

## **E-Content for May 2016**

### **Resource No.1**

**Title : Notion of Time in History**

**Subject:** History

**Class/ Level:** Upper Primary (class VI and VII and VIII)

**Target Audience:** Students and Teachers

**Language :** English

**Content Developer :** Mily Roy Anand

**Subject Coordinator:** Mily Roy Anand

**CIET Coordinator:** Indu Kumar

**Tags/Key words:** Time, Historical Period, Change and Continuity, Event, Development

### **Description:**

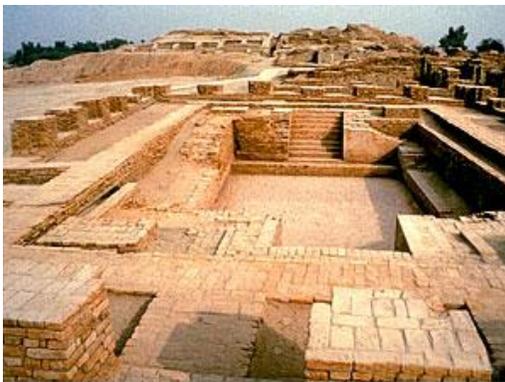
We generally tend to associate the past with dates where the focus is more on political events, dynasties, rulers and their achievements. We must understand that the past is also about social, economic and cultural developments that occurred at different points of time. When it all happened, what happened at that time (key events), how things developed or stayed the same (continuity and change) who contributed and who was affected and the sequence of events. The notion of time in the discussion of any given historical process or period does not always have to be dated in terms of a particular month or even a year. In

the case of political events specific dates become important but in social and economic developments broader time periods assume significance.

It would be incorrect to fix precise dates to processes that happen over a period of time because time also reflects changes in social and economic organization, and in the transformation of ideas and beliefs. For example, the Harappan civilization did not come to an end suddenly, but it happened over a period of time. Similarly, people in India did not begin to play cricket or start drinking tea or women did not wear the sari one fine day. So also we cannot fix one single day on which the Mughal Empire was established or a particular date when the national movement started. All such developments occurred over a period of time. In History, we look at developments that occurred over a span of time over which particular changes became visible. The rebellion of 1857 did not occur on a precise date but the discontent that led to the revolt was already prevalent earlier before it culminated in the revolt of 1857. History is therefore more about developments/processes and changes/continuities that have occurred over a period of time.

### **Tick the Correct Option**

#### **Harappan Civilisation**



Great Bath, Mohenjodaro

**EVENT/ DEVELOPMENT**

#### **Great Bath, Mohenjodaro**

[http://www.indianetzone.com/photos\\_gallery/68/3](http://www.indianetzone.com/photos_gallery/68/3)

## The Dandi March



**EVENT /**

**DEVELOPMENT**

## Gandhi on the Salt March

[https://upload.wikimedia.org/wikipedia/commons/thumb/7/7c/Marche\\_sel.jpg/250px-Marche\\_sel.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/7/7c/Marche_sel.jpg/250px-Marche_sel.jpg)

## Stone Age



**EVENT / DEVELOPMENT**

<https://upload.wikimedia.org/wikipedia/commons/f/fa>

## Birth of Buddha



### EVENT/ DEVELOPMENT

A statue of the Buddha from Sarnath 4<sup>th</sup> century CE.

[https://upload.wikimedia.org/wikipedia/commons/thumb/f/ff/Buddha\\_in\\_Sarnath\\_Museum\\_%28Dhammajak\\_Mutra%29.jpg/220px-Buddha\\_in\\_Sarnath\\_Museum\\_%28Dhammajak\\_Mutra%29.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/f/ff/Buddha_in_Sarnath_Museum_%28Dhammajak_Mutra%29.jpg/220px-Buddha_in_Sarnath_Museum_%28Dhammajak_Mutra%29.jpg)

## Rebellion of 1857

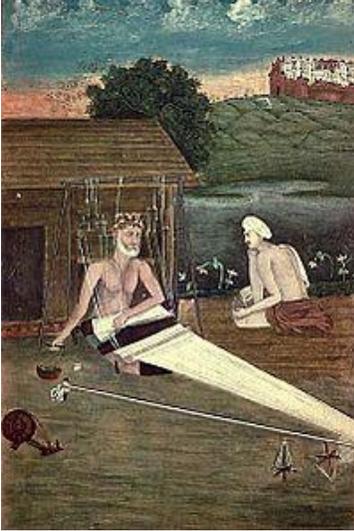


### EVENT/ DEVELOPMENT

A portrait showing 1857 Sepoy Mutiny

[https://upload.wikimedia.org/wikipedia/commons/thumb/a/a8/Sepoy\\_Mutiny\\_1857.png/220px-Sepoy\\_Mutiny\\_1857.png](https://upload.wikimedia.org/wikipedia/commons/thumb/a/a8/Sepoy_Mutiny_1857.png/220px-Sepoy_Mutiny_1857.png)

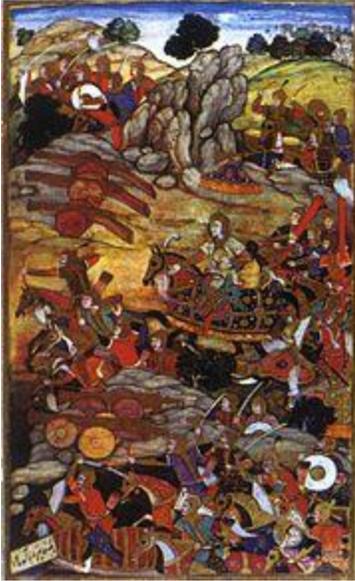
## **Bhakti Movement**



**EVENT/ DEVELOPMENT**

**An 1825 CE painting depicts Kabir with a disciple**

<https://upload.wikimedia.org/wikipedia/commons/thumb/c/c8/Kabir004.jpg/200px-Kabir004.jpg>



### **EVENT/DEVELOPMENT**

**First Battle of Panipat (1526) between Babur and Ibrahim Lodi**

**Mughal artillery and troops in action during the Battle of Panipat (1526)**

[https://upload.wikimedia.org/wikipedia/commons/thumb/6/6c/1526-First\\_Battle\\_of\\_Panipat-Ibrahim\\_Lodhi\\_and\\_Babur.jpg/180px-1526-First\\_Battle\\_of\\_Panipat-Ibrahim\\_Lodhi\\_and\\_Babur.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/6/6c/1526-First_Battle_of_Panipat-Ibrahim_Lodhi_and_Babur.jpg/180px-1526-First_Battle_of_Panipat-Ibrahim_Lodhi_and_Babur.jpg)

**NOTE FOR CIET: The correct answer needs to pop up. The correct answer is the colour blue.**

**Resource No.2****Title : Constructing Timelines****Subject:** History**Level:** Upper Primary (classes VI and VII and VIII)**Target Audience:** Students**Language :** English**Content Developer :** Mily Roy Anand**Subject Coordinator:** Mily Roy Anand**CIET Coordinator :** Indu Kumar**Tags/Key words:** Timeline, chronology, events, developments, sequence of events, timeline of Mughal Empire**Description:**

An interesting way for students to understand patterns of change and continuity in history is to construct timelines of significant historical developments, which may appear in years, decades and centuries. Timelines convey the time period of events and processes, and therefore a reflection of how we perceive time. The direction of events in a timeline suggests that time and history proceed in a line and events in history do not repeat themselves in exact ways. History incorporates change. It must also be remembered that events do not necessarily occur in isolation, but exist in relationship to one another, in a context. Therefore timelines help students to identify and grasp the sequence in which events develop and understand the relationship between

events. Some events may occur before others, thus suggesting the possibility of cause and effect. Timelines enable students to construct timelines of people, of events, of periods, of developments and therefore extend their understanding of 'progress' in a chronological manner, identify events in a graphic manner, to see possible relationships and to grasp sequence.

## **Constructing a Time Line**

### **Step I**

**Recognise the advantages** of understanding historical events and developments through a timeline i.e. patterns of change and continuity, progress made by people from early time until today, understanding the political, social, economic and cultural developments that occurred in a particular historical period; comparing such developments with various historical periods, drawing linkages between events and historical periods, etc

### **Step II**

**Identify a theme for the proposed time line.** It could be of Historical Figures-rulers of Delhi sultanate; Major Political Events - the National Movement; Religious Developments - Buddhism, Jainism, Bhakti- Sufi Traditions; Major Developments within the National Movement- Arrival of Gandhi, Civil Disobedience Movement, Rowlatt Satyagraha, etc.; Growth of Ancient civilizations- Harappan, Egyptian, Mesopotamian, Chinese civilizations, Discoveries and inventions .

### **Step III**

**Decide on a Time period-** Choose the time period that you wish to indicate on the time line, i.e. the earliest and the latest dates the time line will include. You will also need to divide the time line segments (units of time), in terms of years, decades, centuries, etc. For example a time line can plot major developments in

the growth of the Harappan civilization from 2600 B.C.E to 1900 B.C.E or important events in the year 1857.

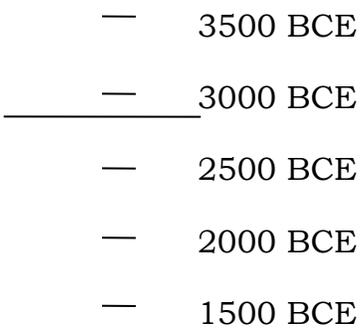
#### **Step IV**

**Identifying the dates and events** . After having done some research or reading on identified theme make a list of events/developments that you wish to include in their time line. They should be listed in chronology- from earliest to latest.

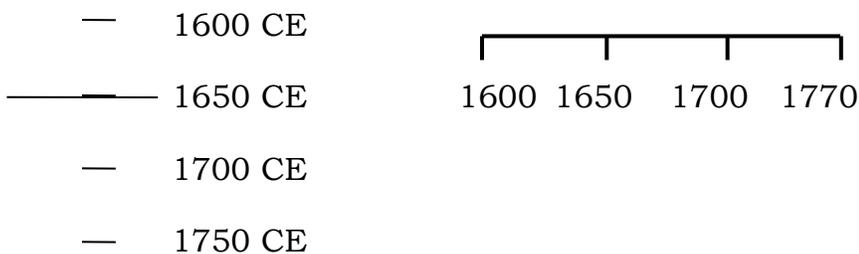
#### **Step V**

**Divide the time line into segments:** After having decided the time theme and the time period, calculate the number of segments that your time line will include in terms of units of time. Now draw a line and then divide it into equal segments.

#### **Example 1: 3500-1500 BCE**



#### **Example 2: 1600 to 1750**



*The above example is only indicative. You can decide on the number of units of time you wish to divide the time line .*

### **Step VI**

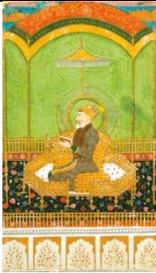
**Label the dates** on the appropriate segments- top to bottom or left to right

### **Step VII**

**Write the events/developments** that you have listed against the appropriate date. You can also add visual illustrations or pictures (if any) to highlight a particular event/development. For example: there is much scope to make a pictorial time line of the Harappan civilization (picture of the Harappan script, tools, seals, pottery, jewellery toys can be used) or on development of ancient civilizations.

### **Timeline of Major Landmarks in the History of the Mughal Empire**

DATE/PERIOD	MAJOR LANDMARKS
1526	 <p>Babur defeats Ibrahim Lodhi, the Delhi sultan of Panipat and becomes the first Mughal Emperor</p>

1530-1540		First Phase of Humayun's Reign
1540-1555		Humayun defeated by Sher Shah in exile at the Safavid Court
1555-1556	Humayun Regains Lost territories	
1556-1605		Reign of Akbar
1606-1627		Reign of Jahangir
1628-1658		Reign of Shah Jahan

1658-1707		Reign of Aurangzeb
1739		Invasion of Nadir Shah
1761		Ahmad shah Abdali defeats the Marathas in the Third Battle of Panipat
1765		The Diwani of Bengal transferred to the East India Company
1857		Bahadur Shah Zafar, the last Mughal ruler deposed by the British and exiled to Rangoon.

**Can you think of some themes for which Timelines can be drawn on the basis of Short Time periods and Longer Time Periods?**

**Let's Explore:**

<b>SHORT TIME PERIOD</b>	<b>LONG TIME PERIOD</b>
<b>Landmarks During the Reign of Akbar</b>	<b>The National Movement from 1870-1947</b>
<b>The Revolt of 1857</b>	<b>Political Formations in the 18<sup>th</sup> century</b>
<b>Important Landmarks during the reign of Asoka</b>	<b>Significant Developments in Bhakti Tradition from 7<sup>th</sup> century to 18<sup>th</sup> century</b>
<b>Significant Developments in the National Movement with the Advent of Gandhi</b>	<b>From Hunting-Gathering to Beginning of Settled Life</b>

### **Resource 3:**

**Title :** Interpreting Travellers Accounts

**Subject:** History

**Chapter Link:** *Through the Eyes of Travelers*

**Class/Level-** Class XII Part II

**Level: Higher Secondary (class XII)**

**Target Audience:** Teachers

**Language:** English

**Content Developer :** Mily Roy Anand

**Subject Coordinator:** Mily Roy Anand

**CIET Coordinator :** Indu Kumar

**Tags/Key words:** Travelers Accounts, descriptions, experiences, observations, foreigners, perspective, Francois Bernier, *Sati*

#### **Description:**

Our knowledge of the past is not only derived from archaeological remains in the form of monuments, inscriptions, coins, etc but also from travelers' accounts, which constitute an important genre of literary evidence. Travelers Accounts is a first person account of foreigners who travelled across the seas and land as pilgrims, as traders and as travelers to reach the sub-continent. They left descriptions, their experiences and observations of historical events and of political, economic, social and cultural aspects of a society which was otherwise alien to them. The records and writings of these travelers open a window into the past, they help us to catch glimpse of a society they were trying to understand. As outsiders they were fascinated with many facets and facts about people and the places they visited. Have you ever wondered why were they were so attentive to everyday activities and practices which were

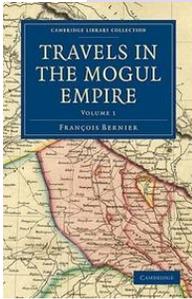
considered as routine matters by indigenous writers and thus not worthy of being recorded? Do you think the social and cultural environments that these travelers came from influenced their perspective? One such traveler whose accounts have provided valuable information is Francois Bernier, a Frenchman, who came to India during the Mughal period. He was in India from 1656-1668 and was closely associated with the Mughal court, as a physician to Prince Dara Shukoh, the eldest son of Shah Jahan. He travelled to many parts of the country and wrote accounts of what he saw. He wrote *Travels in the Mughal Empire*, which is mainly about the reigns of Dara Shikoh and Aurangzeb. It is based on his own extensive journeys and observations, and on information from eminent Mughal courtiers who had witnessed the events at first hand. Bernier's works were published in France in 1670-71 and were translated into English, Dutch, German and Italian.

Placed below is a description of an event which Bernier witnessed when he was in Lahore. Read the description carefully and let's try to interpret it.

#### **The Child Sati**

At Lahore I saw a most beautiful young widow scarified, who could not, I think, have been more than twelve years of age. The poor little creature appeared more dead than alive when she approached the dreadful pit: the agony of her mind cannot be described; she trembled and wept bitterly; but three or four of the *Brahmanas*, assisted by an old woman who held her under the arm, forced the unwilling victim towards the fatal spot, seated her on the wood, tied her hands and feet, lest she should run away, and in that situation the innocent creature was burnt alive. I found it difficult to repress my feelings and to prevent their bursting forth into

clamorous and unavailing  
rage.....  
- Description of Sati by Francois  
Bernier



## Step I: Identifying the Source

### What is the nature of the source?

Before you begin to analyze a source it is important to first identify the nature of the source. Is it a court document, an oral history account, a memoir, or travelers account? Different kinds of sources need to be considered differently. The above source is a personal account of an event by a French traveler, Francois Bernier who came to India in the 17<sup>th</sup> century. He belongs to a country whose social and cultural life is very different from that of Indian society. Therefore his accounts represent the observations and experiences of an individual who came from a foreign land and who visited foreign lands at a particular point of time.

## Step II: Placing the Source in its Historical Context

### Who is the author of the source and what do I know about her/him

Knowing something about the person who created the source can help you to determine the perspective the source is likely to convey. Francois Bernier was a doctor, political philosopher and historians who like many others came to the Mughal Empire in search of opportunities. He was in India for 12 years from 1656-1668 and was closely associated with the Mughal court. What is Bernier's

perspective? Does it make a difference if he is male or female? Was he young or old? Does he possess a deep understanding of the land and people he visited? To what extent does his religious and cultural background shape the account? Do his writings reveal an inherent prejudice against indigenous rituals and customs?

### **When and where was the source written?**

Knowing when and where the source was written may help you to put it in a historical perspective. As is evident from the source Bernier witnessed the event at Lahore. Do you think Bernier's description of Sati gives us some indications as regards the socio-cultural conditions of women during this period? Further do such events alone help us to determine the status of women during this period? As important as situating the source in time, it is also important to identify the place where the source was written. Where did Bernier witness the event? How different is this description from other descriptions which he witnessed in other places such as Surat?

### **Objective/ Purpose of creating the source?**

Why did Bernier choose the practice of *sati* for detailed description? Did he write this source as a private document or was it intended for others to view? If so who was that intended audience? What reaction did he expect from them? Was he just narrating or recording events which took place occasionally? Why did such events attract his attention? Did he witness such events outside India? In his description of *sati* was Bernier trying to persuade people to a particular point of view? What is your reaction?

## **Step III: Exploring and Understanding the Source**

### **Identifying possible factual information in the source**

Some sources may actually provide us with valuable factual information about what happened in the past. After you read Bernier's description try and find out what information in the source can be ascertained as a fact. Can you list some information from the source which you consider as fact?

1. Prevalence of child marriage?
2. Prevalence of the custom of sati among Hindus?

### 3. Connivance of Brahmans in such rituals?

It is also possible that things that are presented as fact may not always be accurate.... How would you decide whether Bernier's accounting of facts is accurate? You could verify his account by reading the works of contemporary European travelers, Christian missionaries, orthodox Hindus, official documents, visual representations, oral traditions, etc.

#### **Are any opinions conveyed in the source?**

Since travel accounts are firsthand accounts, they often convey one person's point of view and therefore is likely to contain a fair bit of opinion. Can you identify those sections of the source which seem to be Bernier's opinion on the practice of sati? Does his opinion reflect a European perspective on the practice of sati and about Indian culture in general? Does it indicate an increasing apathy in Europe towards Hindu rituals and customs?

#### **What is conveyed unintentionally in this source?**

Sometimes travel accounts do not always spell out what its author is thinking. It is up to the reader to fill in the blanks. Can you make any inferences after reading the source? Some possible inferences:

1. Portrayal of Hindu women who commit self-immolation – possible aspects range from physical appearance and age, evidence of physical pain, autonomy of Hindu widows in deciding to commit sati
2. Understanding the status of women during a particular period/region
3. Role of Brahmans priests in such rituals
4. Committing self-immolation – with or without consent of the victim
5. Understanding the patriarchal nature of society
6. Orthodox brahmanical attitudes towards women and family.

#### **Is there something which is not said in the source?**

Sometimes sources do not convey everything. Keeping in mind Bernier's own prejudices and perceptions while writing his accounts do you think his description of child sati at Lahore gives us a fair picture of the general condition of women during this period? Can you list a few questions which you think remains unanswered?

1. Was the practice of sati widespread?
2. Did this practice cut across all castes/communities/region? Are you aware of any such events in your village/region?
3. Was it peculiar to a particular region?
4. What were the reasons that compelled women to commit sati – social or religious or material?

Try to find answers to these questions.

**How different is the society that you live in today? Is it different from the one described by Bernier?**

Bernier’s account may enable you to form an idea of the nature of society in the 17<sup>th</sup> century. Think about the time and place in which Bernier witnessed the event. What do you think were the customs and beliefs of the people at that time? What was their world like? Were the ideas and opinions revealed in this source universally accepted by others at that time? How different is the world that you live in? Do you think such rituals and practices will have acceptance today? Imagine the event witnessed and described by a woman. Would her account be different from that of Bernier? If you were to witness a similar event how and what would you convey in your account?

**1) In the table below list names of some travellers who visited India in the medieval period.**

Period	Name of Traveller
Tenth-eleventh centuries	
Thirteenth century	
Fourteenth Century	
Fifteenth century	

Sixteenth century	
Seventeenth century	

**2) Ask students to write a letter to Bernier expressing their views on his description of *sati*.**

**Resource No.4**

**Title: Quiz on Harappan Civilisation Chapter I- In the Earliest Cities**

**Subject:** History

**Class/Level:** Upper Primary (class VI)

**Chapter link:** The Earliest Cities

**Target Audience:** Students

**Language :** English

**Content Developer :** Mily Roy Anand

**Subject Coordinator:** Mily Roy Anand

**CIET Coordinator :** Indu Kumar

**Tags/Key words:** Great Bath, Harappa, Spindle Whorls, Archaeological excavations, Covered drains, Lothal

**Description:**

The Harappan Civilization developed around 4700 years ago. The earliest city to be developed in India was Harappa in Punjab, in present day Pakistan. Further down the Indus valley, another city was excavated and this was Mohenjo-Daro in Sind. Initially archaeologists called the civilization of these ancient cities the Indus Valley Civilization, because many of the cities were found in the Indus Valley. Later archaeologists have found more cities resembling those of the Indus Valley in other parts of northern and western India. Therefore the Indus Valley Civilization came to be known as the Harappan Civilization since the pattern of living in these cities resembles those of Harappa. It was called a civilization because people were living a more advanced life than those of the previous periods. Cities were well planned, land was fertile and people grew crops. People living in cities were mainly craftsmen and traders who earned their living by producing and exchanging various articles. The Harappans knew how to write their writing was in the form of pictographs. But unfortunately historians have not been able to understand these pictographs. The Harappa cities began to decline by about 1500 BCE. There is no single reason to explain the reason. Some scholars suggest that rivers dried up, others are of the view that it was due to deforestation or probably floods. But none of these reasons can really explain the end of all the cities.

**Let us see how much you know about the Harappan civilization.**

**1. Observe the map and answer the following question**

**Harappa is presently located in which of the following countries?**



- a. Pakistan
- b. Afghanistan
- c. India
- d. Bangladesh

**key (a)**

**2. The Great Bath was found in which of the following cities?**

- a. Lothal
- b. Kalibangan
- c. Mohenjodaro
- 4. Dholavira

**Key (c)**

**3. Which of the following statements is true?**

- a. Archaeologists and historians have unearthed everything there is to know about the Harappan civilization.
- b. Archaeologists and historians know nothing about the agriculture or trade of the Harappan civilization.
- c. Script of the Harappan civilization has not been deciphered.
- d. The Harappan cities developed 1000 years ago.

**Key (c)**

**4. This is the picture of a dockyard found in one of the Harappan cities. Identify the city.**



[https://upload.wikimedia.org/wikipedia/commons/thumb/f/f7/Lothal\\_dock.jpg/325px-Lothal\\_dock.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/f/f7/Lothal_dock.jpg/325px-Lothal_dock.jpg)

- a. Lothal
- b. Dholavira
- c. Chanhudaro
- d. Surkotada

**Key (a)**

**5. Harappan Civilization was so named because**

- a. Harappa was the first city to be discovered
- b. The Great Bath was found in Harappa
- c. Harappa was a well planned city.
- d. Trade was centred in Harappa.

**Key (a)**

**6. The discovery of which of the following objects lead us to believe that the Harappans knew how to spin thread?**

- a. Seals
- b. Spindle Whorls
- c. Plough
- d. None of the above.

**Key (b)**

**7. The picture shows one of the most famous excavated sites of the Harappan civilization. Identify the structure by ticking the correct answer.**



- a. Fire Altar in Lothal
- b. Great Bath in Mohenjo Daro
- c. Store-House in Lothal
- d. None of the Above.

**Key (b)**

**8. Which of the following Harappan cities was divided into three parts?**

- a. Mohenjodaro
- b. Harappa
- c. Dholavira
- d. Kalibangan

**Key(c)**

**9 . Which of the following discoveries show that Harappan cities were well planned?**

- a. Covered drains
- b. Seals
- c. Plough
- d. Great Bath

**Key (a)**

**10. The object whose picture is given below provides us useful information about the Harappan people. Identify the object by ticking the correct answer.**



- a. Toys.
- b. Tools
- c. Seals
- d. Precious Stones.

**Key (c)**

**11. Which of the following statements about the Harappans is not true?**

- a. Harappans grew wheat, barley, pulses, peas, rice, sesame and mustard.
- b. Harappans reared buffalo, cattle, goat and sheep.
- c. Harappans used copper and bronze to make ornaments, tools and weapons.
- d. Other than seals the Harappans also wrote on paper.

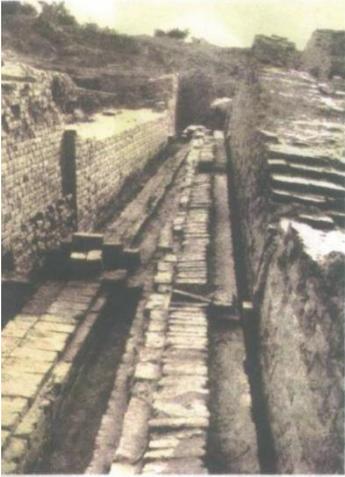
**Key (d)**

**12. Which of the following are the main sources of information about Harappan Civilization?**

- a. Coins
- b. Palm-leaf Manuscripts
- c. Archaeological excavations
- d. Travellers accounts

**Key (c)**

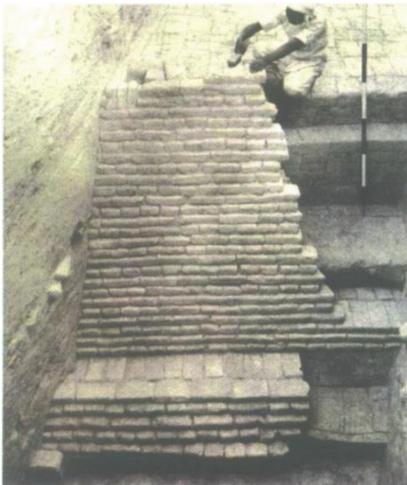
**13. Which of the following visuals indicate that Harappan cities were well planned?**



**1. Covered Drains**



**2. Toys**



**3. How bricks were arranged to build walls**



**4. Seals**

**a. 1and2**

b. 2 and 3

c. 3 and 4

d. 1 and 3

**Key (d)**

**14. Which of the following statements indicate that the Harappans practised cultivation?**

a. They collected fruits like *ber*, caught fish and hunted wild animals like the antelope.

b. Copper and bronze were used to make tools, weapons, ornaments and vessels.

c. They made pots with beautiful black designs.

d. The plough, was used to dig the earth for turning the soil and planting seeds.

***Instruction for CIET: Please hide the key. It may pop up as right answer after two attempts.***

## **Resource No.5**

**Title:** From Hunting Gathering To Settled Life. Arranging Events/Developments in a Chronological Order

**Subject:** History

**Level:** Upper Primary (class VI)

**Chapter Link :** *On the Trail of the Earliest People* and *From Gathering to Growing Food*

**Target Audience:** Students

**Language :** English

**Content Developer :** Mily Roy Anand

**Subject Coordinator:** Mily Roy Anand

**CIET Coordinator :** Indu Kumar

**Tags/Key words:** Hunters and Gatherers, Nomadic life , Stone Tools, Caves, River side, Herding, Rearing, Farming, Settled Life, Discovery of Wheel, Clay pots, Storage of Grain

### **Description:**

The earliest humans who lived in the sub-continent as early as two million years ago were hunters and gatherers. They led a nomadic life that is they usually wandered around on foot, hunted wild animals, fruits, roots, nuts, seeds, leaves and stalks of plants and trees, caught fish, birds and eggs. They

initially used tools made of stone to hunt, to fish, to build and to conduct other tasks that made life easier for them. Hunters and gatherers moved from one place to another, they found shelter in caves or built small shelters amidst the leafy branches of trees and lived by the side of river or a stream in order to be near a source of water supply. Many pre-historic paintings have been found in caves indicating that men, women and children painted the walls of these caves.

Another important development was the discovery of fire which was accidental. With the discovery of fire early humans began to roast meat, it also protected them from wild animals. Apart from stone they also used other materials for making tools such as bones, teeth and ivory. With these new materials they were able to create sharper blades, needles and fish hooks for sewing and fishing. They also invented new kinds of long distance weapons like bow and arrow. Hunters and gatherers who usually hunted animals began to observe these animals, learning about their food habits and their breeding seasons. They began herding and rearing such animals which became an important source of food for the early humans. Around 10,000 years ago, early humans found a new method of sourcing food and this method was farming which led to far-reaching changes in development of human society. Humans learned that by putting seeds in the soil and watering the soil, plants would grow. They perhaps began to look after the plants and this meant that they had to stay in the same place for a long time watering, weeding, driving away animals and birds till the grain ripened. This was the beginning of agriculture and it meant that people did not have to wander from place to place in search of food. Grains such as wheat, barley, rice, millet and black grain were grown.

Soon they began to think of ways of storing the grain which they grew. They made large clay pots which were shaped by hand into forms resembling round jars and bowls, and these were dried in the sun. Still later with the discovery of the wheel it was quicker to make pots on the wheel. Many kinds of pots were also used for cooking food, especially grains like wheat, rice and

lentils that became an important part of the diet. The discovery of burnt grain and animal bones along with traces of huts or houses at some sites indicate that early humans were beginning to lead a settled life. Other evidence which point towards a settled life is that of pit-houses with steps leading into them, cooking hearths inside and outside the house.

**You now have a fair idea of some important developments that transformed early humans as hunters and gatherers to leading a settled life. Now arrange the developments (provided in the table below ) in a chronological order to show the journey of humans' from hunting and gathering to beginning of settled life.**

Chronological Order	DEVELOPMENTS
1.	<b>Moving from place to place in search of food .</b>
2.	<b>Meat began to be roasted on fire.</b>
3	<b>Grain was stored in jars.</b>
4.	<b>Early humans lived in caves and on trees.</b>
5.	<b>Sowing seeds in the soil and watering the soil waiting for plants to grow.</b>
6.	<b>Men, women and children painted on the walls of caves.</b>
7.	<b>Fire was accidently discovered by striking two stones.</b>
8.	<b>Hunting animals with tools made of stone.</b>
9.	<b>The wheel was used to make a variety of pots for cooking and storing purposes.</b>
10.	<b>Cattle and sheep began to be domesticated.</b>
11.	<b>Cutting trees and shrubs to clear ground for cultivation.</b>
12.	<b>Fire protected early humans from wild animals.</b>
13.	<b>Grains such as wheat, barley, rice, millet and</b>

	<b>black grain were grown.</b>
14.	<b>Clay pots moulded by hands in the form of jars were dried in the sun and then used to store grain.</b>
15.	<b>Tools made of bones; teeth and ivory were beginning to be used.</b>

### **Correct Sequence.**

1. Moving from place to place in search of food.
2. Hunting animals with tools made of stone.
3. Early humans lived in caves and on trees.
4. Men, women and children painted on walls of caves.
5. Fire was accidently discovered by striking two stones.
6. Meat began to be roasted on fire.
7. Fire protected early humans from wild animals.
8. Tools made of bones, teeth and ivory were beginning to be used.
9. Cattle and sheep began to be domesticated.
10. Cutting trees and shrubs to clear ground for cultivation.
11. Sowing seeds in the soil and watering the soil waiting for plants to grow.
12. Grains such as wheat, barley, rice, millet and black grain were grown.

13. Clay pots moulded by hands in the form of jars were dried in the sun.
14. Grain began to be stored in jars.
15. The wheel was used to make a variety of pots for cooking and storing purposes.

***Note for CIET: Please hide the list under Developments. If the student fills the box against the number correctly, the correct answer needs to pop up.***

