.
 - c. A sea is bounded by land on three sides.
 - d. A sea is a large bay with a narrow mouth.
3. What is a lake?
 - a. A lake is a water body surrounded by land on all sides.
 - b. Lakes are formed only during the rainy season.
 - c. A lake is a large bay with a narrow mouth.

B. Write true or false.

1. A river is a large flowing stream of water.
2. A tributary is the part of a lake.
3. A gulf is a large bay with a narrow mouth.
4. The Dal Lake is a salt water lake.
5. The Ganga, the Yamuna, the Godavari and the Brahmaputra are the main rivers of India.

C. Fill in the blanks.

1. The water in the oceans and seas is
2. A is surrounded by land on all sides.
3. is a large bay.
4. are places where rivers originate.
5. A smaller river which joins the main river is called a



D. Match the words of column A to the words of column B.

- | Column A | Column B |
|----------|------------------|
| 1. gulf | a. Arabian sea |
| 2. lake | b. Arctic |
| 3. bay | c. Kutch |
| 4. ocean | d. Chilika |
| 5. sea | e. Bay of Bengal |

E. Answer the following questions.

1. Name all the oceans on Earth.
2. What are bays?
3. Name the oceans according to their size.
4. What is a lake?
5. Differentiate between bay and gulf.
6. What do you understand by source and mouth of a river?

F. Picture study

Identify the water body in the picture and define it.



G. Project work

1. Make a model of any one water body that you have studied in this lesson.
2. What is the importance of the various water bodies on the Earth? Have a class discussion.



Key Concepts

- Continents: Asia, Europe, Africa, North America, South America, Australia, Antarctica
- Oceans: Pacific, Atlantic, Indian, Arctic, Southern or Antarctic

In our Solar System, the Earth is known as the ‘Blue Planet’ because approximately 70 percent of Earth’s surface is covered by water and the remaining 30 percent comprises land. Thus, our Earth consists of both land and water. The landmass portion of the Earth forms continents and the vast water bodies form the oceans and seas.



Continents and oceans of the world



CONTINENTS

In a world map, we can clearly see that the continents (landmasses) are separated by large stretches of water bodies (oceans). There are seven continents. They are:

1. Asia
2. Europe
3. Africa
4. North America
5. South America
6. Australia
7. Antarctica

Let us now read about all continents

Asia

- It is the largest continent of the world.
- The entire continent lies in the Northern Hemisphere.
- Half of the world's population live here, making it the most populous continent. India and China, the most populated countries in the world, are located in this continent.
- World's highest mountain range, 'the Himalayas' lie to the north of India.
- Major river systems of the world like the Ganga, the Indus and the Hwang Ho are found in this continent.
- Ancient civilizations of the world such as Mesopotamian, Indus and Chinese originated in this continent.



Asia

Europe

- It is smaller in size as compared to many other continents.
- Some of the most developed nations of the world are located here.
- It is the birthplace of ancient civilizations of Rome and Greece.
- It lies entirely in the Northern Hemisphere.



Europe

Africa

- It is the second largest continent.
- The Equator passes through the middle of Africa, therefore half of it lies on the Northern Hemisphere and the other half lies on the Southern Hemisphere.

Stop to Answer

- Find out the names of four countries in Asia, Europe, North America, South America.

- It has rich flora and fauna.
- It has the world's longest river—Nile.

North America

- It lies entirely in the Northern Hemisphere.
- It has some of the most developed nations of the world like the United States of America and Canada.
- It is separated from the continent of South America by the Isthmus of Panama.



North America

South America

- It is the fourth largest continent.
- It lies mainly in the Southern Hemisphere.
- It has relics of one of the oldest civilizations of the world called the Machu Picchu.
- It has the world's longest mountain range, the Andes. The largest river by volume (amount of water), that is, the Amazon flows here.



South America

Australia

- It is the smallest continent of the world.
- It is an island continent as it is surrounded by water.
- It lies entirely in the Southern Hemisphere.
- Since it is cut off from the rest of the world, the animal and plant species found here are unique, they are not found anywhere else in the world.
- Australia, New Zealand, Islands of New Guinea and other neighbouring islands in the Pacific Ocean, together form Australasia.



Australia

Antarctica

- It is a frozen landmass with 75 percent of its area covered with ice. This continent is situated around the South Pole. It is known as the 'White Continent' or 'Frozen Continent'.
- Many countries have established their scientific research centres here.
- It is the driest, windiest and iciest place on the Earth.



Antarctica



OCEANS AND SEAS

Oceans are vast expanses of water separated by continents. Seas are also large areas of salt water, but they are much smaller in size than oceans.

The major five oceans are:

1. Pacific Ocean
2. Atlantic Ocean
3. Indian Ocean
4. Arctic Ocean
5. Southern or Antarctic Ocean

Good to know!

Marginal seas are water bodies that form the edges of major oceans. They separate coastal zones from open oceans.

Pacific Ocean

- It is the largest ocean in the world. Pacific means calm or tranquil.
- The deepest point in the world, Mariana Trench, (depth 11,003 metres) is located in this ocean.
- It is circular in shape.
- It is bordered by active volcanoes termed as the Pacific Ring of Fire.
- Marginal seas of the Pacific Ocean are the Sea of Japan, the East China Sea, the Bering Sea and Sea of Okhotsk.

Atlantic Ocean

- It is S-shaped and is the second largest ocean in the world.
- The submerged mountain range in the middle of the ocean is known as Mid-Atlantic Ridge.
- Its surrounding landmasses have a long indented coastline with good sites for harbours.
- Marginal seas of the Atlantic Ocean are Baffin Bay, Hudson Bay, North Sea, Baltic Sea, Mediterranean Sea, Caribbean Sea and Gulf of Mexico.

Good to know!

The Atlantic Ocean is the busiest route for trade and commerce as it connects major manufacturing regions of the world—North America and Europe.

Indian Ocean

- It is triangular in shape and narrows down towards north.
- It is the only ocean named after a country.
- Marginal seas of Indian Ocean are Arabian Sea, Bay of Bengal, Red Sea and Persian Gulf.



Arctic Ocean

- It lies on the North Pole.
- It is the smallest ocean.
- Its location on the North Pole keeps it heavily frozen throughout the year.
- Marginal seas of the Arctic Ocean are Beaufort Sea, East Siberian Sea, Kara Sea and Barents Sea.

Southern Ocean or Antarctic Ocean

- The water of the Atlantic Ocean, Indian Ocean and Pacific Ocean in the south together form the Southern Ocean. It surrounds the continent of Antarctica.

Some Facts about Oceans

- The Southern Hemisphere has a larger area under water as compared to the Northern Hemisphere.
- All the oceans are interconnected, that is the reason why the sea level remains almost the same everywhere and all the heights are measured as 'heights above the sea level'.
- Oceans contain 97 percent of the water of the hydrosphere.
- Ocean water moves in three ways—waves, tides, currents.

All these movements influence the surrounding land area to a great extent. Sea breeze has a moderating influence on the climate of coastal regions. Tides occur due to the gravitational pull of the Sun and the Moon. They are useful in the movement of ships. Large ships sail into the sea with receding tides. The climatic pattern of the continents gets modified by ocean currents. The warm Gulf Stream keeps the Port of Marmansk in the Arctic Ocean ice free because of the warm water it carries along.

- The water cycle occurs due to evaporation from seas and oceans.
- Oceans are one of the biggest sources of food on Earth.



New Words

- | | | |
|-------------------|---|--|
| Continents | : | large land masses covering a few million square kilometres |
| Oceans | : | vast water bodies surrounding the continents |
| Sea | : | large expanse of saline water connected with an ocean |



Recap

- The Earth is called the 'Blue Planet'.
- There are seven continents—Asia, Europe, Africa, North America, South America and Australia.
- Asia is the largest and Australia is the smallest continent.
- There are five major oceans—Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean and Southern or Antarctic Ocean.
- Pacific Ocean is the largest ocean.
- Oceans contain 97 percent of the water of the hydrosphere.

EXERCISE

A. Choose the correct answer.

1. Asia/Africa is the largest continent of the world.
2. Europe/North America is separated from South America by Isthmus of Panama.
3. Australia/Africa is called the 'Dark Continent'.
4. Pacific Ocean/Indian Ocean is named after a country.
5. The water bodies cover approximately 70/50 percent of the Earth's surface.

B. Name them.

1. The largest ocean
2. The 'S' shaped ocean
3. The smallest continent
4. The largest continent
5. The fourth largest continent

C. Match the words of column A to the words of column B.

- | Column A | Column B |
|--------------------|------------------|
| 1. White continent | a. Pacific Ocean |
| 2. River Nile | b. Asia |
| 3. Mariana Trench | c. Antarctica |
| 4. India | d. South America |
| 5. Andes mountain | e. Africa |

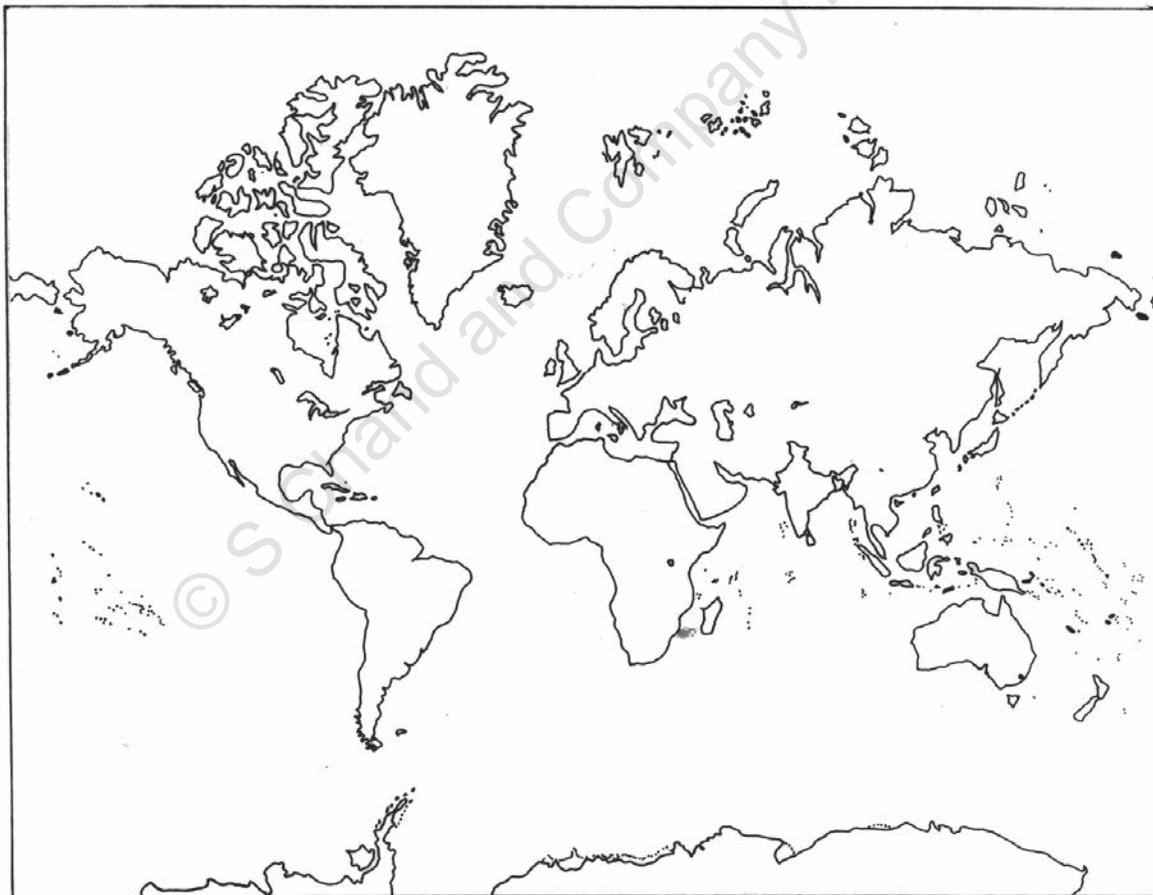


D. Answer the following questions.

1. What is a continent? How many continents are there? Name them.
2. What is an ocean? Name the five oceans of the world.
3. Why are heights on Earth measured as 'height above sea level'?
4. Describe the continent of Asia.
5. Write some facts about oceans.

E. Map work

1. On the given map of the world colour –
 - A. All Oceans – blue
 - B. Asia – Green
 - C. Africa – Yellow
 - D. N. America – Red
 - E. S. America – Orange
 - F. Europe – Brown
 - G. Australia – Purple
 - H. Antarctica – Pink



2. Write the names of continents and oceans.

Continents

(1) (2) (3) (4)
(5) (6) (7)

Oceans

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

3. Writes the names of the marginal seas of the Indian Ocean and Atlantic Ocean.

(1) (2) (3) (4)
(5) (6) (7) (8)
(9) (10)

F. Picture study

Look at the animals in the pictures and identify the continents.



1



2

G. Project work

1. Write the names of all the continents and oceans of the world in your scrapbook. Paste their pictures.
2. Write the names of two countries each belonging to the continents of Asia, North America, South America, Africa and Europe.
3. Do you think the passing of the Equator through the middle of Africa has any impact on the physical features of the continent and the lifestyle of the people? Support your answer with appropriate examples.



Key Concepts

- Types of maps—physical, political
- Scale
- Signs and symbols
- Use of colours

GLOBE

Astronauts have said that Earth looks wonderful from space. From there it looks like a blue coloured ball. We can also see the shape of the Earth without going to space using a globe. A globe is thus, a model of the Earth.

On a globe we can see the distribution of land and water on the Earth's surface, and can identify the location of different countries and oceans. It also helps us to understand the rotational movement of the Earth and its effects, as we can turn a globe on its axis.



Earth from space



Globe

However, a globe is not big enough to show us minute details of the Earth like the location of our city. Moreover is also difficult to carry a globe from one place to another.

MAPS

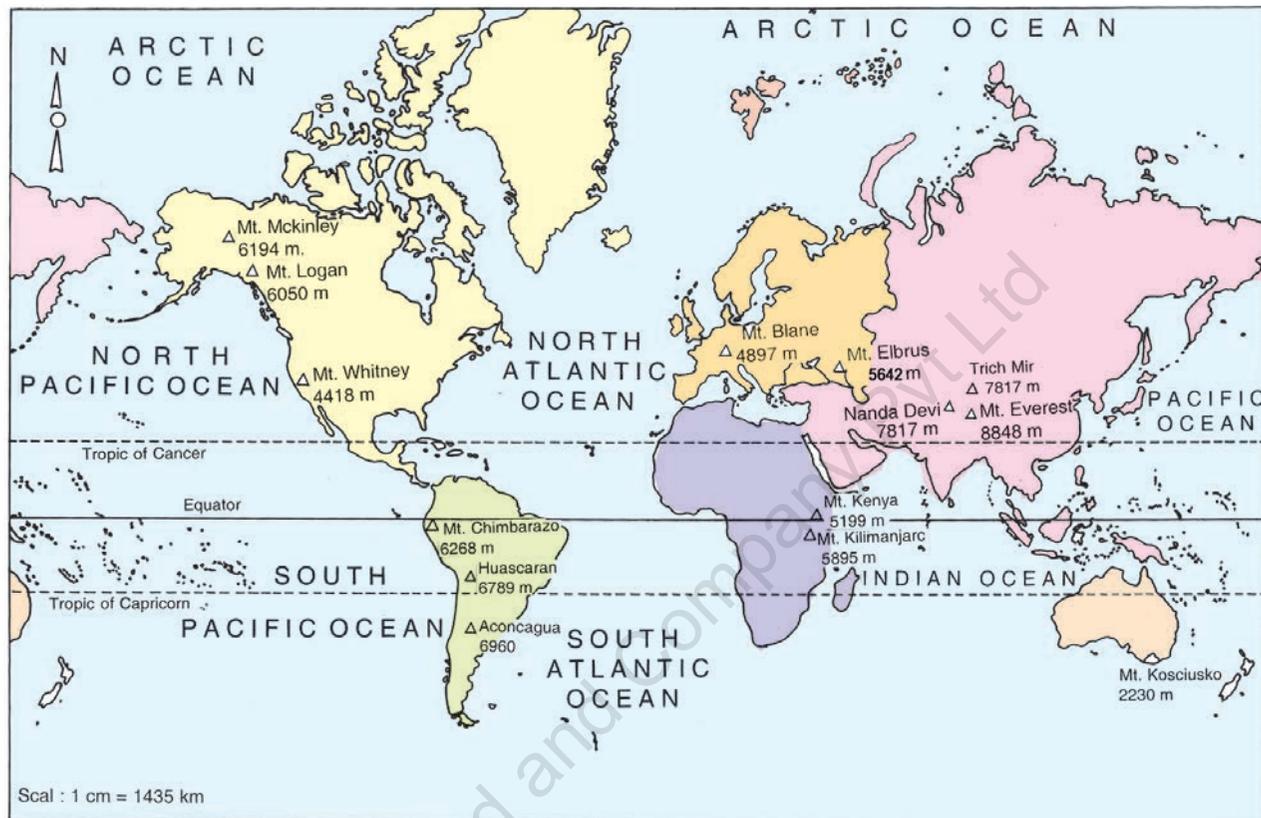
Because of its spherical shape, it is difficult see the whole would at a glance on a globe. So we use maps.



A map is a two-dimensional representation of the Earth's surface drawn on a flat base. It helps us to study the Earth in great detail, as it can represent all, or a part of, the Earth's surface.

Good to know!

The first map was made more than 4,000 years ago in Babylonia. It was etched on a clay tablet and then baked.



World map

Maps are versatile, depicting all or part of the Earth's surface at different scales on a surface that is easy to transport and view. A map projects the curved surface of the Earth on a flat surface. Maps are excellent for navigation because they have straight lines.

Features of a map

All maps have certain common features that help us to understand them. Let us see what they are:

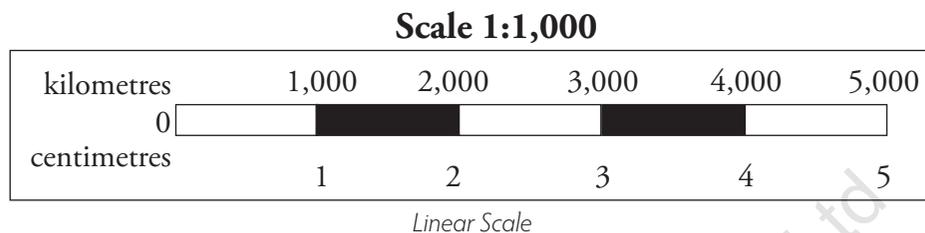
- **Title of a map:** Just like every lesson of your book has a title, every map also has a title that describes the type of information given on the map.
- **Scale of a map:** The scale of a map is the ratio of the distance between two places on the map, and the corresponding distance between the same points on the ground. A map cannot be made without a scale.



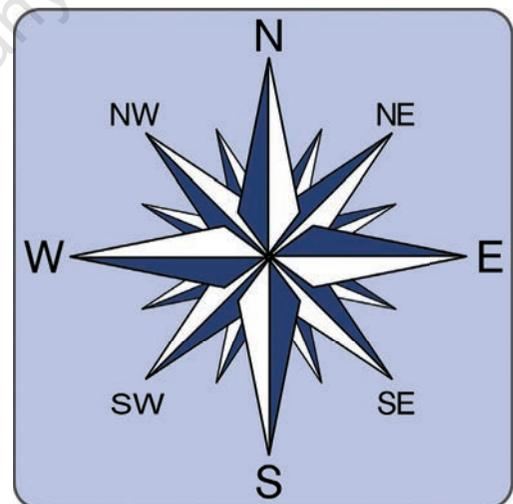
For example: If the scale on a map states that 1 centimetre is equal to 100 kilometres, it means that 1 centimetre on that map is equal to 100 kilometres on the ground.

The scale can be shown in three ways:

- ◆ **Statement scale:** The scale is expressed in words. For example, 2 cm=100 km.
- ◆ **Graphical scale:** It is drawn according to the statement of the scale. It is also known as linear scale.



- ◆ **Representative fraction:** Here the scale is expressed as a ratio, for example R.F.=1:50,000 means that 1 cm on the map represents a distance of 50,000 cm on the ground.
- **Direction:** Direction is an important component of map study. There are four cardinal directions—North, South, East and West. Many maps have an arrow pointing to the top, with N written above it. This arrow is called the North line. It tells us that the top part of the map represents the North, the bottom part represents the South, the right part represents the East and the left part represents the West. The directions located midway between any two cardinal directions like, North-East, South-East, South-West, North-West are called sub-cardinal or intermediate directions.



Directions

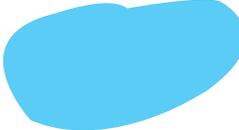
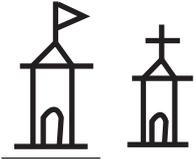
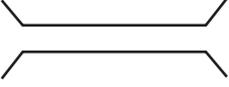
- **Colours and symbols:** Different colours are used in maps to show different physical features, for example, mountains are shown in brown, plains in green and water bodies in blue. Besides this, maps use various signs and symbols to give information. These are called conventional signs and symbols, which are internationally recognised. Usually a key or an index is given in one side of the map that explains the meaning of the symbols and colour used.

Stop to Answer

- What do you think will happen if we do not follow a common set of conventional signs and symbols internationally?



Some Conventional Colours and Symbols

Description	Colours	Description	Symbols
1. Forest	Dark green 	8. State boundaries	
2. Grassland	Light green 	9. National boundary	
3. Farmland	Yellow 	10. National Highway/ Metalled road	
4. Uncultivated land	Brown 	11. Airport	
5. Village, town cities, roads	Red 	12. Lake	
6. Water features	Blue 	13. Temple/Church	
7. Railway line	Black 	14. Bridge	

Types of maps

Maps are mainly of three types—political maps, physical maps and thematic maps.

Political maps: These maps show the country, their capitals, cities, towns, etc.

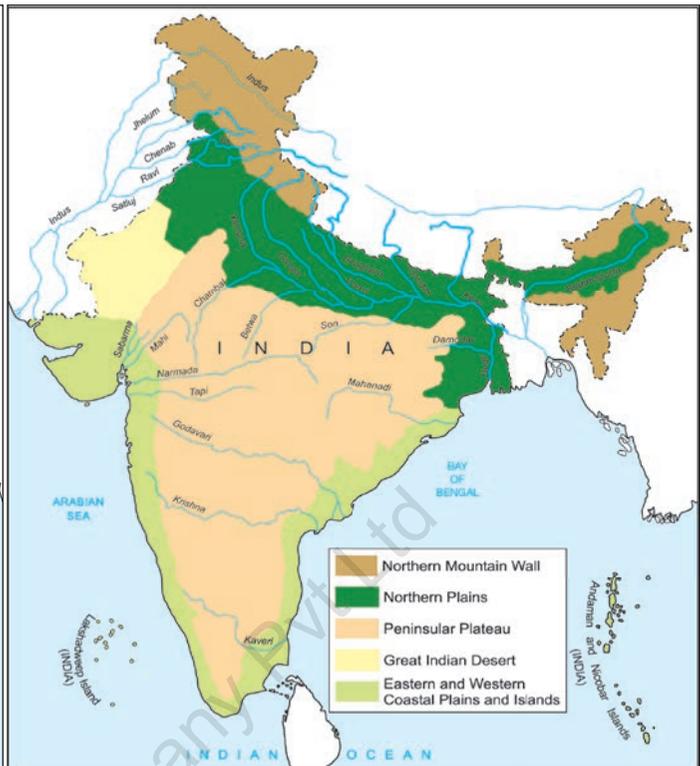
Physical maps: These maps show various physical features and landforms like mountains, plains, plateaus, water bodies, etc.

Thematic maps: These maps have particular information like road map, natural vegetation map, soil map, population map, etc.

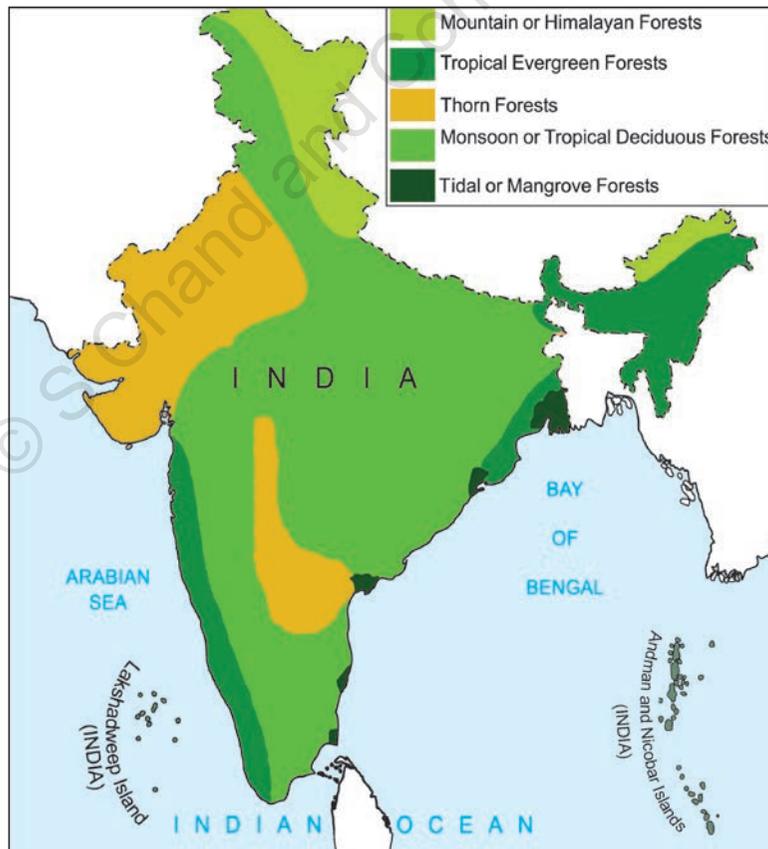




Political map of India



Physical map of India



Thematic map of India



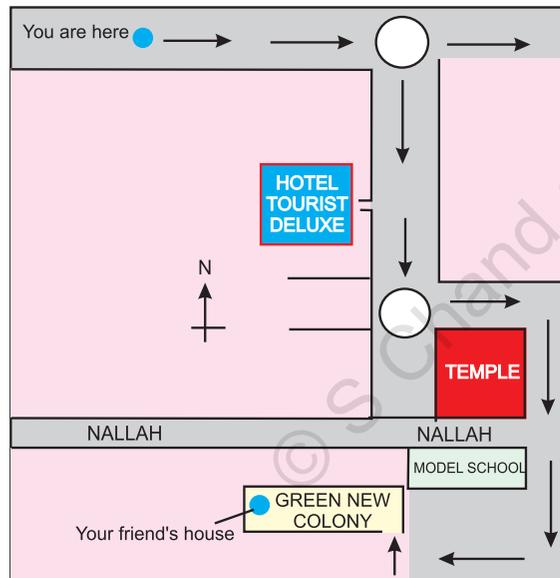
Importance of Maps

Maps are useful in many ways.

- They tell us the exact locations, shapes and directions of the landmarks like continents, countries, towns, and water bodies like oceans, seas, rivers, lakes, etc.
- We can get detailed information regarding the physical features, transport network, height of the land, and distribution of rainfall, etc. of a particular region.
- Distance between two places can be calculated by using the scale in the map.
- It is easy to understand and can be carried from place to place.

PLAN

A plan is a detailed drawing made to scale to represent the features of a small area on a relatively large scale. The figure shows the plan of a school. In this plan, 1 cm represents 50 metres on the ground or 1 cm=50 m. This is called the scale of a map.



A sketch



A plan of a school

SKETCH

A sketch is a rough drawing which is neither drawn to scale nor is it a perfect representation a place. It is a casual representation of an area or a small locality. It is also used to give direction from one place to another within a locality or a town. We often refer to landmarks and tell the distance in feet to indicate the distance to a location.

ATLAS

An atlas is a book of maps which has a number of maps containing various information about the Earth. In other words, it is a collection of maps in a book form. It also includes a table of contents and an index to help us to understand the maps properly. The first atlas was published in 1595.



New Words

Globe	: a model of the Earth
Map	: representation of the Earth on a flat surface
Plan	: a detailed drawing made to scale
Sketch	: a rough drawing which has no scale
Astronaut	: a member of the spaceship that travels beyond Earth's atmosphere
Axis	: an imaginary line around which an object spins

Recap

- Globes help to study the Earth but different type of maps are necessary too.
- Maps are representations of all, or a part of, the Earth's surface.
- The North line in a map tells us which side of the map represents north. Between each of the four cardinal directions of North, South, East, and West, are the sub-cardinal or intermediate directions North-East, North-West, South-East, South-West.
- There are three main kinds of maps—political, physical and thematic.
- A plan is a detailed drawing made to scale.
- A rough drawing with no scale is called a sketch.

EXERCISE

A. Choose the correct answer.

1. A map/globe/sketch is a true replica of the Earth.
2. Political/Thematic/Physical maps show landforms.
3. Plains are shown in black/green/brown.
4. Distances on a map can be calculated by using a scale/a symbol.
5. The first atlas was published in 1595/1857.

B. Write true or false.

1. A globe gives us detailed information of the Earth's surface.
2. An atlas is a collection of maps.
3. A population map is a political map.
4. Colours and symbols are used to decorate a map.
5. Directions on a map are denoted by the North line.
6. A sketch is a rough drawing or an outline not drawn to scale.



C. Fill in the blanks.

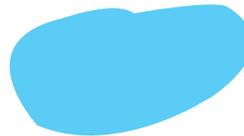
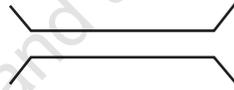
1. A is a model of the Earth.
2. The distance between two places can be measured by in a map.
3. is given in a map to explain the meaning of the symbols and colour.
4. The boundaries of countries and states are shown in maps.
5. maps show the different landforms on Earth.

D. Answer the following questions.

1. What is a globe?
2. What are the basic features of a map?
3. Name and describe the three different kinds of scales used in maps.
4. Give two examples of thematic maps.
5. What is an atlas?
6. What is the difference between a plan and a sketch?
7. Point out the advantages and disadvantages of using a globe to study the Earth.
8. What are the uses of maps?

E. Picture study

Identify the keys given below.



1.

2.

3.

F. Project work

1. Draw a sketch of your classroom
2. Why is the use of scale on a map important? Have a class discussion.

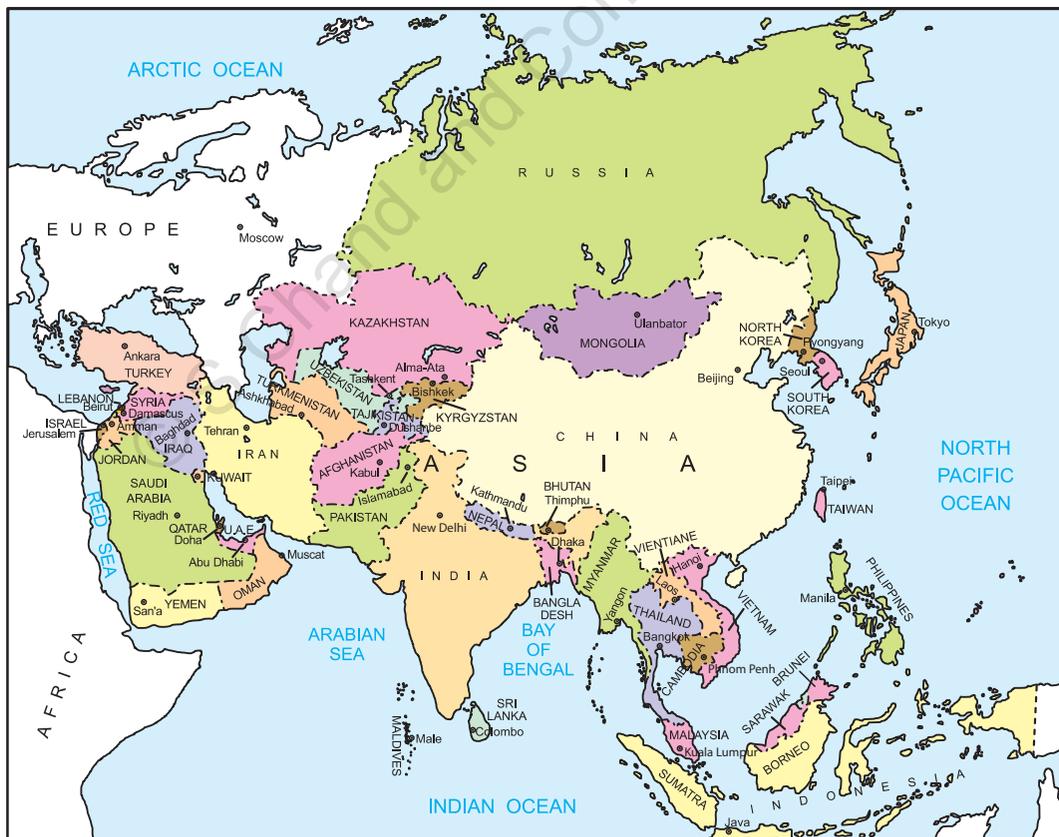


Key Concepts

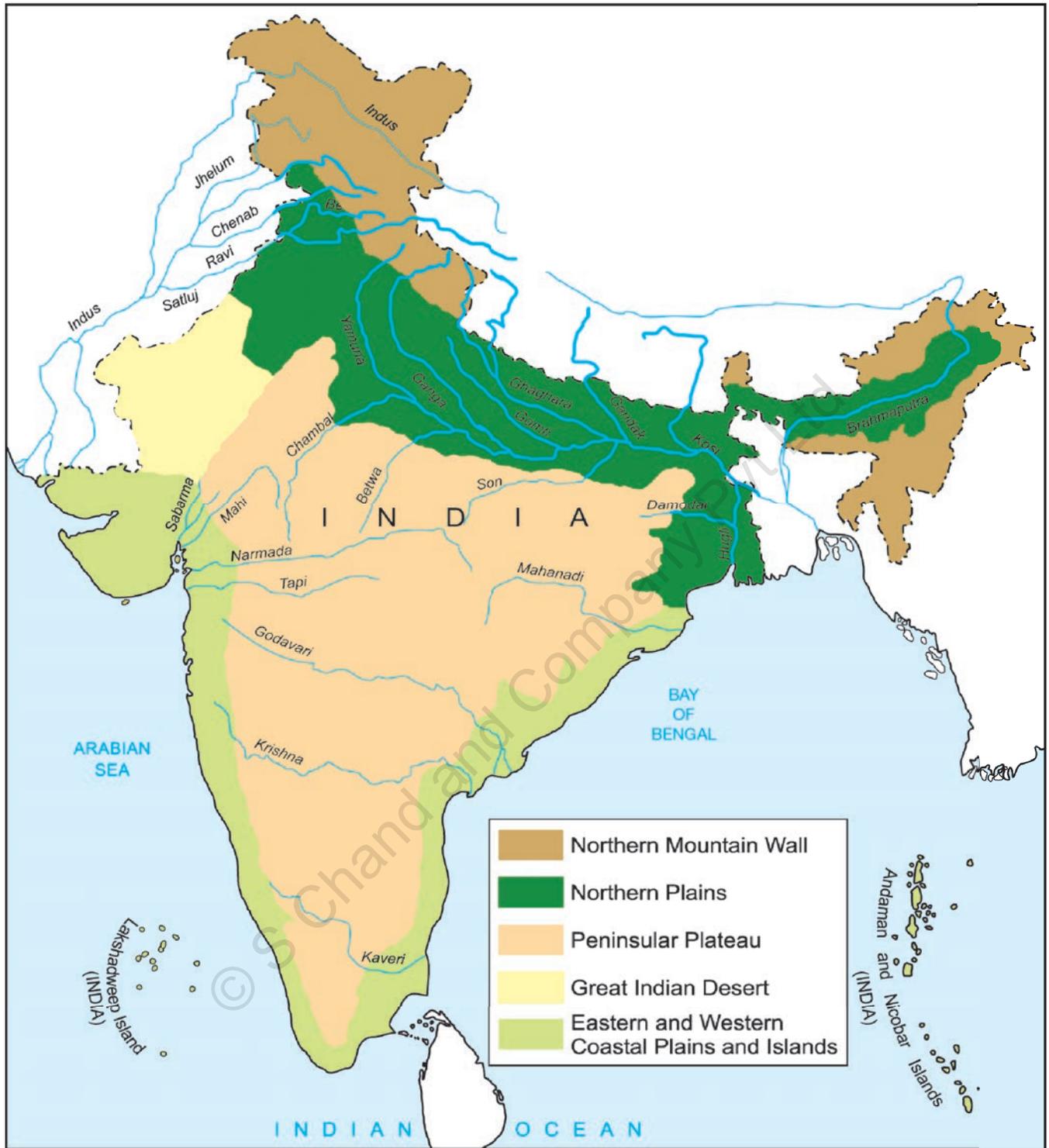
- Location of states on the map of India
- States and their capitals
- Neighbouring states/water bodies

LOCATION OF INDIA

India, our motherland, is the seventh largest country in the world and the third largest country in Asia (area-wise). It is located in the Northern Hemisphere, in the southern part of the continent of Asia. On a map of Asia, we can locate India by its centralised location.



Asia—Political divisions



Physical map of India



FEATURES OF INDIA

- Looking at the map of India can help us to understand its shape, size, borders and boundaries at a glance. It is wide in the middle and narrow in the North and South. It measures 3214 km from North to South and 2933 km from East to West.
- The northern part of the country is bound by the Great Himalayas and the southern part forms a peninsula, that is, it is surrounded by water on three sides. The Arabian Sea is in the West, the Bay of Bengal in the East and the Indian Ocean to the south of our country. The southern tip of mainland India is Kanyakumari, but the southernmost point of India is Indira Point in the Great Nicobar Island, located to the south-east of the Indian peninsula.
- India shares its north-western boundary with Pakistan and Afghanistan, northern with Nepal, Bhutan and China; and the eastern boundary with Myanmar and Bangladesh. Thus, Pakistan, Afghanistan, Nepal, Bhutan, China, Bangladesh and Myanmar, along with the island countries of Sri Lanka and Maldives, are India's neighbouring countries. India and her neighbouring countries formed the South Asian Association for Regional Cooperation (SAARC) on 8th December, 1985, to work on programmes based on mutual cooperation which would contribute towards the development of these countries.
- Now take a political map of India given on page 77. It shows that this big country is composed of 29 states and 7 union territories, including the National Capital Territory of Delhi. Area-wise, Rajasthan is the largest state and Goa is the smallest state of India.
- We, the citizens of India, are proud to be Indians because despite our diversity in language, religion, culture, etc., we are united as one nation. This uniting force is well represented by our national anthem '*Jana Gana Mana*' written by Rabindranath Tagore. Our national flag, called *tiranga*, meaning tricolour has three colours—saffron (stands for bravery and sacrifice) at the top, white (stands for truth and purity) in the middle and dark green (stands for faith and fertility) at the bottom. At the centre of the flag, there is a navy blue wheel which represents the Wheel of Law.
- Each state has its own cultural identity that represents its uniqueness. People in different states speak different languages, wear different types of clothes and have different cultures and customs.



Great Himalayas



States, Capitals and Languages

State	Capital	Languages Spoken
Andhra Pradesh	Hyderabad (Amaravati is a proposed capital)	Telugu and Urdu
Arunachal Pradesh	Itanagar	Mishri, Adi Gallong, Monpa, Aka, Nocte, Khamti, Nishi, Wancho and Tagin
Assam	Dispur	Axomiya
Bihar	Patna	Hindi
Chhattisgarh	Raipur	Hindi
Goa	Panaji	Marathi and Konkani
Gujarat	Gandhinagar	Gujarati
Haryana	Chandigarh	Hindi
Himachal Pradesh	Shimla	Hindi and Pahari
Mizoram	Aizawl	Mizo and English
Jammu and Kashmir	Srinagar (Summer) Jammu (Winter)	Kashmiri, Dogri, Urdu, Ladakhi, Pahari, Punjabi and Dadri
Jharkhand	Ranchi	Hindi
Karnataka	Bengaluru	Kannada
Kerala	Thiruvananthapuram	Malayalam
Madhya Pradesh	Bhopal	Hindi
Maharashtra	Mumbai	Marathi
Manipur	Imphal	Manipuri
Meghalaya	Shillong	Khasi, Jaintia and Garo
Nagaland	Kohima	Naga Pigdin (Nagamese Creole)
Odisha	Bhubaneswar	Oriya



Punjab	Chandigarh	Punjabi
Rajasthan	Jaipur	Rajasthani and Hindi
Sikkim	Gangtok	Hindi, Nepali
Tamil Nadu	Chennai	Tamil
Telangana	Hyderabad	Telugu, Urdu
Tripura	Agartala	Bengali, Tripuri
Uttar Pradesh	Lucknow	Hindi, Urdu
Uttarakhand	Dehradun	Hindi
West Bengal	Kolkata	Bengali

Union Territories of India

There are seven Union Territories in India. They are:

- Andaman and Nicobar Islands (Capital—Port Blair)
- Delhi (Capital—New Delhi)
- Dadra and Nagar Haveli (Capital—Silvassa)
- Puducherry (Capital—Puducherry)
- Chandigarh (Capital—Chandigarh)
- Daman and Diu (Capital—Daman)
- Lakshadweep (Capital—Kavaratti)

Good to know!

Nagamese Creole originated from the interaction of the people of several tribes tribesmen of Nagaland. It was developed primarily as a market language to communicate for trade.

Stop to Answer

- If there are so many different languages, how do you think people from different states communicate with each other?

Interesting facts about States of India

- Largest state in terms of area: Rajasthan
- Smallest state in terms of area: Goa
- Largest state in terms of population: Uttar Pradesh
- Smallest state in terms of population: Sikkim
- State with highest literacy: Kerala
- State with lowest literacy: Bihar

ZONES

The states are located in different directions. India can be divided into six regions or zones—North Zone, South Zone, East Zone, West Zone, Central Zone and North-East Zone. Each zone is named after a direction and includes the states lying in that direction.

North Zone

The states of Jammu and Kashmir, Himachal Pradesh, Punjab, Uttarakhand, Uttar Pradesh and Haryana are included in this zone. This zone is also home to the highest mountain range in the world—the Himalayas.

East Zone

The East Zone includes the states of Bihar, Odisha, Jharkhand and West Bengal. This region is known for its rich mineral deposits and dense forests.

West Zone

Rajasthan, Gujarat, Goa and Maharashtra lie in this zone. Goa and Maharashtra are located on the western coast of India. The Western Ghats in this region have been declared as a UNESCO World Heritage site. Many parts of Rajasthan are covered with desert.

Central Zone

This zone comprises Madhya Pradesh and Chhattisgarh. It is a plateau region and is rich in minerals and possesses natural beauty. For example, Bheda Ghat in Jabalpur has marble mountains. This zone also has many famous wildlife sanctuaries and national parks.

South Zone

The South Zone comprises the states of Karnataka, Kerala, Tamil Nadu, Telangana and Andhra Pradesh. This region is surrounded by seas on three sides. This zone is famous for silk, spices, hill stations, cardamom hills and gold mines.

North-East Zone

Assam, Nagaland, Meghalaya, Manipur, Mizoram, Tripura and Arunachal Pradesh are located in this region. Together, these states are called the 'seven sisters'. Sikkim is also included in this zone. Assam is known for tea gardens and oil fields.





New Words

- Diversity** : of different varieties
Peninsula : landmass surrounded by water on three sides

Recap

- India has 29 states, 7 union territories including the National Capital Territory of Delhi.
- Rajasthan is the largest state of India in terms of area.
- Goa is the smallest state of India.
- India and her neighbours have formed the SAARC to work together for the development of nations.
- India is divided into six zones according to location.

EXERCISE

A. Choose the correct answer.

1. India is the fifth/seventh largest country of the world.
2. Delhi/Kolkata is the National Capital Territory of India.
3. The southern half of India forms a peninsula/island.
4. Saffron/Green colour in our flag stands for faith and fertility.
5. Karnataka falls in the Central Zone/South Zone.

B. Fill in the blanks.

1. The largest state in terms of area is
2. Panaji is the capital of
3. There are union territories in India.
4. The South Zone comprises the states of, Kerala, Tamil Nadu, Telangana and Andhra Pradesh.
5. The state of Jammu and Kashmir is in the Zone.

C. Write true or false.

1. India is located in the Southern Hemisphere.
2. India is the third largest country in Asia.



3. Indira Point is the southernmost point of India.
4. White colour of India's flag stands for faith and fertility.
5. Rabindranath Tagore wrote the National Anthem of India.

D. Answer the following questions.

1. Name the water bodies that surround peninsular India.
2. What is the North-South and East-West measure of India?
3. What bounds the northern part of India?
4. Name the southernmost tip of the mainland Indian Peninsula.
5. Name the neighbouring countries of India.
6. When was SAARC formed? What does it stand for?
7. Name the neighbouring island countries of India.
8. How many states and union territories are there in India?
9. Name the states in the East Zone. What is this zone famous for?

E. Map work

1. On an outline map of India, mark the following:
 - a. Our neighbouring countries.
 - b. Arabian Sea, Indian Ocean and Bay of Bengal
 - c. National capital of India.
 - d. Largest state of India.
 - e. A state where Malayalam is spoken.

F. Picture study

Identify the famous monument and find out in which Indian state is it located.



G. Project work

1. Draw the national flag of our country and colour it.
2. Divide the class into groups. Each group can take up one state of India and prepare a report on its special features.
3. Each student should pick three states where different languages are spoken. Then learn to say "Hello", "Thank you", and "How are you?" in those three languages.



MY STATE/UNION TERRITORY—AT A GLANCE

1. Write the name of your state.

2. Name its capital.

3. Name two of its neighbouring states.

4. Name two of its important cities.

5. Which landforms can you find in your state?

6. Name the rivers that flow through your state.

7. What type of climate does your state experience?

8. Name some major crops grown in your state.

9. Name some festivals celebrated by the people in your state.

10. What is your state famous for?

