

Includes the essentialities of NEP 2020

Eduline
Quest for New Horizons

Teachers' Manuals ♦ Teachers' CDs ♦ Web support

1

Connect WITH THE **WORLD**
with EXPERIENTIAL LEARNING
A Book of Social Studies

Web support

8

WITH THE **WORLD**

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3

Connect WITH THE **WORLD**
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A Book of Social Studies

TEACHERS' MANUAL

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3

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CATALOGUE

For Classes 1 - 8

The Essentialities of NEP, 2020

For Classes 1-8

The series highlights the essentialities of **National Education Policy, 2020**. The Policy lays emphasis on a rich range of learning aimed towards developing **21st century skills**. **Connect with the World** is a comprehensive series of social studies for Classes 1 to 5. The series provides a rich range of exercises and activities with emphasis on conceptual understanding rather than rote learning.

The **Connect with the World** series contains the essentialities of **National Education Policy, 2020** to transform the competency-based assessment of creating holistic and well-rounded individuals equipped with key **21st century skills**.

INTEGRATED APPROACH

An integrated approach will strengthen the link between education and culture by connecting knowledge and skills.

Subject Integration

- encourages learning and discussion on different concepts and connects them to everyday life

Art Integration

- activities that encourage thinking and research

INDIAN HERITAGE

To encourage the students to know more about India's rich cultural diversity and literary heritage.

Heritage Point

- explores India's rich heritage

EXPERIENTIAL LEARNING

These features promote interactive and fun classrooms through collaborative and exploratory activities.

Activities

- exploratory tasks

Projects

- research-based tasks

Life Skills

- real-life critical thinking using the do-and-learn approach

Values

- effort to instil modern values

21st CENTURY SKILLS

Aim to develop thoughtful, well-rounded and creative individuals

Communication

- discussion and debate

Creativity

- to encourage children to innovate

Critical Thinking

- to encourage logical decision-making

Collaboration

- to help in developing skills, such as self-direction, self-discipline, teamwork and responsibility

SUSTAINABLE DEVELOPMENT GOALS

To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Learning Outcomes

- goals for students to achieve by the end of the lesson

TEACHER'S MANUAL

Teacher's Resource Book

- comprises lesson plans, worksheets, answers to the main coursebook exercises, test papers and quick revision

DIGITAL INTEGRATION

Technology plays an important role in the improvement of educational processes and outcomes. Connect with the World enriches the teaching-learning process with online resources to meet the current and future challenges.

Teacher's Portal

- The portal for the series comprises lesson plans, worksheets and answers.

Visit <http://erct.eduline.co.in/>

CD

- The CD consist of the e-book, animations, lesson plans, worksheets, test generator and other learning tools.

CONNECT WITH THE

WEB QUEST



PROJECT

RESEARCHER

LIFE SKILLS

CASE STUDY

This series helps student to focuses on the social cultural and analytical skills required to adjust to an increasingly interdependent world and provide a measured assimilation of the significant and appropriate elements of geography. history and social and political life.



COURSEBOOKS 1-8

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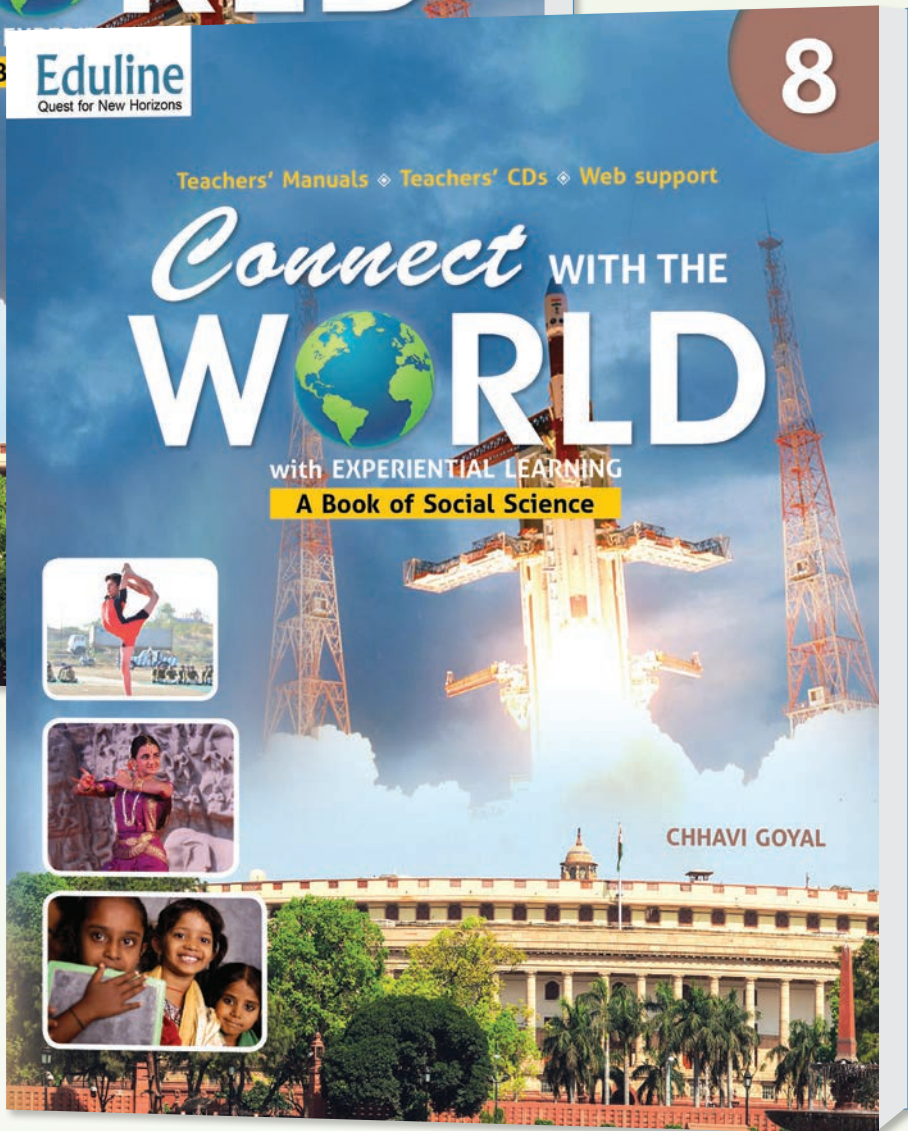
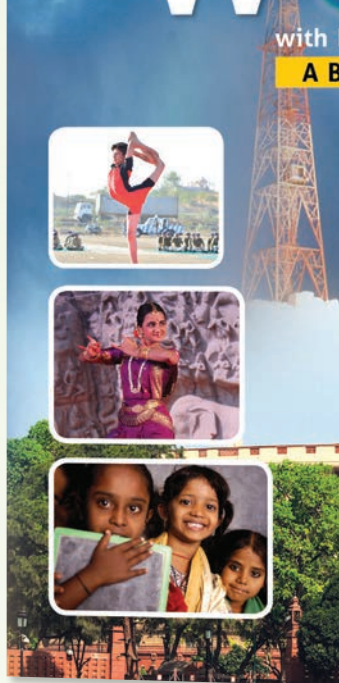
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MAIN COURSEBOOKS



For
Classes 1-8

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Word Bank

In A Nutshell

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Get Going

Activity

Project

Life Skill

Map Work

Heritage Point

Webquest

Pathbreaker

Let's Get Started

Be A Researcher

Geofact

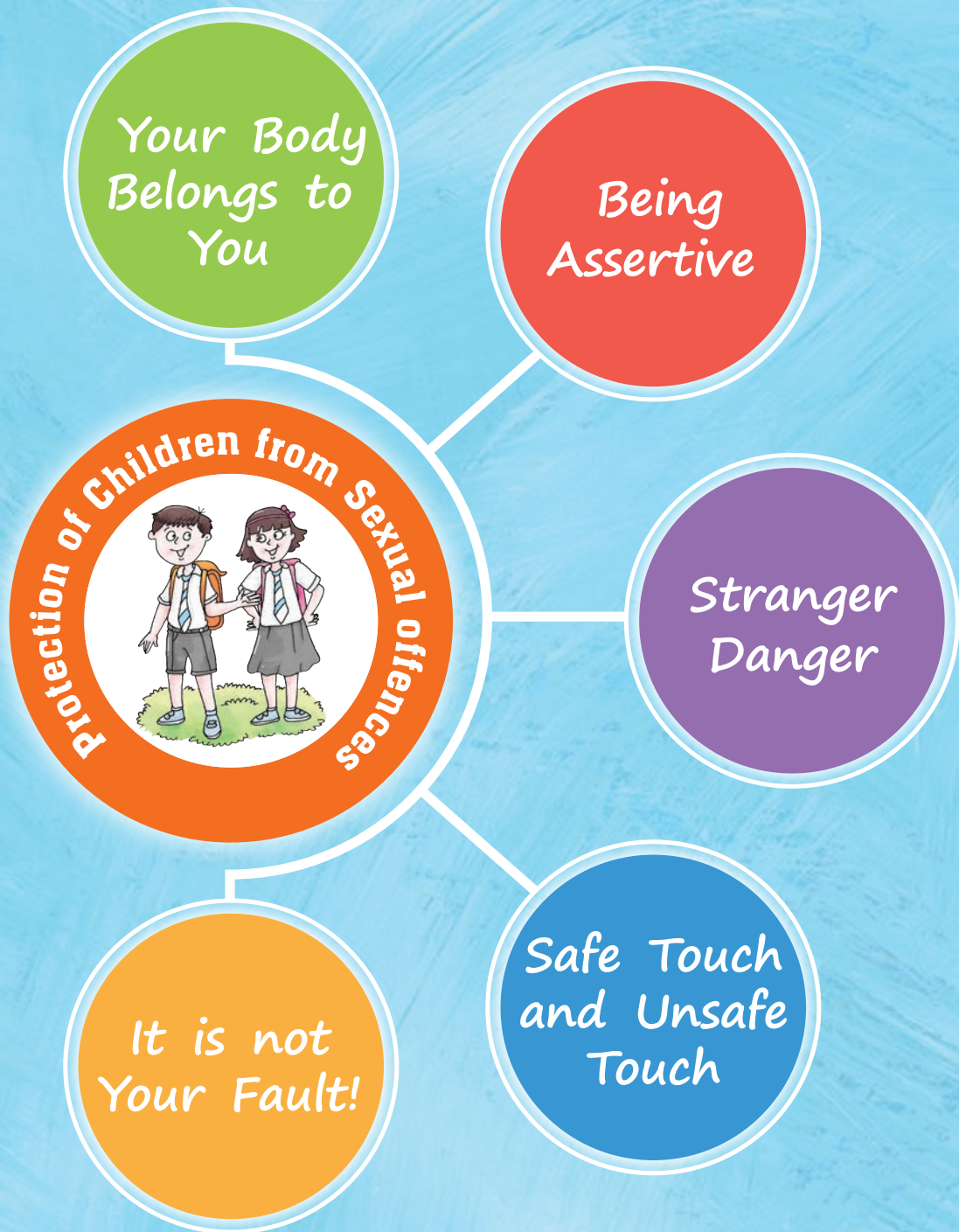
Good To Know

Time Machine

Glossary

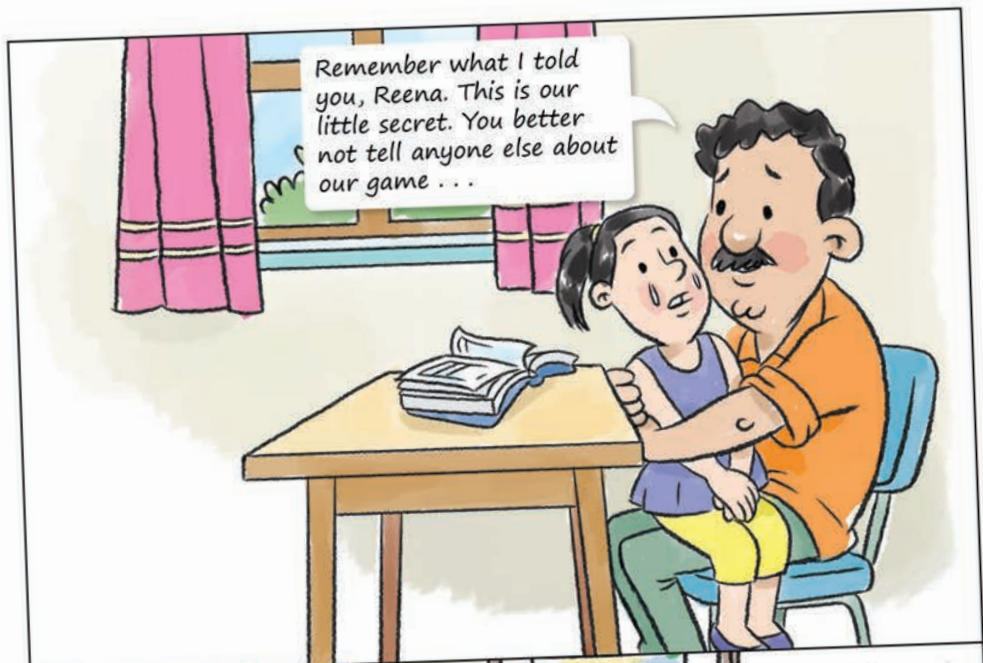
Case Study

POCSO



Colourful illustrations on **BE SAFE** to encourage the reading about personal safety and creates awareness about social situations.

It is not Your Fault!



What should I do? Rahul Uncle said he will hurt me if I tell. I should have told Mummy the first time it happened. Is it my fault? What if she gets angry with me? ... Will she even believe me? I feel so ashamed ...



POCSO
Comic strips to encourage thinking and discussion about personal safety with a list of dos and don'ts in social situations

REMEMBER

Always tell a trusted adult, even if the abuser says it's a secret or threatens you. If you tell, they will be stopped.





Learning Outcomes

list the main concepts of the lesson giving it a definite direction

Learning Outcomes



Globes

At the end of the lesson, the student will understand:

- what a globe is.
- the uses of a globe.
- the important reference points on a globe.
- the concept of latitudes and longitudes.

Maps

At the end of the lesson, the student will understand:

- the concept of a map.
- what a plan is.
- the different types of maps.
- the different Components of a map.

India and Its Neighbours

At the end of the lesson, the student will understand:

- the location of India.
- and name th
- and name th
- the neighbou

The Northe

At the end of t

- the location
- the three div
- what makes

The Great Indian Desert

At the end of the lesson, the student will understand:

- the location and the extent of the Great Indian Desert.
- the various features of the Great Indian Desert.
- the life of people in the Great Indian Desert.

The Southern Plateaus

At the end of the lesson, the student will understand:

- the location and extent of the southern plateaus.
- what the Central Highlands and Deccan Plateau are.
- and name the rivers of the southern plateau.
- the importance of the plateau region.

The Coastal Plains and Islands

At the end of the lesson, the student will understand:

Learning Outcomes

NATURAL RESOURCES

At the end of the lesson, the student will understand:

- the different types of resources like natural resources, localized resources, human resources and human-made resources.
- the different categories into which resources can be classified.
- the need for conservation of resources and the relationship between resources and sustainable development.

LAND, SOIL AND WATER RESOURCES

At the end of the lesson, the student will understand:

- the manner in which land, soil and water are used as resources.
- and acquaint themselves with the manner in which these resources are formed and used, how can they be conserved and how best can they be put to our use with minimal wastage.
- the various types of soil found in India and their best possible uses.
- the manner in which land is classified and put to use.
- how water is an essential resource and understand its various uses as well as the causes behind its scarcity.

NATURAL VEGETATION AND WILDLIFE

At the end of the lesson, the student will understand:

- forest resources and why they are called natural vegetation.
- about the different types of forest resources as well as the specific vegetation and their geographical location.
- the importance of forests and the need to conserve them.
- that wildlife is a resource and the need to conserve wildlife.
- the manner in which natural resources are preserved in the form of biosphere and national parks.

shifting cultivation, intensive subsistence agriculture, nomadic herding, extensive commercial grain farming, dairy farming, mixed farming, market gardening and horticulture and plantation agriculture.

- the role of terrain in the selection of the method of agriculture.

MAJOR CROPS AND CASE STUDIES

At the end of the lesson, the student will understand:

- and learn about the different crops that are produced and consumed by human beings.
- the conditions for growth of different crops as well as specific areas under production.
- the several problems that plague the Indian agricultural scenario.
- and familiarize themselves with terms like Green Revolution, White Revolution and the effects of biotechnology on food production.
- the case studies of Ladakh and the Netherlands through their agricultural patters, geography and ecology.

MAJOR INDUSTRIES

At the end of the lesson, the student will understand:

- the major manufacturing industries and the factors that determine their growth like source of raw materials, output as well as size and ownership of the industry.
- and determine the role of location in the setting up of industries like availability of raw, power, labour and technology, market, capital, government policy and transport and communication.
- and differentiate between heavy and light industries with appropriate examples.

Get Going

Read the sentences and look at the pictures. Put the correct letter in the box to match each picture with the correct sentence.

1. Tina remembers to wear this whenever she rides her bicycle.
2. Jaspal is using it carefully to cut paper for his craftwork.
3. Ali never puts his fingers into this.
4. The children never push each other on this.

a.



b.



c.



d.



Are these children careful about their safety?

Yes

No

Book 1, Pg. 97

Get Going

Lessons begin with a few probing questions

Let's get started

Look at the following images and find out what types of human settlements these represent.



Of all the living species, humans are the most evolved and widespread in the biological environment. Their capability to adapt to the physical environment and modify it to suit their requirements, makes them the main role player in the biosphere. Good survival instincts and the intelligence to make optimum utilisation of the resources, opportunities and conditions have seen the evolution of man over the years.

Book 7, Pg. 81

Let's Get Started

short, doable warm-ups

Fast Fact

present curious information

FAST FACT

Chennai city has the oldest Municipal Corporation in India.

Viswanathan Anand, the famous chess player, is from Chennai.



Book 3, Pg. 108

Fact Box

present interesting information bites

Fact box

The Right to Information Act, 2005 empowers all Indian citizens to seek information from public authorities. These include central, state and local governments, Parliament and state legislatures, judiciary, police, security forces and all bodies substantially financed by the government.

Your rights under RTI	Essentials of filing application	Word limit	Information you can seek
<ul style="list-style-type: none"> • Demand answers or seek any information • Take copies or inspect official documents • Inspect government works • Take samples of materials of any government work 	<ul style="list-style-type: none"> • It should have the particulars of information sought • Address it to the public information officer (PIO) of the dept concerned • Enclose proof of payment of application fee • Give your name and address 	<ul style="list-style-type: none"> • Shouldn't exceed 500 words, excluding annexures and addresses. Word limit varies across states <p>Language</p> <ul style="list-style-type: none"> • It can be handwritten or typed in English, Hindi or the official language of your area 	<ul style="list-style-type: none"> • Records, documents, memos, mails, opinions, advices, press releases, circulars, images or any other computer-generated material, orders, log books, contacts reports, papers, samples, models or electronic data

Book 8, Pg. 289

Geo Fact

topic-related nuggets of information



Geo Fact

Approximately 17 billion plastic bags are given away by supermarkets every year. These bags are generally used once and thrown away, ultimately polluting the environment. If people stopped using plastic bags, there would be enough plastic to tie around the Earth 103 times!

Book 8, Pg. 12

Global connect



India has formed an association by joining hands with her neighbouring countries.

This association is known as SAARC (South Asian Association for Regional Cooperation). It promotes world peace.

Book 4, Pg. 24

Global Connect

interesting snippets
from around the world

I.Q.

are included in each chapter that allows the learners to think critically

I.Q.

Can you talk of some recent social movements, where, encouraged by the media, a large number of people have demanded better standard of living from the government?

Book 7, Pg. 289



Be a researcher

Find out about the important routes that linked Europe and India during the ancient and medieval periods.

Book 8, Pg. 140

Be a Researcher

encourages an inquisitive
mind to find out more

Time to Think

are questions to
provoke thinking and
debate

Time to Think

Why is it important that officers appointed by the government supervise the working of the Panchayati Raj?

Book 6, Pg. 250

If you can find a path with no obstacles, it pro

You can never evaluate anything standing from outside; you have to evaluate yourself first.

‘Water is my life, my happiness, my teacher’



Rajendra Singh



Aruna Roy

BOOK-7
Pg.
294

BOOK-6
Pg.
71



Dashrath Manjhi

Never depend upon God. Who knows that God may depend upon you?

BOOK-6
Pg.
245

ably doesn't lead anywhere. Frank A Clark

It's the little things citizens do.
That's what will make the difference.
My little thing is planting trees.



Wangari Maathai

BOOK-8
Pg.
41

Success is achieved
twice. Once in the
mind and the second
time in the real world.



Azim Hashim Premji

BOOK-8
Pg.
333

PATHBREAKER

inspires and
prompts
to 'be the
change'

MATTER OF FACT

‘Satyameva Jayate’ (meaning ‘Truth Alone Triumphs’ in English), adopted as the national motto of India after independence, is a mantra from the Mundaka Upanishad. It is inscribed in Devanagari script at the base of the national emblem. The emblem and the words ‘Satyameva Jayate’ are inscribed on one side of all Indian currency.

Book 6, Pg. 156

Matter of Fact

create a sense of historical diversity



Time Machine

From an estimated four million blackbucks at the turn of the last century, there are only around 25,000 blackbucks today.

Book 6, Pg. 84

Time Machine

research work that revolve around knowledge



Good to Know

The Sundarbans National Park is a National Park, Tiger Reserve, and a Biosphere Reserve located in the Sundarbans Delta in West Bengal. Sundarbans South, East and West are three protected forests in Bangladesh. This region is densely covered by mangrove forests, and is one of the largest reserves for the Bengal tiger.

Book 7, Pg. 105

Good to Know

carry some incredible information bites



Word Bank

definitions of
conceptual terms

Word Bank



clothes: things we wear to cover and protect our body

cotton: fibre we get from the cotton plant; it is used to make cotton clothes

wool: fibre we get from sheep; it is used to make woollen clothes



Book 1, Pg. 36

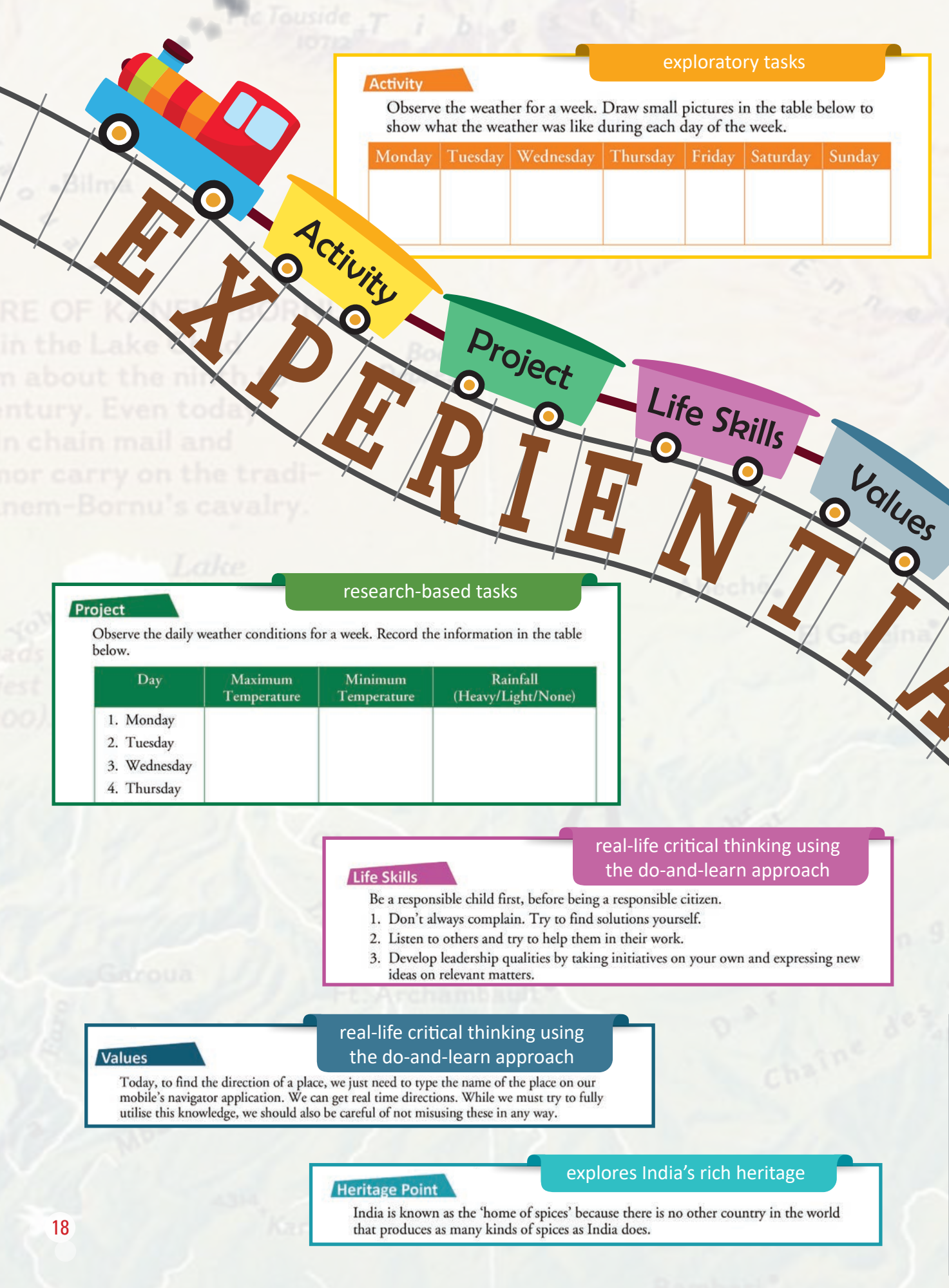
Glossary

defines the meaning of important terms and concepts

Glossary

Disseminated Spread or propagated | **Embody** To give a concrete form | **Extolling** Praising highly | **Ideology** The body of ideas, myths, beliefs that guides an individual, large group or social movement | **Khalsa** A disciplined, military order of Sikh soldiers created by the tenth Guru Gobind Singh | **Milieu** The physical or social setting in which an event takes place | **Monotheism** The belief that there is only one God | **Myriad** An indefinitely great number | **Nirguna** The supreme reality without form, quality or attributes | **Proponents** Persons who support and spread a particular message | **Syncretism** Merging or reconciliation of diffusing or opposing principles and practices | **Vachanas** Religious sermons

Book 7, Pg. 225



exploratory tasks

Activity

Observe the weather for a week. Draw small pictures in the table below to show what the weather was like during each day of the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

research-based tasks

Project

Observe the daily weather conditions for a week. Record the information in the table below.

Day	Maximum Temperature	Minimum Temperature	Rainfall (Heavy/Light/None)
1. Monday			
2. Tuesday			
3. Wednesday			
4. Thursday			

real-life critical thinking using the do-and-learn approach

Life Skills

Be a responsible child first, before being a responsible citizen.

1. Don't always complain. Try to find solutions yourself.
2. Listen to others and try to help them in their work.
3. Develop leadership qualities by taking initiatives on your own and expressing new ideas on relevant matters.

Values

real-life critical thinking using the do-and-learn approach

Today, to find the direction of a place, we just need to type the name of the place on our mobile's navigator application. We can get real time directions. While we must try to fully utilise this knowledge, we should also be careful of not misusing these in any way.

explores India's rich heritage

Heritage Point

India is known as the 'home of spices' because there is no other country in the world that produces as many kinds of spices as India does.

MAP SKILLS

puts history and geography in contextual perspective

With the help of an atlas, find out the location of the places given below and write their latitudes and longitudes.

- | | | | |
|-------------|--------------|------------------|--------------|
| a. Delhi | b. Hyderabad | c. Bengaluru | d. Ahmedabad |
| e. Guwahati | f. Paris | g. San Francisco | h. Sydney |
| i. Tokyo | j. Moscow | | |

Internet links for exploring topics beyond the lesson

Webquest

Type the link given below to play a game and understand the concept of longitude and latitude.

<http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php>

Theoretical concept in an applied setting

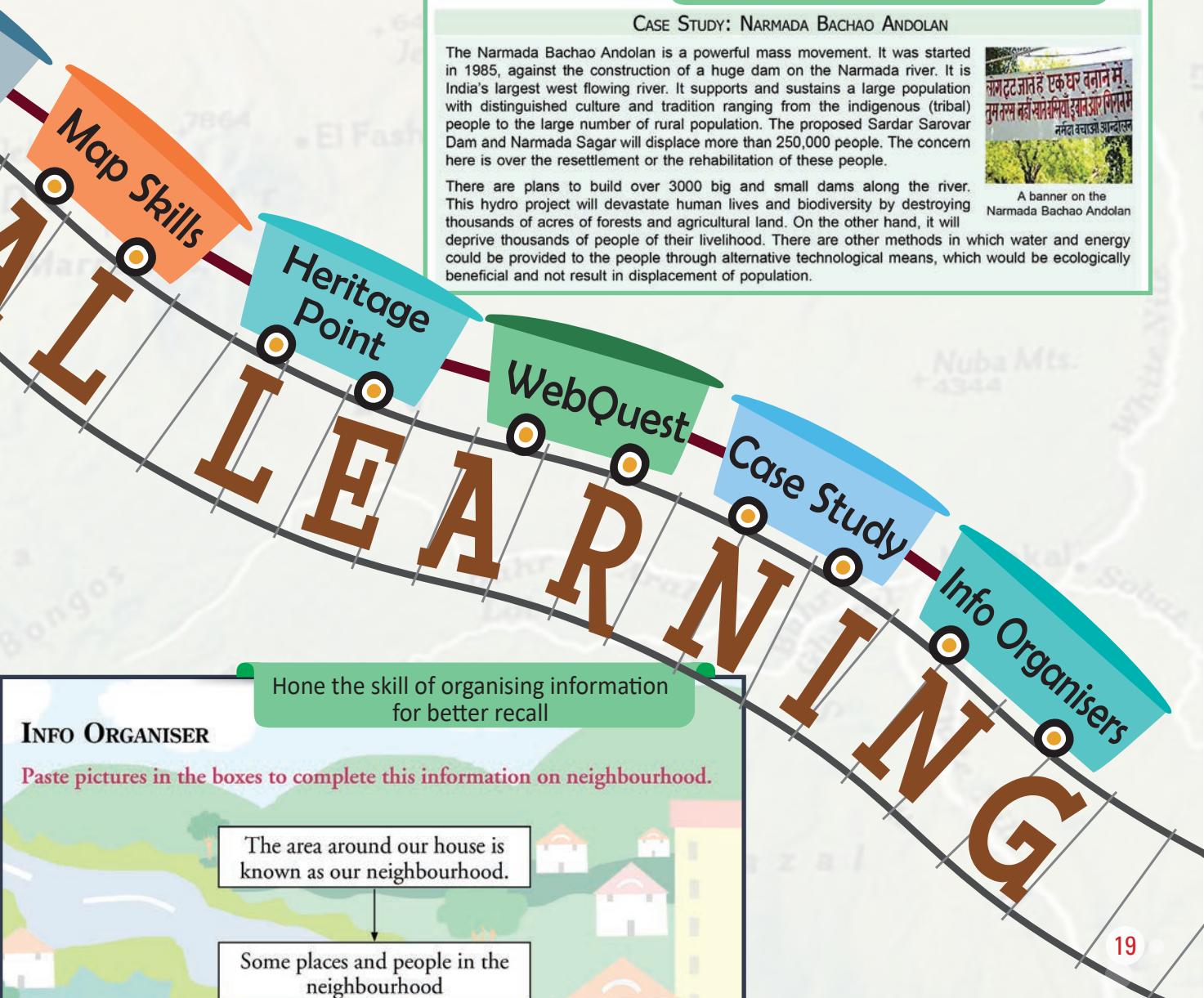
CASE STUDY: NARMADA BACHAO ANDOLAN

The Narmada Bachao Andolan is a powerful mass movement. It was started in 1985, against the construction of a huge dam on the Narmada river. It is India's largest west flowing river. It supports and sustains a large population with distinguished culture and tradition ranging from the indigenous (tribal) people to the large number of rural population. The proposed Sardar Sarovar Dam and Narmada Sagar will displace more than 250,000 people. The concern here is over the resettlement or the rehabilitation of these people.

There are plans to build over 3000 big and small dams along the river. This hydro project will devastate human lives and biodiversity by destroying thousands of acres of forests and agricultural land. On the other hand, it will deprive thousands of people of their livelihood. There are other methods in which water and energy could be provided to the people through alternative technological means, which would be ecologically beneficial and not result in displacement of population.



A banner on the Narmada Bachao Andolan



Hone the skill of organising information for better recall

INFO ORGANISER

Paste pictures in the boxes to complete this information on neighbourhood.

The area around our house is known as our neighbourhood.

Some places and people in the neighbourhood



In A Nutshell

list essential points for brush up

In a Nutshell

- ❖ India produces a great variety of food grains, fruits, vegetables, pulses and spices.
- ❖ Different parts of India have different climate and landforms.
- ❖ Different food items are grown in various parts of the country.
- ❖ Different parts of the country have their own traditional attire.

Book 3, Pg. 53



Chapter In A Nutshell

recapitulation of the chapter for quick revision

CHAPTER IN A NUTSHELL

- Forests refer to the natural vegetation of trees that grow close together.
- Climate, soils, altitude, sunlight and location determine the type of forests. There are three main types of forests—tropical, temperate and taiga.
- Tropical forests are found between 23°N and 23°S latitudes. These may be evergreen or deciduous forests.
- Temperate forests, both evergreen and deciduous, are found between 30° and 50° latitudes both north and south of the Equator.
- The taiga is found between 50° and 70° latitudes in Eurasia and in North America. They are also found on top of mountains in other areas.
- Wildlife is an inherent part of the forests. Unfortunately, many species are lost mainly due to destruction to habitat and trading.
- Wildlife have been classified into three broad categories—extinct, endangered and threatened.
- It is important to conserve and preserve forests and wildlife to allow ecosystems to function.

Exercises

A. Write down three food items that you have during breakfast, lunch and dinner.

Breakfast	Lunch	Dinner

Book 2, Pg. 21

Exercises

MCQs, gap-filling, alternate responses, matching and wh- questions

EXERCISES

A. Fill in the blanks.

1. The _____ represented the lowermost stratum of the Later Vedic social order.
2. Because all the religious texts were written in _____, the majority of the population had no access to it.
3. The Vedic practice of animal sacrifice became a stumbling block for the _____.
4. Yajnavalkya, Aruni, Shandilya, Aitareya and Shaunaka were important saints and philosophers of _____.

Book 6, Pg. 160

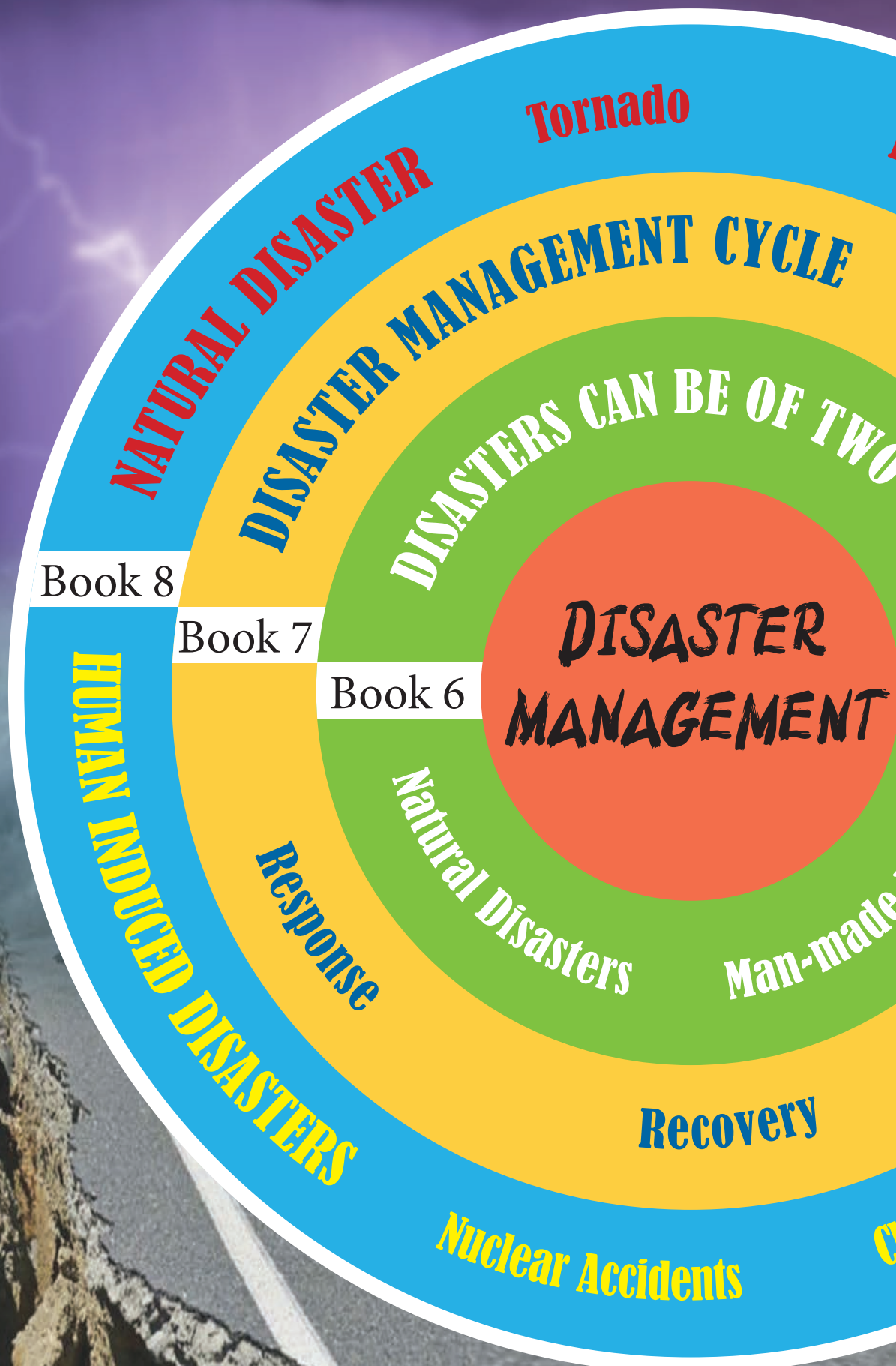
Spot Check

Match the following.

Column A	Column B
1. the equator	a. seasonless
2. tropical wet	b. cradle of civilisations
3. western Africa	c. maximum sunlight
4. mediterranean	d. semi-arid

Spot Check

in-text questions to explore comprehension of concepts



Flood

Heat Wave

Mitigation

TYPES

Disasters

Preparedness

Fire Accidents

Chemical Disasters

Understanding Tsunami as a natural disaster

Tsunami is a Japanese word. 'Tsu' means harbour and 'nami' means wave. A tsunami is a series of large waves in the ocean or the sea that can cause great devastation and loss of life when they crash on a coast. Tsunamis are caused by an underwater earthquake, a volcanic eruption, a sub-marine rockslide, or by an asteroid or meteoroid crashing into the water from space.

Causes of a tsunami

The most common cause of a tsunami is an earthquake in the ocean floor. In such cases, there is a sudden shifting of the earth's crust, releasing energy.

When the earthquake takes place, the seafloor lifts and then drops back down, causing the overlying water to be displaced.

This creates tall waves in the water. Even though tsunami waves are not very big in height while out at sea, they can be very wide, spanning across many kilometers. They also travel very quickly in deep ocean waters, reaching speeds as fast as a jet plane. As the tsunami waves approach the shoreline, it slows in speed but builds in height. When the tsunami comes ashore, it brings with it a tremendous amount of energy. It is then that the waves reach heights of over 100 feet.



Book 7

Understanding Earthquakes as a Natural Disaster

Earthquakes are the shaking and trembling of the Earth's surface. Earthquake is one of the most destructive natural hazard. They generally occur at any time of the year, during the day or night, with little warning. Earthquakes can cause massive destruction of life and property.

Causes of earthquakes

Our Earth is made of several plates called the tectonic plates. Earthquakes happen when these tectonic plates move apart or bump into each other or slide under each other.

This movement tears apart the surface of the Earth or crunches it up. Most often, this just means a little shaking for a few seconds and nothing very serious happens. But if such movements go on for a very long time, then life and property is severely damaged as buildings collapse and people are often unable to come out of them.

Earthquake terms

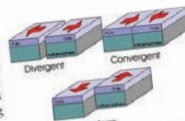
The size of the earthquake is the intensity of the shaking of the earth from an earthquake. This is called the magnitude. The greatest damage happens at a place called the epicenter. This is the point on Earth's surface above the focus, the point where an earthquake or an underground explosion originates. Earthquakes are recorded by instruments called seismographs. The recording they make is called a seismogram.

Can scientists predict earthquakes?

No, there is no way to predict them. Scientists have tried many different ways of predicting earthquakes, but none have been successful. On any particular fault, scientists know there will be another earthquake sometime in the future, but they have no way of telling when it will happen.

Disaster management in case of an earthquake

Disaster drills in schools: In today's time, disaster drills have become an important part of the school time table. In these mock drills, students as well as staff, are trained as to how they should behave in



Movements of the tectonic plates

Book 6

Understanding Fire as a Natural Disaster



It is often thought that fire is a very good servant, but, a very bad master. As long as fire is under our control, it serves lot of useful purposes, but, once it gets out of control, it can create a lot of destruction. However, despite the presence of fire safety measures, the occurrence of accidents sometimes becomes inevitable.

As fire serves a lot of useful purposes, people keep sources of fire in and around their houses and workplaces. And, these sources sometimes, due to various causes, result in 'undesired' fire leading to a catastrophe. Had fire been something, which serves no useful purpose, the number of incidents of fire would have been very less. This is because the people would not then keep the sources of fire around their houses and work areas.

One factor that makes all fire disasters dramatic is panic. This is due to the realization that the fire can kill within a few moments, cause injuries and permanent disfigurement, and destroy everything in the vicinity within a very short time. When a violent fire breaks out, people affected are generally so panic struck that they lose their capacity of logical thinking. This is again because the action of fire on a living organism can be lethal. In man, if not immediately lethal, fire determines a pathological condition, the burn, which is considered to be the most complex trauma that can strike the human body.

For the above reasons, 'Burn Disaster Management' must, besides prevention, be mainly directed towards planning and application of measures necessary to mitigate the damage caused to man, to prevent its aggravation, and to promote healing.

It is therefore useful to bear in mind some specific aspects of a fire disaster like

- the number of persons involved is usually high
- the burns tend to be extensive, and the general condition of the victims precarious
- the burn is often associated with other serious issues such as wounds, fractures, electrocution, and inhalation problems
- a shock or a trauma is a characteristic feature in the first phase of burn illness

Book 8

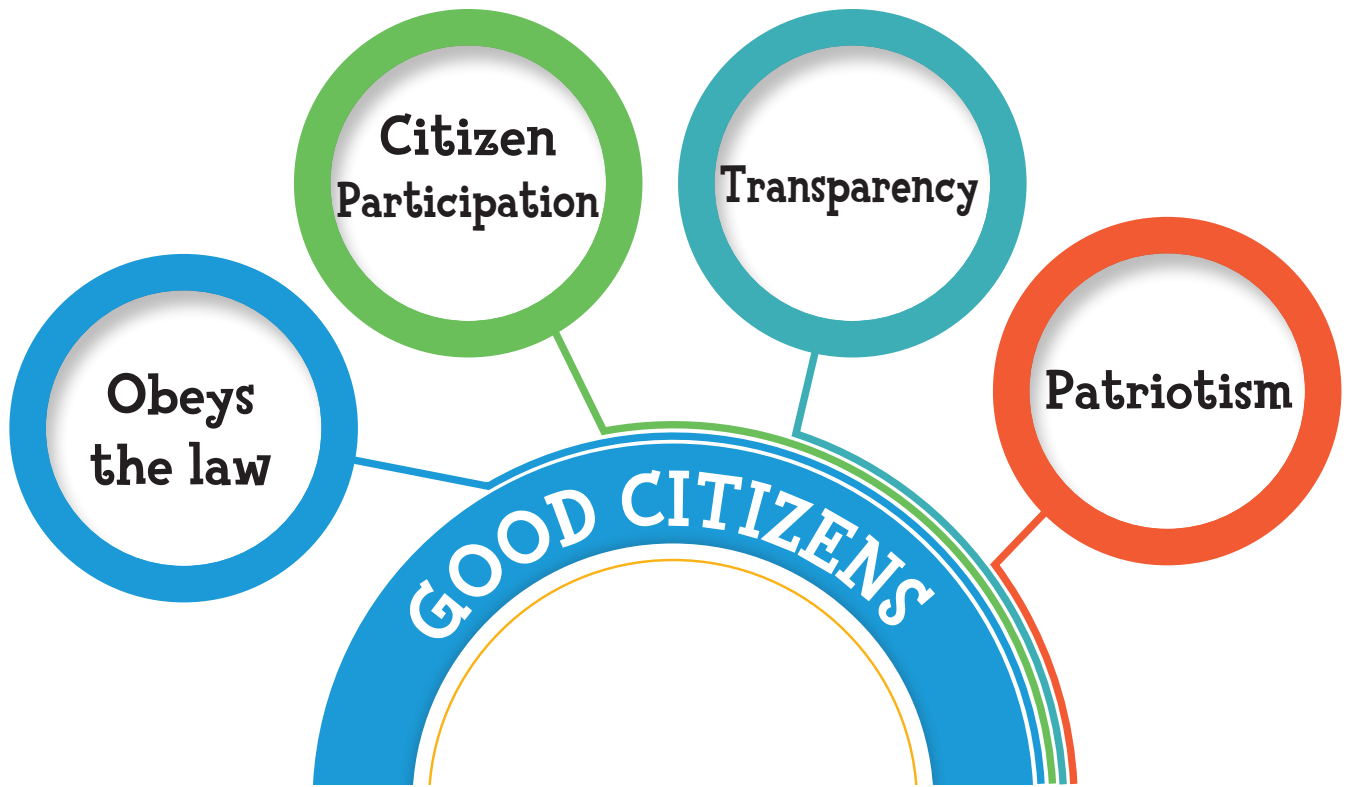
GRAM SABHA AT WORK

Panchayati Raj
The Revolution
that changed
India.



PEOPLES PARTICIPATION IS THE ESS





SENCE OF THE GOOD GOVERNANCE



**“SWARAJ IS MY
BIRTHRIGHT, AND I
SHALL HAVE IT!”**

BAL GANGADHAR TILAK





Test Assignments And Test Papers

evaluate the acquired knowledge through the chapter



Test Paper 1

Chapters 1-11



Maximum Marks: 50

A. Fill in the blanks. (5×1=5)

1. Planets move around the Sun in fixed paths called _____.
2. A _____ is an instrument that can be used to find directions.
3. A _____ is an area of flat land.
4. _____ involves digging out minerals such as iron, coal and gold from the earth.
5. Weather _____ tell us how the weather of a place will be.

B. Tick (✓) the correct answers. (10×1=10)

1. An area of flat land that is higher than the area around it:

a. desert	<input type="checkbox"/>	b. plain	<input type="checkbox"/>	c. plateau	<input type="checkbox"/>	d. peninsula	<input type="checkbox"/>
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TEST ASSIGNMENT 1

(Chapters 1-2)

A. Tick (✓) the correct answer.

1. The term 'Aparant' or 'pratichya' was used in the ancient texts to refer to the:

a. north-western India	<input type="checkbox"/>	b. western India	<input type="checkbox"/>
c. north-eastern India	<input type="checkbox"/>	d. southern India	<input type="checkbox"/>
2. *Padmavat* was a famous literary work composed by:

a. Malik Muhammad Jayasi	<input type="checkbox"/>	b. Banabhatta	<input type="checkbox"/>
c. Kalhan	<input type="checkbox"/>	d. Amir Khusrau	<input type="checkbox"/>
3. Who among the following was not one of the foreign travellers visiting India during the medieval period?

a. Ralph Fitch	<input type="checkbox"/>	b. Niccolo Conti	<input type="checkbox"/>
c. Francis Drake	<input type="checkbox"/>	d. Niccolao Manucci	<input type="checkbox"/>
4. Which of the following medieval texts provides details about the flora and fauna of India during that time?

a. Tuzuk-i-Babri	<input type="checkbox"/>	b. Tuzuk-i-Jahangiri	<input type="checkbox"/>
c. Futuhat-i-Firoz Shahi	<input type="checkbox"/>	d. Tabaqat-i-Nasiri	<input type="checkbox"/>

Book 3, Pg. 83

TEST PAPER-1 (CHAPTER-GEO: 1-7, HIS: 1-5, CIV: 1-4)

Time 1½ Hours

Full Marks: 40

A. Tick (✓) the correct answer. (10×1=10)

1. The components of the environment include the natural environment and the environment.

a. human-made	<input type="checkbox"/>	b. social	<input type="checkbox"/>	c. cultural	<input type="checkbox"/>	d. artificial	<input type="checkbox"/>
---------------	--------------------------	-----------	--------------------------	-------------	--------------------------	---------------	--------------------------
2. The Earth's layer also referred to as nife is the:

a. core	<input type="checkbox"/>	b. mantle	<input type="checkbox"/>	c. crust	<input type="checkbox"/>	d. hills	<input type="checkbox"/>
---------	--------------------------	-----------	--------------------------	----------	--------------------------	----------	--------------------------
3. The place of origin of an earthquake below the surface of the Earth is called:

a. focus	<input type="checkbox"/>	b. epicentre	<input type="checkbox"/>	c. vent	<input type="checkbox"/>	d. lava	<input type="checkbox"/>
----------	--------------------------	--------------	--------------------------	---------	--------------------------	---------	--------------------------
4. A hygrometer is used to measure:

a. humidity	<input type="checkbox"/>	b. wind speed	<input type="checkbox"/>	c. temperature	<input type="checkbox"/>	d. rainfall	<input type="checkbox"/>
-------------	--------------------------	---------------	--------------------------	----------------	--------------------------	-------------	--------------------------
5. The _____ ocean is the largest and deepest ocean.

a. Pacific	<input type="checkbox"/>	b. Atlantic	<input type="checkbox"/>	c. Arctic	<input type="checkbox"/>	d. Indian	<input type="checkbox"/>
------------	--------------------------	-------------	--------------------------	-----------	--------------------------	-----------	--------------------------
6. The ancient Greeks referred to the Indians as:

a. Indoi	<input type="checkbox"/>	b. Indica	<input type="checkbox"/>	c. Hind	<input type="checkbox"/>	d. Pandavas	<input type="checkbox"/>
----------	--------------------------	-----------	--------------------------	---------	--------------------------	-------------	--------------------------
7. The founder of the Gurjara-Pratihara dynasty was:

a. Nagabhatta	<input type="checkbox"/>	b. Bhoja	<input type="checkbox"/>	c. Vatsaraja	<input type="checkbox"/>	d. Gopala	<input type="checkbox"/>
---------------	--------------------------	----------	--------------------------	--------------	--------------------------	-----------	--------------------------

Book 7, Pg. 154



Extension Sheet

cover co-scholastic areas

EXTENSION SHEET 3

Think and Write to Judge Your Progress

A. Read the clues, rearrange the letters to get the answers.

1. Renewable and non-renewable are its two types. We use them to meet our needs and make our life comfortable. (SEROEURCS) _____
2. Sunlight, water, soil, animals and forests are a certain type of resources. (RWEEBELAN) _____
3. Resources available to us in limited quantities are called by this name. (AUAEXTSLEBI) _____
4. I am a type of forest that remains green throughout the year. (VEGERREEN) _____
5. I am an ideal soil for growing cotton. (KLBCA) _____
6. I am the term used for the process of providing water to the fields. (IIRARGITNO) _____

Book 4, Pg. 130



Quick Revision

includes extensive worksheets
for more practice



Quick Revision 4

Chapters 16–20



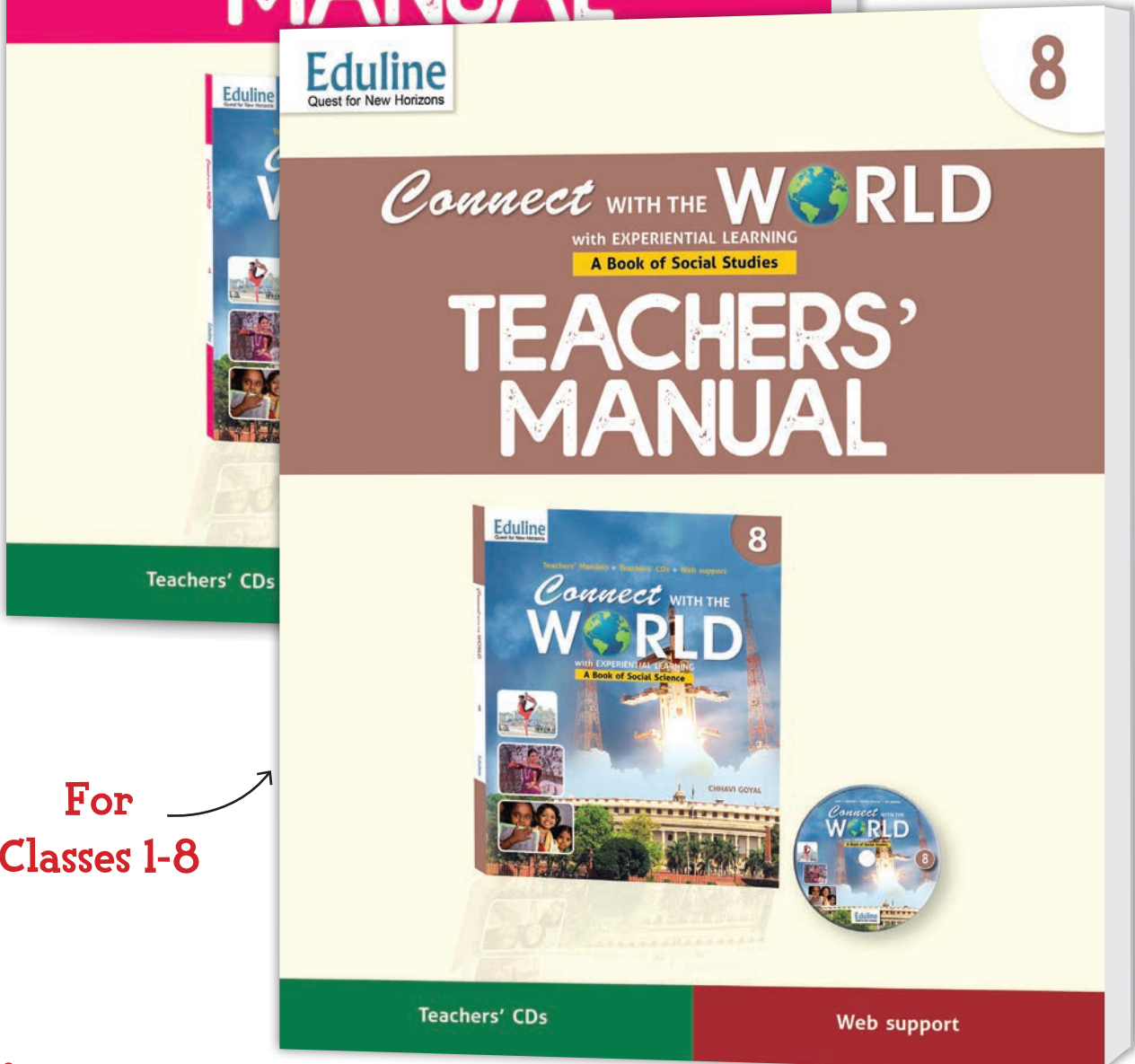
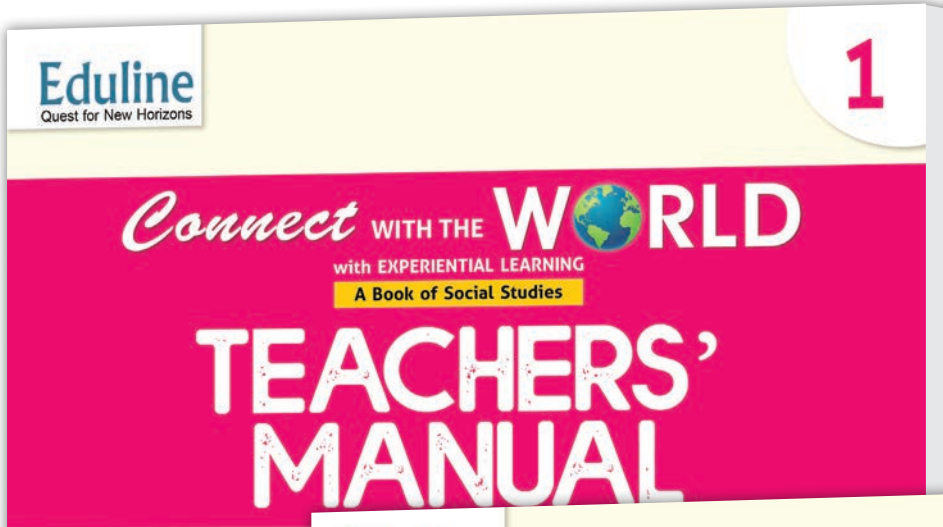
A. Write T for true and F for false.

1. Directions help us in finding new places easily. _____
2. The Sun sets in the East. _____
3. A clock has three hands. _____
4. Air transport is the fastest means of transport. _____
5. Early humans lived in flats. _____

B. Match the following.

Column A	Column B
1. cardinal directions	a. to read news
2. clocks and watches	b. four in number

TEACHERS MANUALS



For
Classes 1-8

Themes inside our Books

Lesson Plan

Worksheets

Answers

Main
Coursebook

Test Paper

Quick
Revision

Extension
Sheet

Worksheets
Answers

Life Skills

Activity

Project

HOTS

Think and
answer

Webquest



Lesson Plan

with suggestions on how to conduct activities in the classroom

4 First Cities

LESSON PLAN

With the **Let's Get Started** activity, begin the new chapter on the emergence of the first cities in the Indian subcontinent. Allow the students to discover the factors that play a crucial role in the selection of a place to stay. Thereafter, introduce the concept of 'surplus' food production which subsequently led to craft specialization and ultimately the coming up of the urban centres. Read the section on meaning of the term civilization as well as use a map of the world to show the oldest river valley civilizations that came up that came up in the different parts of the world. Introduce the Indus Valley Civilization that came up in the region of north western India and in the present region of Pakistan. In this context, read aloud the section on its discovery, period and geographical extent, its cities and their features, town planning in the lower as well as the citadel with focus on the houses, drainage, occupations, seals, trade, social life and religion. Read aloud the section on decline of the civilization and allow the students to read up and do the section on **Good to Know**, River valley civilization **worksheet**, **Be a Researcher** as well as the **Case Study** of Harappan cities in Gujarat.

Discuss the questions **A, B, C** and **D** from the **Exercises** on Fill in the blanks, Write True or False,

Match the questions them and this.

Do the **Activity**.

Also dis

4 The Northern Mountains

LESSON PLAN

At the beginning of the lesson, tell the students to look carefully at the picture in the Get Going section and answer the questions that follow. Discuss the correct answers with the students, focusing on strengthening their understanding about mountainous regions and the climate in these areas.

Then read aloud the lesson to the students, focusing on teaching them about the Himalayas including their location and extent, the three parallel mountain ranges which make up the Himalayas, and the importance of this mountain range. Test the student's understanding of the lesson so far, by taking them through the Spot Check exercise. Tell the students to complete the exercise in five minutes and then discuss the answers with them, clarifying and doubts as you do so. Continue with the rest of the lesson, teaching the students about life in the Himalayan region and sharing details about some of the states in the region. Revise all the key learnings at the end.

Tell the students to apply the learnings from the lesson to complete Exercises A and B. Explain to the students that they need to attempt Exercise A by matching each word or term in Column A with the appropriate description in Column B. Similarly, brief them to attempt Exercise B by completing each sentence with one of the two options provided. Allow the students ten minutes to complete both exercises and then invite them to share the answers through a show of hands. Correct the students' answers where required.

Tell the students to complete Exercise C by filling the blanks with the appropriate word basis their understanding of the lesson. Give them five minutes to complete the exercise and then ask them to self-correct their work while you discuss the answers.



Worksheets
for further practice

WORKSHEET

A. Arrange words from the box under the correct headings in the table.

Mining Acacia Namib Thar hunting Iraqis armadillo Kalahari
trading cactus Tuaregs roadrunner Bedouins scorpion baobab

DESERTS OF THE WORLD	
DESERT PEOPLE	
DESERT ANIMALS	
NAMES OF DESERTS	
DESERT OCCUPATIONS	
DESERT PLANTS	

B. Write True or False for these statements.

- Deserts cover roughly three-fifths of the earth' surface. _____
- All _____
- A c _____
- Des _____
abs _____
- The _____
we _____
- The _____
- Mc _____
- All _____
in t _____

WORKSHEET

A. Write the name of any three animals found in each of these regions.

- TEMPERATE GRASSLANDS:

- TROPICAL DESERT:

- POLAR DESERT:

- MEDITERRANEAN FOREST:

- TEMPERATE DECIDUOUS FOREST:

B. Match the columns.

- | | |
|--------------------------|--------------------------------|
| 1. rosewood | a. mediterranean region |
| 2. taiga | b. tropical deciduous forests |
| 3. oranges and lemons | c. temperate coniferous forest |
| 4. acacia and eucalyptus | d. temperate evergreen forest |
| 5. giant panda | e. tropical evergreen forest |



Answers

to the exercises in the main coursebook, test papers, Extension Sheet, Quick Revision, and worksheets

ANSWERS

MAIN COURSEBOOK

- A.** 1. Sun 2. water 3. ocean
4. lake 5. clouds
- B.** 1. mountain 2. sea 3. pond
4. valley 5. forest
- C.** The Sun, the Moon and the Earth are all round in shape.

Activity

A rainbow has seven arches. The following are the colours of the arches:

First/topmost: red

Second: orange

Third: yellow

Fourth: green

Fifth: blue

Sixth: indigo

Seventh: violet

Life Skills

1. Recycle waste products.
2. Save water and electricity.
3. Throw the garbage in the dustbins.
4. Plant trees.
5. Carpool.

TEST PAPER 1

- A.** 1. orbits 2. compass 3. plain
4. Mining 5. forecast
- B.** 1. c. 2. b. 3. d. 4. b. 5. d.
6. c. 7. a. 8. d. 9. a. 10. c.
- C.** 1. Arabian Sea 2. embroidery
3. peninsula 4. Manipuri
5. poultry farming
- D.** 1. d. 2. e. 3. b. 4. a. 5. c.
- E.** 1. The Solar System is made up of the Sun and the eight planets.
2. water, air, soil
3. The political divisions of India are the 28 states and the 9 union territories.
4. Harvest is the time when crops are ripe and ready to be gathered by farmers in their fields. Farmers work hard throughout the year to grow crops. When the crops are ready, it is time for them to celebrate their hard work.

WORKSHEET

- A.** 1. wheel 2. production, development
3. metalled 4. diesel 5. rugged
6. fuel, accidents
- B.** 1. Modern highways are roads that facilitate fast movement of traffic in both directions. They may vary from six to eight lanes and are known by different names in various parts of the world, for instance, motorways in United Kingdom, autobahns in Germany, freeways in USA, etc.
2. These consist of navigable rivers, lakes and canals across which cargo and passengers are carried through mechanised boats and steamers. The rivers Mississippi and Missouri, Danube, Volga, Yangtze, Rhine, Kiang, etc. are inland waters. St. Lawrence River Seaway–Great Lakes Waterway between USA and Canada is the largest and busiest inland waterway system in the world.
3. The foundation of the railways in India was laid by the British way back in the year 1853 when the first railway line was laid between Bombay and Thane. Since then, the railway network has grown and expanded tremendously. The total length of Indian Railways is around 63,327 km and it carries 10 million passengers as well as 6 lakh tonnes of freight daily.

Book 7, Pg. 51

QUICK REVISION 4

- A.** 1. ✓ 2. ✓ 3. ✗ 4. ✓
5. ✗ 6. ✗
- B.** 1. b. 2. a. 3. e. 4. d. 5. c.
- C.** 1. Stay away from fire crackers to prevent a burn injury.
2. Always cross the road at zebra crossing.
3. Stay away from water puddles; they may make you trip and fall.
4. Do not take your hands out of the windows; remain seated at all times.
5. Do not push anyone.
6. Hold the handrail while climbing up or down the stairs.

TEST PAPER 2

- A.** 1. T 2. F 3. T 4. T 5. T
- B.** 1. c. 2. e. 3. b. 4. a. 5. d.
- C.** 1. blackboard 2. cook
3. Christmas 4. November
5. healthy
- D.** 1. a. 2. b. 3. b. 4. b. 5. b.

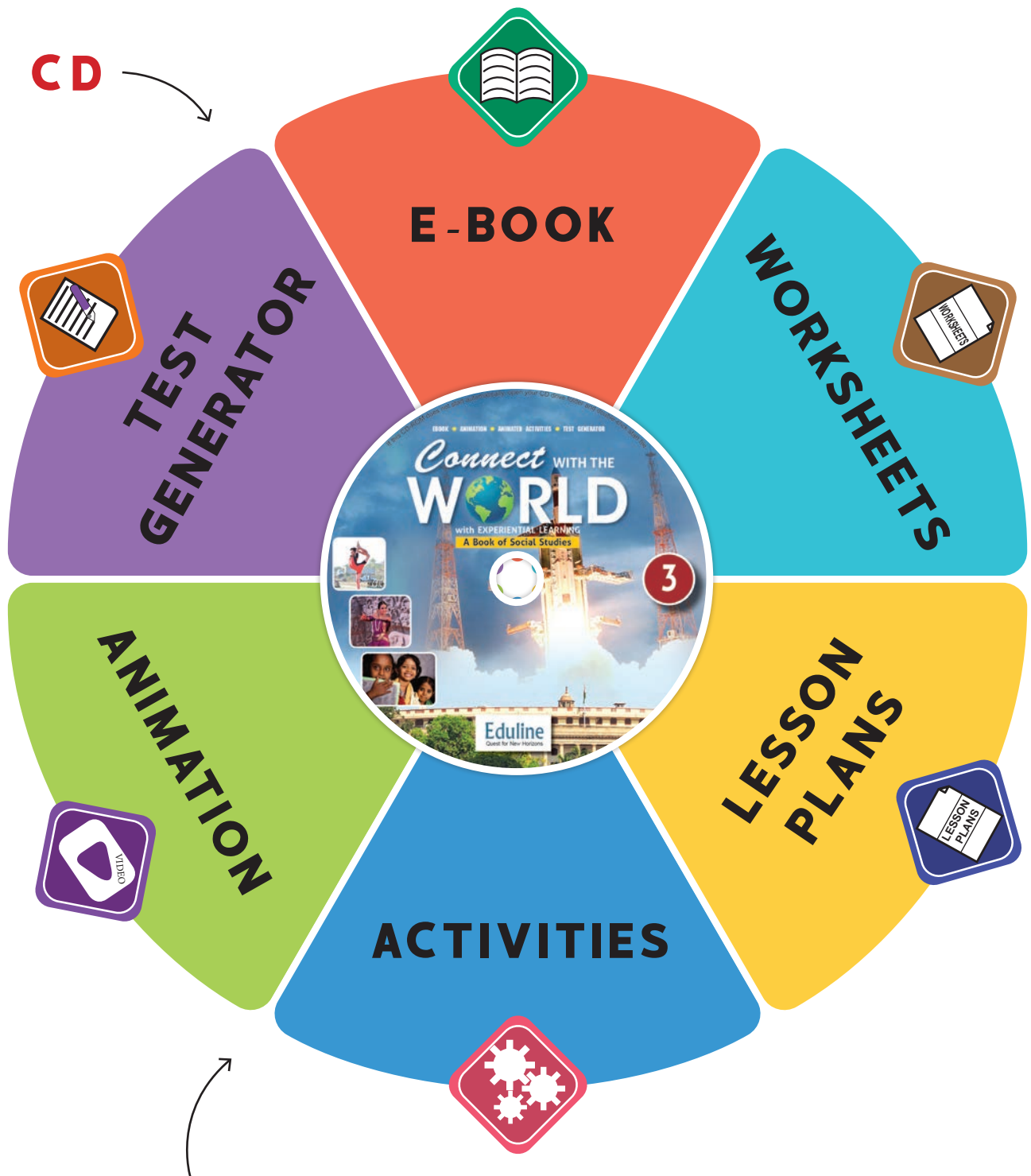
Book 1, Pg. 68

EXTENSION SHEET 3

- A.** 1. RESOURCES 2. RENEWABLE
3. EXHAUSTIBLE 4. EVERGREEN
5. BLACK 6. IRRIGATION 7. DAM
8. MINE 9. HORTICULTURE
10. INDUSTRY 11. AIRWAYS
12. POSTAL 13. MINING 14. METALLIC

Book 4, Pg. 70

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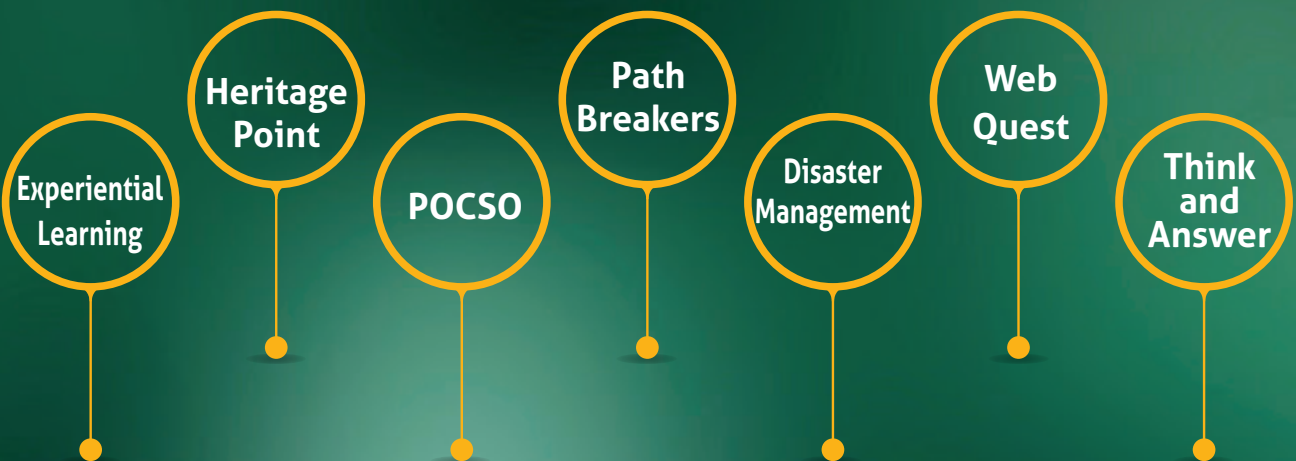
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