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Human Environment – 1 (Settlements)

Lesson Plan

Contents

- ▶ An overview of human settlements in rural and urban areas
- ▶ To understand how human settlements evolved into rural and urban areas and their interrelationships

Objectives

- ▶ To understand the evolution of human settlement
- ▶ To learn about the types of human settlements—urban and rural
- ▶ To know about the differences between the two types today
- ▶ To appreciate the interrelationship between the two

■ Teacher's Aids

- ▶ Globe
- ▶ Pictures, charts, atlas and wall maps
- ▶ Blackboard
- ▶ Internet

■ Tips for Teacher

- ▶ Explain the need for settlement and how human settlement evolved.
- ▶ Students should be encouraged to know places, locations and their placement on the maps.

■ Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the boxes.
- ▶ Particularly focus on the manner in which human settlement affected the natural environment.

The Evolution of Human Settlement

- ▶ The need for shelter–protection against extreme weather conditions and wild animals.
- ▶ Initial life in caves → food gatherers and hunters → nomads → then wandering in tribes in search of food and water.
- ▶ Learnt to domesticate animals → became herders → needed place for sheltering themselves and their animals.
- ▶ Began to raise food and grow crops → needed a place to live → preferably near lakes, rivers, etc. → became farmers → rural settlements began.
- ▶ Tools and techniques discovered, learnt and invented → production improved → had surplus → barter and exchange began → travel developed → trade and commerce → larger human settlements.
- ▶ Human settlements: Places where people built their homes → helped the growth of communities.
- ▶ Communities: A group of people living in a particular area bound to each other by common interests: Egypt, Mesopotamia, Indus Valley, etc.
- ▶ Influences: Plain land, fertile soil, suitable climate, water and forests.
- ▶ Types: Temporary or permanent and can change from rural to urban.
- ▶ Temporary: Live there for short period then move to new place–hunters, nomads, shifting cultivators–practise transhumance: Seasonal, movement of people in search of new pastures; temporary settlements mainly in tundra, deserts, equatorial forests and hilly areas.
- ▶ Permanent: Pucca houses, grew into permanent settlements–(a) rural or (b) urban. Distinguished on basis of size of population, occupational structure of people, public utility services available and the administration.

The Rural Settlements

- ▶ People related with agriculture: Farmers, carpenters, blacksmiths, barbers, washermen, weavers, woodcutters, fishermen, small traders and farm labourers, etc.
- ▶ Often called an agricultural workshop–small, stable, permanent–dominated by open countryside, low population density and a simple mode of life.
- ▶ Can be compact or scattered:
 - (a) Compact–closely built-up area of houses, huts, farm structures, etc.–generally found in fertile plains or near water bodies and other resources.
 - (b) Scattered–houses, etc., built on extensive area and located far off from each other–generally found in areas of extreme climate, hilly tracts, thick forests, grasslands and poor agricultural regions and where farmers have to live off agricultural land.
- ▶ Adapting to physical environment–most rural settlement buildings use locally available materials like stones, mud, clay, wood, straw, etc.:
 - (i) Heavy rainfall: Houses with slanting roofs, where rainwater gets collected; houses on stilts or raised platforms.
 - (ii) Hot regions: Thick mud walls with thatched roofs.
 - (iii) Tundra: Eskimos build igloos.

- ▶ Diverse patterns of settlement—different from place to place, region to region—depend upon extent, site and layout:
 - (a) Linear Settlements—along river banks, roads, canals, sea coast—houses mostly parallel to roads, railway tracks, sea coasts or rivers.
 - (b) Circular Settlements—around a tank, lake or grassy plain—people’s main occupation: Earn their livelihood from water such as fishing, boating, etc.
 - (c) Rectangular Settlement—at cross roads—most common types of pattern—productive alluvial plains and wide mountain valleys.
 - (d) Radial Settlements—those areas where a number of metalled or unmetalled roads converge—houses spread out along sides of roads in all directions.

The Urban Settlements

- ▶ Towns and cities—total population over 5000 in India—main occupation: Manufacturing, transport, trade and services—an administrative set up like a municipal committee or corporation.
- ▶ Functions—sometimes one particular activity predominant—so urban settlements classified as:
 - (a) Administrative towns—headquarters of administrative departments of government—London, New Delhi, Jaipur, Paris, Beijing, etc.—government offices, public buildings, royal palaces, residence of President, the Prime Minister, ministers, officers, etc.
 - (b) Defence towns—centres of military activity—can be fort towns, garrison towns, naval bases—have barracks, cantonments, training facilities, airfields, harbours, etc.—Jodhpur [fort town], Mhow [garrison town], Kochi [naval base]
 - (c) Cultural towns—religious, educational or recreational centres—religious: Haridwar, Mecca, Jerusalem, etc.; educational: Oxford, Cambridge, Roorkee, etc.; recreational: Hollywood, Mumbai, etc.
 - (d) Collection centres—mining towns, fishing ports, lumbering centres, etc.—may have some industries relating to the collection activities—Dhanbad, Abadan, etc.
 - (e) Industrial towns—some kind of manufacturing activity—in mining and manufacturing regions—Jamshedpur, Pittsburg, Manchester, etc.
 - (f) Trade and Transport towns—provide facilities for trade, commerce and services—wide range of shops, stores, godowns and markets—Indore, Jeddah, Hong Kong, etc.
 - (g) Resort towns—recreation needs of people—based on health, seaside, cultural attractions, historical monuments, etc.—Gulmarg, Goa, etc.

Rural-Urban Interrelationships

- ▶ Dependent on each other—urban people need agricultural products; rural people need industrial goods, medical and educational facilities, finance, etc.—connected by roads and rail routes—four types of relationships:
 - (i) Trade (ii) Social (iii) Transport (iv) Agricultural

Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers. Let them write down the correct answers if they like in their books.

Written Assignment

- B–E. The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask the students to write the answers on their own. Then the teacher can announce the correct answers and students can ask their partners to cross-check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

Think Tank

- G. **HOTS questions:** Discuss the questions in the class and let students write the answers to F and G as homework. Teacher should assess individual work.