

**Updated**

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# **TEACHER'S RESOURCE MANUAL**

**➤ Geography ➤ History ➤ Social & Political Life**



**SRIJAN PUBLISHERS P. LTD.**

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# 1

## Our Environment

### Lesson Plan

#### Contents

- ▶ An overview of the environment around us
- ▶ To understand the various layers of the environment

#### Objectives

- ▶ To understand the natural and human environment
- ▶ To learn what exactly surrounds us
- ▶ To know about the components of our natural and human environment
- ▶ To appreciate our position within this environment and how to maintain the balance

#### Teacher's Aids

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

#### Tips for Teacher

- ▶ Explain the components of our natural and human environment using a chart based on the textbook.
- ▶ Some things like the hydrological cycle are not explained in the text. The teacher should explain it: Oceans – warm up – water evaporates – forms clouds – drift towards land – condensation – movement and rain – fill up water bodies
- ▶ Use role play – students can depict one sphere each of the natural environment and one of the components of human environment and then explain what they stand for.

#### 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 role we play as individuals in maintaining the delicate balance of our ecosystem.

### **What is Environment?**

- ▶ Our surroundings–living and non-living
- ▶ Air, water, food, clothes, land + animals, plants + all the human beings and their activities
- ▶ Study the chart given on page 5 in detail–use a large chart or blackboard.

### **The Natural Environment**

- ▶ Explain biotic [living] and abiotic [non-living] components on Earth–interrelated and interacting with each other–affect each other.
- ▶ Biotic–plants, animals and humans–in their natural habitat
- ▶ Abiotic–land, water and air
- ▶ Each of the four components is called a domain or realm.
  - (i) Lithosphere–Earth’s crust
  - (ii) Hydrosphere–Earth’s water bodies
  - (iii) Atmosphere–Air around the Earth
  - (iv) Biosphere–The living world

### **The Lithosphere**

- ▶ Lithos [Greek] means ‘rock’–crust or outer skin of the Earth.
- ▶ Hard, solid layer of rock and minerals–covered with soil–extends over continents and ocean floor–uneven surface on land and under water: landforms like mountains, plateaus, ridges, plains, valleys, waterfalls, etc.
- ▶ Most human needs met from lithosphere–land for agriculture and settlement; forests, grasslands; minerals for development of industries

### **The Hydrosphere**

- ▶ Hydro means ‘water’–about 71% of Earth’s surface covered with water.
- ▶ Found in oceans, seas, bays, gulfs, rivers, streams, lakes, ponds, etc.
- ▶ Only planet in Solar System with water–called the Blue Planet.
- ▶ Water found in solid, liquid and gaseous form.
- ▶ Hydrological or Water Cycle provides fresh water on Earth. [See Tips for Teacher]–Essential for all living organisms–Humans need it for domestic use, agriculture and industry, and to generate hydroelectricity.

### **The Atmosphere**

- ▶ Air surrounding the Earth is atmosphere–held by gravitational pull.
- ▶ About 99% of total air mass lies within 32 km from Earth’s surface.
- ▶ Mixture of gases [nitrogen, oxygen, carbon dioxide, ozone, helium, hydrogen, etc.] and water vapour and dust particles.

- ▶ Protects us from the harmful radiation and heat of the Sun.
- ▶ Vital for all life forms.
- ▶ Weather consists of temperature, atmospheric pressure, humidity, etc., of air—changes in them cause changes in the weather and climate of a place.

### **The Biosphere**

- ▶ Biosphere formed where lithosphere, hydrosphere and atmosphere intersect—it is the sphere of living organisms.
- ▶ Narrow—about 24 km thick, extending a little above and below the surface of land and in water and air.
- ▶ Biosphere makes Earth a unique planet in the Solar System—living organisms—varying in shape and size—this variety is called biodiversity—made up of plant kingdom and animal kingdom.

### **The Ecosystem**

- ▶ Living organisms [plants, animals, humans] depend on their immediate environment—also interdependent
- ▶ Ecosystem—this relationship with each other and with their surroundings.
- ▶ Size varies—large as a rainforest, grassland, desert, ocean, mountain; or small as a pond or lake or one stone.
- ▶ Natural or artificial—Example: Sunderbans [natural]; aquarium [artificial]
- ▶ Sun—main source of energy for growth and development
- ▶ Ecology—science which studies the relationship between organisms and their environment.

### **The Human Environment**

- ▶ Human beings important part of the environment—not only interact but also modify it according to their needs and capabilities—adapted themselves to it.
- ▶ Example—new techniques and tools and technology—gatherer, hunter, fire, wheel, dig, grow, mine, kill, domesticate, etc.
- ▶ Human action has changed the environment—domesticated animals and birds; grew crops; settled life—starting with river valleys—produced surplus food and other articles.
- ▶ Barter system—to exchange what he made/ produced with other articles he needed—wheel helped transportation.
- ▶ Industrial Revolution—changed the concept of production—on a very large scale—with faster transport, information technology and communication.
- ▶ Ecological balance disturbed—altered by farming, grazing, lumbering, mining, industries, transport, construction and communication—environment degraded by human activity.
- ▶ Important—become aware—live harmoniously with environment and stop further destruction.

### Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers. It is possible some students may have learnt different stories about the beginning of the Universe. Tell them the scientific explanation. Let them write down the correct answers if they like in their books.

### Written Assignment

- B–F. 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 to the students and 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 the students write the answers to G and H as homework. Teacher should assess individual work.