

Lesson Objectives	Curricular Goals	Competency Code and Description
1. Explain the meaning of a civilisation and outline some of its main features	CG-2: Explores continuity and change in human civilisations	C-2.1: Explains and analyses major changes in the past and their impact C-2.2: Recognises continuity despite major changes
2. Identify the four major river-valley civilisations and describe the origin, location and extent of the Harappan Civilisation	CG-6: Understands spatial distribution of resources and interdependence of natural phenomena	C-6.2: Identifies distribution of resources such as water and agriculture C-6.4: Correlates livelihoods with landforms, resources and climate
3. List the main features of Harappan town planning and architecture	CG-4: Understands functioning of social, cultural and political institutions	C-4.1: Collects, organises and interprets information about institutions C-4.2: Assesses influence of institutions on society
4. Describe the lifestyle, occupations and artistic skills of the Harappan people	CG-7: Appreciates India's cultural unity and heritage	C-7.1: Explains India's unity in diversity via cultural elements C-7.3: Appreciates inclusion and cultural influence
5. Analyse the possible reasons behind the decline of the civilisation	CG-3: Draws connections between causes and effects of social and historical events	C-3.1: Analyses the effect of major changes on society C-3.2: Identifies reasons behind harmony/conflict and their impact
6. Explain the significance of seals and artefacts in understanding Harappan life	CG-1: Comprehends and interprets sources related to aspects of human life	C-1.1: Collects and interprets multiple sources C-1.2: Represents and analyses data from text, maps, and diagrams
7. Describe Harappan trade, including internal and overseas trade, and its role in the civilisation	CG-9: Understands processes of economic activities (trade and commerce)	C-9.1: Explains key elements of trade and its impact on society

SESSION 1: INTRODUCTION TO CIVILISATIONS AND EARLY SETTLEMENTS

(30 minutes)

Topics: From Villages to the First Cities: The Beginning of the Indian Civilisation (Story), What is a Civilisation? (Introduction)

Teaching Techniques: Storytelling, guided discussion, brainstorming.

SESSION PLAN

1. Introduction (5 minutes)

Begin by setting the scene with the captivating story from the textbook: *“Long, long ago, a small group of people lived by a wide river. They did not have permanent homes. They moved from place to place, collecting fruits, hunting animals and searching for clean water.”* Narrate how they observed seeds growing, decided to stay, built simple huts, harvested surplus grains and stored them in clay pots, leading to a settled life.

2. Evolution of Society (10 minutes)

Continue the narrative to explain how more people joined, shared work (farming, tool-making, animal care), made rules, created art (painted walls, jewellery, stories), developed infrastructure (wells, cleaning), taught children and developed a way of writing. Emphasise how this small community *“grew and multiplied. Villages grew into towns and then into cities.”*

3. Defining Civilisation (10 minutes)

Present the elder’s proud statement: *“We were just a few families before. Now, we have built more than homes. We have built a civilisation.”* Facilitate a discussion based on the questions provided in the source under “Features of a civilisation”:

- “What does it mean to ‘build more than homes’? What do you think the elder meant?” (Teacher should guide students to connect this to the development of complex social structures, rules, specialisation, and shared culture beyond basic shelter).
- “Based on what you read in the story, how would you define a civilisation?” (Teacher should encourage students to use details from the story to formulate their own definitions).
- **Rationale for NEP/NCF tags:** This story-based introduction and guided discussion directly foster Critical thinking and Communication by encouraging students to interpret a narrative and formulate their understanding of complex concepts.

4. Formal Introduction (5 minutes)

Introduce the formal definition: *“A civilisation is a highly developed human society, characterised by certain special features.”* Briefly mention that this transition occurred as early humans abandoned hunting/gathering to become farmers around 6,000 years ago, leading to the first civilisations.

End-of-Session Test

“What was the key observation that encouraged the early people to stop moving from place to place and settle down?” (Expected Answer: They noticed seeds growing into plants near the river).

SESSION 2: FEATURES OF A CIVILISATION AND RIVER-VALLEY CIVILISATIONS

(30 minutes)

Topics: What is a Civilisation? (Features), River-valley Civilisations

Teaching Techniques: Direct instruction, visual analysis, collaborative discussion, concept-based activity.

SESSION PLAN

1. Recap & Detailed Features (15 minutes)

Briefly review the definition of a civilisation. Then, elaborate on the *“certain special features”* that define a civilisation, linking them back to the introductory story where applicable:

- focuses on technology and innovation
- has an effective system of government with laws and rules in place (example from story, “They made rules to live peacefully...”)

- has a well-developed system of trade and commerce
- is marked by the development of art and architecture, culture, philosophies and belief systems (example from story, “painted the walls... made jewellery and told stories”)
- has people specialising in specific crafts or professions, such as pottery, weaving or metal work (example from story, “some grew food, some made tools and some looked after animals”)
- has an efficient system of agriculture with surplus (more than enough for immediate needs) food production (example from story, “grains they harvested... more than enough”)
- has several well-developed urban centres or cities (example from story, “Villages grew into towns and then into cities”).
- has a system of writing (example from story, “They also developed a way of writing”).

2. *Introducing River-Valley Civilisations* (10 minutes)

Introduce the four earliest major river-valley civilisations recognised by historians today: Mesopotamian, Egyptian, Harappan and Chinese civilisations..

- Present the question: *“The four ancient civilisations are often called river-valley civilisations. Can you guess why? Take a close look at the map given below—it holds the clue to this question. Think about it and share your ideas with your class.”* (Guide students to deduce the importance of rivers for fertile soil, water for agriculture/drinking and transportation, using the map (Fig. 8.1) as a visual aid).
- **Rationale for NEP/NCF tags:** Identifying and explaining features enhances Critical thinking and Communication. The “Let’s do it” activity with the map (Fig. 8.1) promotes Experiential learning and develops Visual-Spatial intelligence by encouraging students to infer geographical significance.

3. *Concept-based Classroom Activity 1: “Civilisation blueprint”* (5 minutes)

- **Instructions:** Divide the class into small groups. Give each group a blank sheet of paper. Ask them to imagine they are starting a new settlement and want it to become a civilisation. They must draw or list at least three features they would prioritize for their settlement to grow into a civilisation (for example, a central water system, a place for farming, a system for rules). Discuss their “blueprints.”

End-of-Session Test

“Name two key features that distinguish a highly developed human society, or a civilisation, from a simple village.”

SESSION 3: ORIGIN, LOCATION AND EXTENT OF THE HARAPPAN CIVILISATION (30 minutes)

Topic: Origin, Location and Extent of the Harappan Civilisation

Teaching Techniques: Lecture, map work, guided discovery, visual aids.

SESSION PLAN

1. *Introduction to Harappan Civilisation* (10 minutes)

Introduce the Harappan Civilisation as *“one of the world’s earliest and most advanced urban civilisations developed around 5,000 years ago in the northwestern part of the Indian subcontinent.”*

- Explain its multiple names: Indus Valley Civilisation, Harappan Civilisation, and Sindhu-Saraswati Civilisation. Clarify the rationale for each name: Indus Valley (most excavated sites in Indus River valley), Harappan (Harappa was the first major site discovered).

- State the estimated existence period: around 3300 BCE to 1300 BCE. Emphasise its historical significance: *“it proved that the Indian civilisation had started much earlier than was previously believed.”*

2. *Geographical Extent* (15 minutes)

Discuss the location and expansion of the civilisation’s known extent. Initially, it was thought to exist only in the Indus River valley. However, archaeologists later discovered similar remains along the banks of the present-day Ghaggar-Hakra River, proving a wider spread.

- List the key sites, highlighting their locations: Rakhigarhi and Banawali in Haryana, Dholavira and Lothal in Gujarat, Kalibangan in Rajasthan, Alamgirpur in Uttar Pradesh, Ropar in Punjab, and Chanhu-daro and Ganweriwal in Pakistan..
- Show Fig. 8.2 (Map showing the extent of the Harappan civilisation) to visually illustrate its vastness. Emphasize that it was *“larger than both the Mesopotamian and the Egyptian Civilisations.”*

3. *Niblet - The Saraswati Connection* (5 minutes)

Explain the Niblet section: *“Some scholars believe the Ghaggar-Hakra River is the same as the Saraswati River, which is mentioned frequently in the Rigveda, a Hindu scripture... Many modern historians, therefore, also refer to this civilisation as the Sindhu-Saraswati Civilisation.”*

- **Rationale for NEP/NCF tags:** Using maps to locate sites promotes Visual-Spatial intelligence and reinforces Real-life connect by showing the actual geographical spread. Discussing the names and the Saraswati connection fosters an understanding of India knowledge systems.

End-of-Session Test

“The Harappan Civilisation is also known as the _____ Valley Civilisation because most of its sites were found along that river.” (Expected Answer: Indus).

SESSION 4: TOWN PLANNING: UPPER AND LOWER TOWNS

(30 minutes)

Topic: Features of the Harappan Civilisation - Town Planning

Teaching Techniques: Visual analysis, descriptive lecture, guided observation, HOTS questions.

SESSION PLAN

1. *Introduction to Town Planning* (5 minutes)

Begin by stating that “One of the most striking features of the Harappan Civilisation was the well-planned nature of its cities.”.

2. *Upper and Lower Towns* (10 minutes)

Describe the two distinct parts of most Harappan cities:

- **The upper town or the citadel:** Explain that it was a raised, higher area, likely containing important public or administrative buildings, surrounded by a wall for security. Suggest it was probably used by people with authority like rulers, priests or administrators.
- **The lower town:** This was where the majority of the population lived, with remains of residences, workshops (for jewellery, beads, tools) and markets.

3. *City Layout and Materials* (10 minutes)

Detail the city’s impressive layout: *“laid out in the form of squares or rectangular blocks. The streets generally ran in north-south and east-west directions and intersected each other at right angles to form a neat grid pattern.”*

- Discuss the durable “burnt bricks” used for most buildings and their uniform ratio of 1:2:4 across all cities, suggesting a strong central authority controlling production.
- Show Fig. 8.3 (“Urban planning in a Harappan city”) and Fig. 8.4 (“A street in Mohenjodaro”) to illustrate the regularity and uniform bricks.

4. *Let’s do it (HOTS Questions)* (5 minutes)

Facilitate discussion based on the questions, guiding students to think critically:

- “Why do you think the city was built near a river or water source?” (Connects to resource availability and transport).
- “How many different sections can you identify in this city? What do you think each area was used for?” (Reinforces understanding of upper/lower towns).
- “Why do you think the important-looking buildings are in a raised or separate area? What might this say about power in the city?” (Encourages inference about social hierarchy).
- “If you lived in this city, which part would you want to live in and why?” (Promotes imaginative engagement and perspective-taking).
- **Rationale for NEP/NCF tags:** Analysing visual representations and answering these questions promotes Critical thinking, Real-life connect and develops Epistemic values by inferring societal structures from physical evidence.

End-of-Session Test

“The streets in Harappan cities were typically laid out in what pattern?” a) Circular b) Random c) Grid d) Spiral. (Expected Answer: c) Grid).

SESSION 5: IMPORTANT STRUCTURES AND WATER MANAGEMENT

(30 minutes)

Topic: Town Planning (Important Structures) and Water Management System

Teaching Techniques: Visual explanation, detailed description, problem-solving discussion.

SESSION PLAN

1. *Important Structures* (10 minutes)

Discuss key structures found in the citadel:

- **The Great Bath in Mohenjodaro:** Describe its features (central pool, burnt bricks, watertight with natural tar, steps, changing rooms, galleries). Explain its probable use for ritual bathing during special occasions. Show Fig. 8.5 (“The Great Bath”).
- **The Great Granary in Harappa:** Describe it as the largest building at Harappa, used to store grains and built near the river for easy transport of surplus food. Highlight its reflection of the Harappan people’s organisation in managing food supplies. Show Fig. 8.6 (“The Great Granary”). Mention fire altars in Kalibangan and Lothal also found in citadels.

2. *Water Management System* (15 minutes)

Emphasise that “the Harappan cities had a highly advanced water management system, with effective systems put in place for drainage, sanitation and water storage.”

- **Drainage System:** Explain the “carefully planned underground drainage system.” Describe how covered drains ran along streets, carried waste to pits outside the city and had inspection holes for cleaning. Stress that “The care taken to build and maintain the drains shows us how important cleanliness and hygiene were to the Harappan people.” Show Fig. 8.7 (“The drainage structure of a house in Lothal”).

- **Water Storage:** Discuss their efficient system of wells, reservoirs, and tanks. Highlight Dholavira's reservoirs for collecting and storing rainwater and diverted river water, distributed via channels. Show Fig. 8.8 ("A water reservoir at Dholavira, Gujarat"). Mention the thousands of wells found, built with finely crafted bricks, as crucial fresh water sources, showcasing advanced engineering. Show Fig. 8.9 ("A well in Lothal").

3. *Central Authority Link* (5 minutes)

Conclude by reiterating that the well-organised town planning, standard-sized bricks and efficient water management system across different settlements strongly suggest the presence of a central authority that guided and carried out this planning.

End-of-Session Test

"Imagine you are an urban planner in a modern city. What lesson about sanitation and water management can you learn from the Harappan Civilisation?"

SESSION 6: OCCUPATIONS AND LIFESTYLE: AGRICULTURE AND CRAFTS

(30 minutes)

Topic: Occupations and Lifestyle (Agriculture, Crafts)

Teaching Techniques: Discussion, categorisation, image analysis.

SESSION PLAN

1. *Introduction to Lifestyle* (5 minutes)

Begin by noting that "*Life in the Harappan Civilisation was well-planned and deeply connected to nature and agriculture.*"

2. *Agriculture* (15 minutes)

- Explain the importance of rivers for Harappan settlements (water for drinking, farming, transportation, fertile soil for large-scale agriculture).
- Discuss how farmers in hundreds of small villages ensured a steady supply of produce to the cities.
- List the diverse crops grown: cereals like barley, wheat, millets and sometimes rice, along with pulses and a variety of vegetables.
- Highlight their pioneering role: "*They were among the first people in Eurasia to grow cotton, which they wove into clothes.*"
- Mention the use of farming tools like the plough, some still used today.
- Discuss animal domestication for milk and meat and fishing from rivers and the sea (evidenced by bones).
- Describe their rich and varied diet, including dairy products, turmeric, ginger and even bananas.

3. *Crafts* (10 minutes)

- Beyond agriculture, explain that people also practiced a variety of crafts.
- List them: pottery, metalworking (copper, bronze, gold), weaving, jewellery-making, bead-making and bone carving.
- Show accompanying images from the source: Fig. 8.10 (Harappan jewellery), Fig. 8.11 (Clay toys from Mohenjodaro), and Fig. 8.12 (Storage jar pottery) to illustrate their artistic and technical skills.
- **Rationale for NEP/NCF tags:** Understanding the daily life, occupations, and agricultural practices of the Harappans fosters a strong Real-life connect and enhances students' understanding of India knowledge systems by exploring the historical context of Indian life.

End-of-Session Test

"In small groups, list three different agricultural products grown by the Harappans and two different crafts they excelled in."

SESSION 7: OCCUPATIONS AND LIFESTYLE: TRADE AND SEALS

(30 minutes)

Topic: Occupations and lifestyle (Trade, Case study: Seals), Art and craft of the Harappan Civilisation

Teaching Techniques: Case study analysis, critical thinking, visual analysis, collaborative discussion, concept-based activity.

SESSION PLAN

1. Trade (10 minutes)

- Introduce trade as *"a highly organised system"* and an *"important occupation"*.
- Explain the use of *"standardised weights and measures,"* ensuring fair and smooth transactions. Show Fig. 8.13 (A balance and weights).
- Differentiate between internal trade (exchange between villages and cities) and external trade (with Mesopotamia, Central Asia and Egypt).
- Discuss the evidence for external trade: *"discovery of Harappan seals and beads in these lands."*
- Explain the trade routes: land, rivers and sea, marking *"India's first major use of sea routes for trade."* Mention coastal settlements and the Lothal dockyard. Show Fig. 8.14 (dockyard) and Fig. 8.15 (seal with boat image).

2. Case study: Seals (10 minutes)

- Explain that *"A lot of what we know about the Harappan Civilisation comes from the seals found at the various sites."*
- Describe seals (over 2,000 found, different shapes/sizes, animal pictures, short inscription in Harappan script). Mention materials (terracotta, soapstone, copper) and their use to stamp goods and mark ownership.
- Discuss the insights seals provide (religious beliefs, trade, economy, artistic skills).
- Show Fig. 8.16 (yogic figure/Pashupatinath), Fig. 8.17 (humped bull, unicorn), Fig. 8.18 (seal impression found in Mesopotamia).
- Discuss the Harappan script: pictorial, probably right to left and still undeciphered.
- **Let's do it:** Engage students with these questions:
 - What do you think this object depicts? What purpose might it have served? (Ask the students if they can see people sitting inside something and nudge them to explore what that could denote.)
 - What material do you think it is made of? (Ask if it looks like metal, wood or clay?)
 - Which animal do you think this object is shaped like? What does that tell us about the main occupation of the people who made it? (Ask them to think about the animal and its importance in those times)
 - What can it tell us about the people who made this object? (Guide students to think about what kind of life they lived. Did they work together? Did they travel? Can any of these details be interpreted from the sculpture?)
- **Rationale for NEP/NCF tags:** Analysing the case study on seals and discussing the HOTS questions promote Critical thinking and Problem Solving and Logical Reasoning (21 C).

3. *Art and Craft of the Harappan Civilisation* (5 minutes)

- Reiterate their skills in pottery and metallurgy, indicating a developed artistic sense.
- Discuss the discovery of statues and figures made of stone, terracotta (baked clay) and bronze, proving highly developed sculpture.
- Mention their possible purposes (toys, religious figures, decoration).
- Highlight famous examples: the bronze figure of a 'Dancing Girl' (Mohenjodaro), the 'Priest King' (steatite), and figures of women believed to be mother goddess representations. Show Fig. 8.19, 8.20, 8.21.
- **Rationale for NEP/NCF tags:** Examining ancient art and crafts contributes to the Art domain and implicitly aligns with Responsible Consumption and Production (Sustainable development goals) by understanding ancient production.

4. *Concept-based Classroom Activity 2: "Harappan Symbol Story"* (5 minutes)

- **Instructions:** Provide each student with a small card or slip of paper. Ask them to draw a simple symbol or animal that could represent their family or a personal trait, similar to Harappan seals. Then, in pairs, they 'trade' their symbols and try to guess what the other's symbol might represent, discussing the challenges of communication without a common language.

End-of-Session Test

"What was the primary purpose of Harappan seals? Give one example of a region with which the Harappans had external trade."

SESSION 8: DECLINE, RECAP AND FURTHER EXPLORATION

(30 minutes)

Topic: Decline of the civilisation, Recap, Keywords, Enrichment activities, A step further, Exercises, Worksheet.

Teaching Techniques: Summary, review, vocabulary building, introduction to future studies.

SESSION PLAN

1. *Decline of the Civilisation* (10 minutes)

- State the approximate end of the civilisation: around 1300 BCE.
- Explain its gradual nature: *"The remains at the sites show that the civilisation gradually declined over a period of several centuries (around 1900 to 1300 BCE)."*
- Emphasize that the exact reason is unknown.
- List the suggested possible reasons:
 - Natural disasters like earthquakes and floods.
 - The Indus and Saraswati rivers may have changed their course, making the land arid and less fertile.
 - Large-scale deforestation could have damaged the environment and caused the rains to fail.
- Conclude that most Harappan cities were abandoned and people likely moved to new areas, leading to the growth of new cities later.

2. *Let's Recap* (10 minutes)

Review the key concepts learned throughout the chapter using the "Let's recap" section:

- Its identity as an advanced urban civilisation, location and timeline.

- Main features: town planning, drainage, wide streets, the Great Bath, granary, dockyard.
- Various activities and occupations: agriculture, crafts, metal-casting, brick-making, pottery-making, trade.
- Importance of trade (inland and overseas).
- The Harappan script (on seals and pottery) and the ongoing efforts to decipher it.
- The gradual decline timeline and possible reasons.

Niblet (Rakhigarhi): Briefly highlight Rakhigarhi as one of the largest Harappan sites in India, its continuous settlement history, early cotton cultivation and insights gained from burial sites about health, diet and social customs. This serves as an India connect, emphasising significant archaeological findings within the country.

3. *Keywords & Further Exploration* (10 minutes)

- **Keywords:** Go through each keyword, asking students to define them or use them in a sentence: urban, dockyard, terracotta, seals, script, deciphered.
- **Enrichment activities:** Encourage students to engage in the suggested activities for deeper learning and creativity (for example, writing a story as a Harappan child, making their own seal).
- **A step further:** Introduce the comparison activity with the Mesopotamian Civilisation. This promotes Critical thinking and Communication and encourages broader historical understanding, aligning with Quality Education.
- Assign relevant Exercises and the Worksheet for homework to reinforce learning.

End-of-Session Test

“Write down one possible reason for the decline of the Harappan Civilisation and one thing you found most surprising about this ancient civilisation.”

SUGGESTED DIFFERENTIATED TEACHING METHODS:

1. Visual and Spatial Learning

- Using maps, diagrams, labelled pictures, visual glossaries and artefact images to help students connect abstract concepts with concrete visuals.

2. Auditory and Discussion-Based Learning

- Storytelling, guided discussions, oral quizzes, peer-to-peer exchanges and debates to engage learners who process information through listening and speaking.

3. Kinesthetic and Experiential Learning

- Activities like sequencing flashcards, map-tracing, drawing blueprints, creating seals or designing city layouts to support hands-on learners.

4. Analytical and Higher-Order Thinking (HOTS)

- Encouraging prediction, comparison, problem-solving, reasoning and evidence-based debates (for example, linking surplus food to specialisation, analysing decline theories).

5. Collaborative and Research-Oriented Learning

- Small-group projects, brainstorming solutions, enrichment research (for instance, comparing Harappan and Mesopotamian civilisations) and creative assignments (writing from a Harappan child's perspective).

QUESTION BANK

A. Fill in the blanks.

1. Focus on technology and innovation, an effective system of government and a well-developed system of trade and commerce are features of a _____. *Remembering*
2. The Harappan Civilisation is also known as the Indus Valley Civilisation and the _____. *Remembering*
3. The citadel in Harappan cities was a raised area that usually contained important buildings and was possibly used for _____. *Understanding*
4. Harappan cities had a carefully planned _____ drainage system, with covered drains running along the middle of the streets. *Remembering*
5. The largest building discovered at Harappa, likely used to store grains, was the _____. *Remembering*

B. Choose the correct option.

1. Which of the following was NOT a major river-valley civilisation of the ancient world, as recognised by historians? *Remembering*
 - a. Mesopotamian
 - b. Egyptian
 - c. Roman
 - d. Harappan
2. What evidence suggests that brick production in Harappan cities was standardised? *Understanding*
 - a. All buildings were made of bricks.
 - b. Bricks had unique designs for each city.
 - c. Bricks had a uniform ratio of 1:2:4 across all cities.
 - d. Brick kilns were found only in the lower town.
3. There are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option. *Analysing*

Assertion (A): The Harappan Civilisation came to an end abruptly around 1300 BCE.

Reason (R): Historians have definitively identified a major earthquake as the reason for the sudden collapse of the civilisation.

 - a. Both A and R are correct, and R is the correct explanation for A.
 - b. Both A and R are correct, but R is not the correct explanation for A.
 - c. A is correct, but R is incorrect.
 - d. A is incorrect, but R is incorrect.

C. State whether the sentences are true or false. Correct the ones that are false.

1. The Harappan cities generally had streets that ran randomly without any specific pattern. *Understanding*
2. Most houses in Harappan cities had private bathrooms with wastewater flowing into covered drains. *Remembering*
3. Harappan traders primarily relied on land routes for their external trade. *Remembering*

D. Answer the following in two or three lines.

1. What evidence indicates that the Harappan people domesticated animals? *Remembering*
2. Explain why archaeologists initially called the Harappan Civilisation the Indus Valley Civilisation, and how their understanding later expanded. *Understanding*

E. Answer the following in four or five lines.

1. Analyse how the Harappan people's daily activities and occupational specialisations contributed to the overall complexity and success of their civilisation, as described in the chapter. *Analysing*
2. Discuss the various proposed theories for the decline of the Harappan Civilisation. Based on the information provided, which theory do you find most compelling and why? *Evaluating*

ANSWER KEY FOR QUESTION BANK

A. Fill in the Blanks:

1. civilisation
2. Sindhu-Saraswati Civilisation
3. public or administrative purposes
4. underground
5. Great Granary

B. Multiple-Choice Questions:

1. c. Roman
2. c. Bricks had a uniform ratio of 1:2:4 across all cities.
3. d. A is incorrect, but R is incorrect.

C. State whether the sentences are true or false. Correct the ones that are false.

1. False. The Harappan cities had roads laid out in a grid pattern that intersected each other at right angles.
2. True.
3. False. Harappan traders used land routes, rivers and the sea for external trade.

D. Answer the following in two or three lines.

1. The discovery of animal bones during excavations at Harappan sites indicates that Harappan people domesticated animals.
2. Archaeologists initially called the Harappan Civilisation the Indus Valley Civilisation because most of the sites they excavated first, such as Harappa and Mohenjodaro, were located in the valley of the Indus River. However, their understanding expanded when similar sites were later discovered along the banks of the present-day Ghaggar-Hakra River and in wide areas of northern and western India, proving the civilisation's much larger extent.

E. Answer the following in four or five lines.

1. The daily activities and occupational specialisations of the Harappan people were integral to the complexity and success of their civilisation. Agriculture formed the base, with farmers growing diverse crops like barley, wheat, millets, pulses, vegetables and notably, cotton. This efficient system of agriculture, practised in hundreds of small villages, ensured a surplus food supply to the cities, supporting a larger, non-agricultural urban population. Beyond farming, Harappans were highly skilled in various crafts such as pottery, metalworking (copper, bronze, gold), weaving, jewellery-making and bead-making, indicating a developed artistic sense and

specialised labour force. These crafts produced goods for internal consumption and trade. Trade itself was a highly organised and vital occupation, facilitated by the use of standardised weights and measures which ensured fair transactions. Both internal trade (exchange between villages and cities) and external trade with distant regions like Mesopotamia, Central Asia and Egypt (evidenced by seals and beads) highlighted their economic prowess and ability to connect with other major civilizations. This interconnected web of agriculture, specialised crafts and organised trade created a self-sustaining and prosperous economy, enabling the growth of well-planned urban centres and a sophisticated lifestyle.

2. Historians have suggested several possible theories for the decline of the Harappan Civilisation, which occurred gradually between 1900 and 1300 BCE. These theories include:
- Natural disasters: Earthquakes and floods may have destroyed many cities, impacting their infrastructure and habitability.
 - River course changes: The Indus and Saraswati (Ghaggar-Hakra) rivers may have changed their courses, making the land arid and less fertile, thus disrupting the agricultural base that sustained the civilisation.
 - Large-scale deforestation: Extensive deforestation could have damaged the environment, potentially leading to climate changes like failed rains and increased aridity, making the region unsuitable for large populations.
 - Ultimately, these factors may have led people to abandon the cities and migrate towards new areas in the south and east of the Indian subcontinent.

The theory of river course changes leading to increased aridity and large-scale deforestation seems most compelling. The changing course of Indus and Saraswati rivers, must have made the land arid and less fertile, could have led to large-scale deforestation which could have damaged the environment and caused the rains to fail. These environmental factors, potentially exacerbated by natural disasters like earthquakes and floods, directly threatened the agricultural foundation and water supply of a river-valley civilisation. The gradual nature of the decline (over a period of several centuries) also aligns better with environmental degradation rather than a single catastrophic event. The need for populations to abandon cities and moved to new areas further supports the idea that the environment became unsustainable, forcing migration. *(Answers may vary, students may give other plausible explanations)*

ANSWER KEY FOR TEXTBOOK QUESTIONS

I. Fill in the blanks.

- | | | |
|-----------------------|-------------------------|---------|
| 1. urban civilisation | 2. Harappa, Mohenjodaro | 3. grid |
| 4. Great Bath | 5. copper, bronze | |

II. State whether the sentences are true or false. Correct the ones that are false.

1. True.
2. False. Most buildings were made of burnt bricks that were highly durable and strong.
3. True.
4. True.
5. False. The Harappan script appears to be pictorial, but efforts to decipher the script are still ongoing.

III. Choose the correct options.

1. c. Indus and Ghaggar-Hakra (Saraswati)
2. d. Lothal
3. b. i, iii and iv
4. d. All of the above
5. a. Both A and R are correct, and the R is correct explanation for the Assertion.

IV. Answer the following questions.

1. A civilisation is a highly developed human society, characterised by certain special features. Some of these are:
 - an effective system of government with laws and rules
 - focus on technology and innovation
 - a well-developed system of trade and commerce
 - development of art and architecture, culture, philosophies, and belief systems
 - people specialising in specific crafts or professions
 - an efficient system of agriculture with surplus food production
 - several well-developed urban centres or cities
 - a system of writing. (*Students can write any two of these*)
2. Some features of the Harappan Civilisation that suggest that it had a highly efficient and centralised authority are listed as follows:
 - The uniform ratio of bricks (1:2:4) used across all cities suggests that brick production was controlled by a central authority.
 - The well-organised town planning, including grid-like streets and an efficient water management system, indicates that a central authority guided and carried out the planning.
 - Similar styles of roads, drainage and water systems across different settlements further support the idea of a central authority.
 - The existence of a citadel (upper town), a raised and walled area containing important buildings possibly used for public or administrative purposes, suggests a society with rulers, priests or administrators. (*Students can write any two of these*)
3. Some important structures of the Harappan Civilisation are as follows:
 - The Great Bath in Mohenjodaro was a remarkable structure featuring a central pool made of burnt bricks, with walls made watertight using natural tar. It had steps leading down from two sides and was likely used for ritual bathing on special occasions.
 - The Great Granary at Harappa was the largest building discovered there, likely used for storing grains. Its location near the river facilitated easier and cheaper transport of surplus food grains, demonstrating well-organised food supply management.
 - The dockyard at Lothal was a huge rectangular structure, possibly serving as a place for loading and unloading goods from boats, which indicates the Harappan people's knowledge of tides and sea navigation for trade. (*Students can write about any two of these*)
4. The Harappan people practised several occupations.
 - Agriculture was widely practised, with farmers growing cereals like barley, wheat, millets and sometimes rice, along with pulses and vegetables. They were also among the first to grow cotton and used ploughs.
 - Various crafts were important, including pottery, metalworking (copper, bronze, gold), weaving, jewellery-making, bead-making and bone carving.

- Trade was a highly organised occupation carried out by various traders and merchants, involving both internal exchange of goods between villages and cities and external trade with distant regions like Mesopotamia, Central Asia and Egypt. They used standardised weights and measures for fair transactions.
 - They also domesticated animals for milk and meat and engaged in fishing.
5. The seals found at the Harappan sites are important for many reasons. Some of these are:
 - Source of information: Seals are a primary source of information about the Harappan Civilisation, with over 2,000 found so far.
 - Trade and ownership: They were most likely used by merchants to stamp goods and mark ownership, indicating a sophisticated system of trade.
 - Cultural insights: The seals provide valuable insights into the Harappan people's religious beliefs, trade practices, economy, and artistic skills.
 - Harappan script: They contain the main evidence of the Harappan script, which appears pictorial and was probably written from right to left, though it remains undeciphered.
 - Symbolism: Images on the seals, such as animals and a figure in a yogic posture, offer clues about their environment, fauna and possibly their deities (like the suggested similarity to Shiva as Pashupatinath).
 6. Harappan seals and beads are found in distant lands like Mesopotamia, Central Asia and Egypt as evidence of Harappan trade with other regions. The dockyard at Lothal also suggests the use of sea routes for external trade.
 7. As an archaeologist, I would look for the following features to confirm it is a Harappan site:
 - Well-planned urban layout: I would look for cities divided into an upper town (citadel) and lower town, with streets laid out in a grid pattern intersecting at right angles. This indicates the characteristic Harappan urban planning and administrative structure.
 - Standardised brick construction: I would check if buildings are primarily made of burnt bricks with a uniform size ratio of 1:2:4. This uniformity is a hallmark of Harappan construction, suggesting central authority and advanced building techniques.
 - Advanced water management system: Evidence of sophisticated underground drainage systems, wells, reservoirs or tanks would be crucial. This highly developed system for sanitation and water storage is a distinctive feature of Harappan cities.
 - Unique artifacts: The discovery of Harappan seals (with animal images and undeciphered script), standardised weights and measures, specific types of pottery or bronze sculptures would strongly confirm the site's identity. These artifacts are unique to the Harappan Civilisation and provide insights into their trade, beliefs and artistic skills.
 8. The Harappan people's emphasis on drainage and bathing spaces reveals several aspects of their society:
 - High value on cleanliness and hygiene: The carefully planned underground drainage system, with inspection holes and private bathrooms in most houses demonstrates a strong concern for sanitation and public health.
 - Advanced engineering and urban planning: The sophistication of their water management systems, including wells, reservoirs and a network of channels, showcases advanced engineering skills and a highly developed sense of urban planning.
 - Organised society and central authority: The consistency and complexity of these systems across different cities suggest the presence of a strong central authority that guided and maintained public utilities, indicating an efficient and well-organised society.

- Possible ritual significance: The Great Bath in Mohenjodaro, likely used for ritual bathing, suggests that bathing and cleanliness may have held religious or ceremonial importance within their society.
9. The Harappan people consumed a rich and varied diet. Their diet primarily included cereals such as barley, wheat, millets and sometimes rice, along with various pulses and vegetables. They were also among the first people in Eurasia to grow cotton, which implies a diverse agricultural output. Furthermore, researchers suggest they consumed dairy products, turmeric, ginger and even bananas. Evidence from excavated animal and fish bones indicates that they also consumed meat and fish from domesticated animals and from rivers and the sea.
 10. Based on the available evidence, primarily from the seals, we can infer the following about the Harappan script:
 - it appears to be pictorial in nature
 - it was probably written from right to left
 - despite sustained efforts from scholars worldwide, the script is still undeciphered (its meaning has not yet been fully understood or figured out).

V. Picture-based questions.

1. This is a seal belonging to the Indus Valley Civilisation. Seals were usually used for stamping goods for trade, possibly to mark ownership or as an identity symbol.
2. The image shows a human figure standing between two animals, which appear to be tigers or big cats. There are also Harappan script symbols above the image.
3. The owner might have wanted to show strength, bravery and power, as standing fearlessly between two wild animals suggests courage and dominance over nature.
4. The presence of tigers suggests that the region had dense forests or thick vegetation with plenty of wildlife around 5,000 years ago. Today, much of this region (north-western India and Pakistan) is dry, with less forest cover and tigers are hardly found there.