

# HISTORY

## 1

## History—When, Where and How

### LEARNING OBJECTIVES

The student will:

- understand the need to study history
- know the terms used to measure the past
- differentiate between history and prehistory
- identify different sources of history
- have knowledge of the early human settlements in India.
- Understand that the history of a place is shaped by its geography

### LESSON DEVELOPMENT

**TOPICS:** What is history; Early settlements in India; The Geographical framework; Sources of history.

**RESOURCES:** Blackboard/ Whiteboard, textbook, some pieces of pottery, some coins, beads or clay toys for the treasure hunt. India map showing physical features.

**TIME:** 4 Periods/140-160 Minutes

### ACTIVITY

- Begin the lesson by asking the students why we study history and what is history? What does history teach us? The students shall come up with various answers which could then be discussed.
- Explain the concepts of history, Prehistory and Protohistory.
- The students could be made to do a treasure hunt. They would find various artefacts and then come to a conclusion using the artefacts as sources of history.
- Use map to show how Geography has affected the history and also to explain why humans settled in the places like Narmada Basin.

### CHECK FOR UNDERSTANDING

- (a) Differentiate between history, Prehistory and Protohistory.
- (b) What is history? Why do we need to study it?
- (c) Give an example to show how the geography of our country has affected its history.

### WEBLINKS

[http://www.indianetzone.com/39/sources\\_history\\_india.htm](http://www.indianetzone.com/39/sources_history_india.htm)

### ANSWERS TO EXERCISES

#### A. Choose the correct option:

1. (a) both Fa Hien and Hiuen Tsang
2. (a) Indica
3. (d) secular literature
4. (b) 900 CE



**B. Fill in the blanks:**

1. Bhimbetka                      2. Protohistory                      3. Palm                      4. Rice

**C. Match the following:**

Harshacharita	Banabhatta
Geet Govinda	Jayadeva
Shakuntala	Kalidasa
Arthashastra	Chanakya

**D. Short-answer questions:**

1. History of man started when man learnt how to write. They began to keep records of the times. This period is known as history. The time before man began writing is called prehistoric era. Prehistory is the period that begins with the appearance of human beings about 5 million years ago and ends with the invention of writing.
2. The sources of history are archaeological and literary.
3. The birth of Christ is taken as a reference point. The years before Christ was born are written as BC or before the birth of Christ e.g. 3000 BC means 3000 years before Christ was born. Nowadays, BC is also written as BCE which means Before the Common era. AD stands for Anno Domini meaning 'in the year of the Lord'. Any event that occurred after the birth of Christ is written as AD e.g. India gained independence in 1947 AD, meaning 1947 years after the birth of Christ. It can also be written as CE or Common Era.
4. Coins help in studying history as they give very useful information. Also, the places from which they were discovered give an idea of the size and extent of the kingdom. From the metal used for the coin, historians can guess whether the kingdom was rich or poor. Coins also give information about the religion, clothes and even the pastimes of the people.
5. A historian is a person who studies history.
6. Archaeologists are people who excavate to find evidence of the past. They look for objects like stone tools, pottery, seals, jewellery, toys etc from excavation sites. These also provide a lot of information about that period of history. This is especially important in gathering information about prehistory because no written records are available. Archaeological evidence includes cave paintings, coins, inscriptions, monuments and burials.

**E. Long-answer questions:**

1. The burial sites give a wealth of information. For instance, in Burzahom in Kashmir, the burials that have been found are very interesting. The dead were buried in pits lined with lime. Sometimes, pets were buried with their masters. The association of tools and weapons with the skeletal remains also suggests their belief in life after death.
2. There are many ways of finding out about our past. One way is to read books that were written long ago.

**Manuscripts:** They were written by hand on palm leaves or specially prepared bark of a tree called birch. These deal with all types of subjects. There were epics, poems and plays written in Sanskrit, Prakrit and Tamil. Though many have been destroyed by insects, many still remain preserved carefully in monasteries and temples.





**Biographies:** These contribute in reconstructing history. Harshacharita by Banabhatta gives a detailed account of the life and reign of Emperor Harsha.

**Religious Texts:** Religious texts like Vedas and Upanishads tell us about the Vedic age of India. Other religious texts include the Puranas and Bhagvad Gita. The Mahabharata was written by sage Ved Vyasa and the Ramayana by Sage Valmiki. Historians draw information on the economic, social and religious life of the people from these epics.

**Secular Literature:** Other texts highlight other aspects of life.

**Traveller's accounts:** Many foreign travelers have also given good accounts of ancient India. These are called travelogues. These help us understand the past and relate it to the present.

3. Many geographical locations in India were inhabited by the early settlers. Humans began settlements near rivers. This gave them access to water. Historians have identified many such sites. The banks of the River Narmada were inhabited by humans thousands of years ago. They were hunter-gatherers. They hunted wild animals for food. Also, they gathered fruits, leaves and seeds or dug up roots of plants for their food. The Kirthar and Sulaiman Hills are the areas where humans first began growing crops about 8000 years ago. They grew wheat and barley and also began domesticating animals. The Vindhyas in Central India close to the Narmada River and the Garo hills in the north-east show evidence of the development of agriculture. It is here that rice was first cultivated. Humans also lived near the River Indus and its tributaries. In fact, it is here that the first cities came up about 4700 years ago. There is evidence that cities came up near the river Ganga and its tributaries about 2500 years ago. Large kingdoms came up near the rivers. Magadha was a large kingdom which grew near the River Son.

4. The history of a place is shaped by the location and geography of that particular place. The physical features of the Indian subcontinent have greatly influenced its history.

India has mountains, plains, plateaus and sea coasts. The Himalayas have acted as a barrier in the north for foreign invaders. Numerous rivers of India led to the rise of human settlements around them. The Harappan Civilization flourished around the river Indus. The Indo Gangetic plains lying between the Indus and the Ganges saw the rise of many powerful kingdoms and empires. The coastal plains have been centers of trade and commerce since ancient times. There was an enormous exchange of ideas, cultures and traditions besides merchandise. This resulted in the development of a unique yet diverse culture.

**LEARNING OBJECTIVES**

The student will:

- know about the lives of the Hunter-Gatherers
- appreciate hunting and gathering as a way of life and its implications
- be introduced to stone tools and their use
- differentiate between and know about the development in the different stages of the Palaeolithic age.
- know about the developments of the Mesolithic period

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**LESSON DEVELOPMENT**

**TOPICS:** The Lives of the Hunter-Gatherers; Palaeolithic and Mesolithic Periods and the developments in these periods; Types of stone tools; Factory and Habitation sites; Cave art; how fire was discovered.

**RESOURCES:** Blackboard/ Whiteboard, textbook.

**TIME:** 4 Periods/140-160 Minutes

**ACTIVITY**

- Introduce the lesson by showing pictures of human evolution.
- The timeline could be drawn on the board to show the different stages of Stone Age.
- Take the students to a dry river bed or open area. Ask them to search for stones of different shapes and sizes and discuss how each can be used as a stone tool.
- Take the students to the IT lab where they search and view cave paintings that have been found in different parts of the world.
- Show the video given in the weblink.

**CHECK FOR UNDERSTANDING**

- What do you understand by the term hunter-gatherers?
- Why did the early humans move from one place to another?
- Why did the early humans do cave art?
- Differentiate between the Palaeolithic and Mesolithic Periods.

**WEBLINKS**

- <http://www.timemaps.com/hunter-gatherer>
- <https://www.youtube.com/watch?v=QqG01ihQjoo>

**ANSWERS TO EXERCISES****A. Choose the correct option:**

- |                                 |                     |
|---------------------------------|---------------------|
| 1. (a) Palaeolithic             | 2. (b) Mesolithic   |
| 3. (d) both Limestone and Chert | 4. (c) Pebble tools |

**B. Fill in the blanks:**

- |               |                     |
|---------------|---------------------|
| 1. Habitation | 2. Narmada and Tapi |
| 3. Bands      | 4. Core             |

**C. State True or False:**

- |          |          |         |         |
|----------|----------|---------|---------|
| 1. False | 2. False | 3. True | 4. True |
|----------|----------|---------|---------|

**D. Give one word answers:**

- |                  |              |            |                 |
|------------------|--------------|------------|-----------------|
| 1. Hunsgi Valley | 2. Microlith | 3. Harpoon | 4. Palaeolithic |
|------------------|--------------|------------|-----------------|

**E. Short-answer questions:**

- The early humans lived in bands because by working together, they were able to hunt bigger animals like mammoths and bison.
- The initial tools were probably stones which were used to kill small animals. Later, man observed that if the stone had a sharp edge, it caused injury to the animal that was hit. Slowly he started making sharper tools by hitting stone against stone.

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3. Pebble tools were made by hitting pebbles against each other, so that the broken bit had sharp edges. Though these tools were simple and crude, they were undoubtedly made by human hands. Core tools were made by taking a large piece of stone and striking off bits from it with another stone till it acquired a suitable shape. The large piece is called a core and the pieces are called flakes. Tools made from large pieces of stone are called core tools and those made from flakes are called flake tools.
4. The most common subject of the art was hunting scenes which were beautifully and realistically depicted. They also depicted animals, dancing scenes and scenes from everyday life.
5. The early humans wore tunics by knotting animal skins together. Later on, they even began to sew animal skins to make clothes. They made needles from bones and thin strips of leather worked as thread.

**F. Long-answer questions:**

1. Paleolithic Period extends from c200,000 to 12,000 BCE. Mesolithic Period extends from 12,000 BCE to 10,000 BCE. Crude stone tools were used in the Palaeolithic Period. Small and sharp tools called microliths were made during the Mesolithic Period.
2. The places where humans lived are called habitation sites. These were mostly near rivers or lakes. The places where stone tools were made are called factory sites. These are located close to the source of raw materials and are marked by an abundance of stone tools in different stages of preparation. Sometimes people lived in the factory sites for very long to make tools. These sites are then called factory-cum- habitation sites.
3. With the help of tools they could perform some tasks easily and also protect themselves from wild animals. Making the tools required time, effort, skill and patience. Stone tools were used to kill animals, scrape the animal skins, dig roots, chop meat and fruits.
4. The lives led by the hunter-gatherers were not very different from those of other animals. They spent all day prowling about in the jungles and swamps, protecting themselves from other beasts and searching for food. Life consisted of collecting fruits, seeds, nuts, leaves, digging up roots, trapping animals and birds for food and killing them with stone tools. They had to take whatever nature offered. Securing food was not easy. They had to be very alert, quick and strong. Gradually they learnt to distinguish which berries were poisonous, which parts of the plants were edible which animals were easy to kill and how to catch fish in the rivers. They learnt to use tell-tale signs such as footprints and broken branches to hunt down animals. They studied the land and learnt where animals would gather or take shelter. Also, they learnt that bees made honey which was sweet. They could not stock food, so their food obtaining activities came to a halt when they had enough.

**G. Give reasons for the following:**

1. The hunter-gatherers were nomads moving from one place to another due to the following reasons:
  - Their movement depended on the availability of water in the rivers. When the seasonal rivers dried up, they moved to places where lakes or perennial rivers existed.
  - If they did not move, the plants and animal resources would finish off in that place. Thus, they had to move to other places in search of food.
  - They moved according to the seasonal availability of plants bearing fruits.
  - Animals moved in search of prey so humans had to follow them to hunt them for food.

2. Some historians are of the opinion that early man may have had certain religious beliefs which they thought would help them in their quest for food. These paintings may have been part of a secret ritual to make the hunt more successful. Another belief is that the paintings were a means of communication with each other.
3. Palaeolithic humans had a short life because most perished before thirty-five years of age. The probable causes could be cold climatic conditions or diseases.



**YMCA CENTENARY SCHOOL AND COLLEGE**  
**CLASS VI<sup>TH</sup> A, B AND C**  
**SUMMER VACATION (HOLIDAY HOMEWORK)**

**English :** Writ the character sketch of the tortoise in the lesson The Shell Falls Apart & Draw a tortoise and colour it. (in note book)

**हिन्दी :** नोट:- सभी कार्य कक्षा-कार्य कॉपी में सुंदर लेख में लिखिए।  
(1) पत्र लेखन :- एक औपचारिक व एक अनौपचारिक पत्र लिखिए।  
या  
(2) किन्ही दो विषय पर 50-60 शब्दों में अनुच्छेद लिखिए।

**Mathematics:**

**I. Write and Draw**

1. Indian Place value chart.
2. International Place value chart.

**II. Solve**

1. Short and Long answer question from revision exercise of chapter-1 from Maths Text Books (Page No. 13)

**Science :**

1. Write ~~to~~ down the important functions and sources of all 5 nutrients (Carbohydrates, Fats, Proteins, Minerals, Vitamins)
2. Draw colour and name two sources of each.
3. Finish all exercises and drawings of chapter 1.

**Geography :**

Draw and colour (Solar System) and write 2-3 lines on each planets in C.W. Note Books.

Finish all exercises/Que. Ans. in C.W. Note Books.

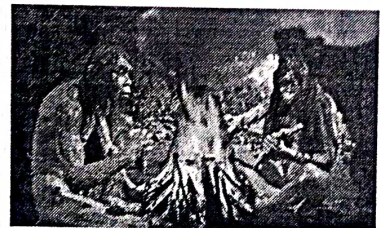
**History :**

Do the exercises and question answers both long and short in your note books alongwith project work of Page No. 14.

Observe the picture given below carefully and answer the following questions:

- a) What do you see in the picture?
- b) How do you think they discovered fire?
- c) Write down four ways how fire was useful to early humans.
- d) And paste atleast 5 pictures related to the topic

**Note :** Do this work in your class work copy only.



**Computer :**

1. Shortcut key combination and its uses (Write in note book)
2. Abbreviations (Explain and describe the marked abbreviations)
3. Flow charts (Draw)
4. Complete Exercises & Question Answers of Chapter 1 & 2.

**संस्कृतः**

संज्ञा शब्द रूपाणि

(1) 'बालक' – अकारान्त पुल्लिङ्ग

(2) 'बालिका' – आकारान्त स्त्रीलिङ्ग

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धातु रूपाणि

(1) पठ् – पढ़ना – लट् लकार (वर्तमान काल)

लृट् लकार (भविष्य काल)

(2) नोट् – काम क्लास वर्क कापी में ही करना है

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**G.K.:**

Page No. 1 (of G.K. Book)

Try to locate the towns and cities given in the exercise of Page no. 1 and mark them on a political map of India. (Note: Paste it on a single file paper)