

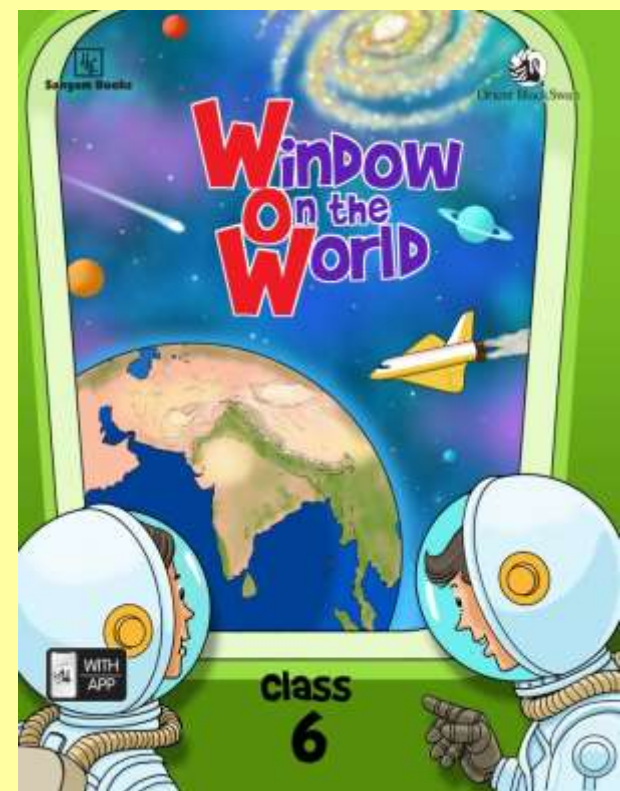
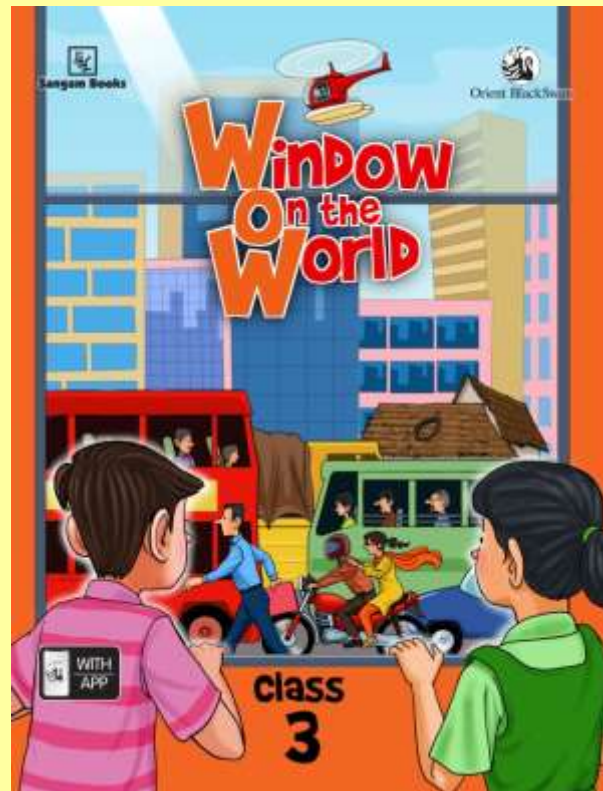
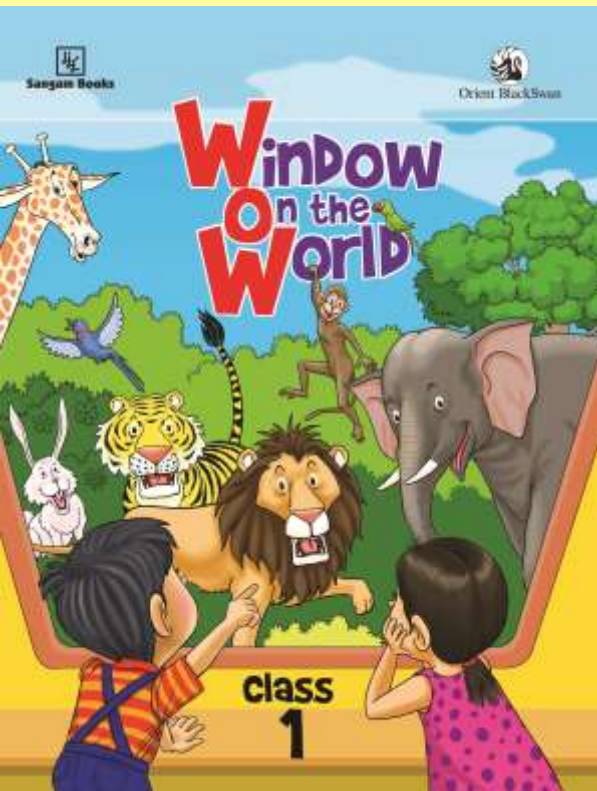
**A new series in Social Science for
schools following the NCERT syllabus**



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Wow!





Perfect syllabus match

Values and Citizenship Skills

Blended learning with rich digital resources

Student-friendly layout with Integrated elements

Perfect syllabus match

Wow!



Keeping in mind the government's directive of a lighter syllabus, Books 1 & 2 follow the EVS syllabus.

Unit 4: THE WORLD AROUND ME



THE WORLD AROUND ME

Learning outcomes

- By the end of this lesson, you will be able to:
- explain that the Earth is made up of land and water and is surrounded by air
 - explain that we live on the Earth
 - recognise the importance of land, air and water
 - discuss and share ideas about how we should take care of the Earth.

Let's do it!

In the world around us we find things that are made in nature, like trees, rivers, and mountains. We also find things like buildings, roads and cars that are made by human beings.

Look at the picture given below. Mark on it any two things that are made in nature, and two things made by human beings.



We live on the **Earth**. The Earth is a ball of rock, moving around the **Sun**. The Earth gets light and heat from the Sun—two things that are needed for life. Thus, without the Sun, there would be no life on Earth.

ANIMALS

Animals too share this world with us. Animals like tigers and lions that live in the forest are called **wild animals**. Animals that live with us in our homes or farms are called **domestic animals**. Cows, sheep, hens and goats are domestic animals. We get milk, meat, eggs and wool from them.

WOW 1, Ch 11, Page 62



Domestic animals



Wild animals

TAKING CARE OF OUR WORLD

We should take care of the Earth. It is our home.

- We must keep our surroundings clean. We must throw garbage only in bins.
- We must save water. Water is precious. Turn off the tap after you use it.
- We must not cut down trees. Trees help clean the air we breathe. They also bring rain and keep the air cool.



PLANTS AND ANIMALS

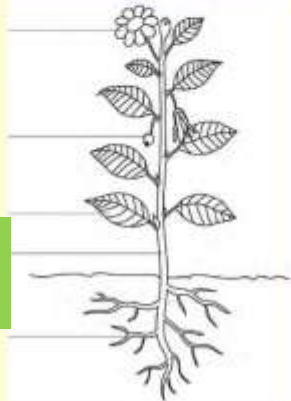
Learning outcomes

- By the end of this lesson, you will be able to:
- describe the different kinds of plants and animals with examples
 - explain the importance of plants
 - differentiate between wild animals and domestic animals
 - list the uses of animals

Let's do it!

Let's label the parts of a plant

Given below is a picture of a plant. Colour it. After you read the chapter, come back to this picture and name its different parts.



WOW 2, Ch 10, Page 52

Books 6-8 include all the topics added by the NCERT in their latest revision.

CASE STUDY

THE PAIKA UPRISING

The **Paika Uprising** or the **Paika Bidroha** of 1817 was one of the earliest anti-British agitations in India. The Paikas formed the army of the powerful Gajapati rulers of Khordha, Odisha. They rendered military service to the king during war, and practised farming and maintained law and order during peacetime. When the British conquered Odisha in 1803, the Gajapati rulers tried to defend their kingdom by putting up a strong resistance. However, the British brutally crushed any form of opposition against the British rule continued in 1817, the Paikas rose in rebellion against the British under the leadership of **Bakshi Jagabandhu**, the commander in chief of the army of the king of Khordha. Soon, the rebellion spread, with tribal people from various districts taking active part in it.

The Paikas attacked British symbols of power, burnt down police stations and government offices. The rebels got support from the rajas of neighbouring districts and landlords. The peasants, who were reeling under the excessively high rates of revenue demanded from the British, also joined the revolt. The rebels captured Puri and



Statue of Bakshi Jagabandhu in Bhubaneswar, Odisha

WOW 8 History, Ch 8, Pg 86

...ll, the son of the last Gajapati ... took the British three months to defeat the rebels and crush the movement once and for all. However, a few rebels continued to fight an underground war till 1819. Bakshi Jagabandhu was arrested in 1825.

CASE STUDY

THE MARATHAS

The Marathas, who rose to prominence in the 17th century under the leadership of **Shivaji Bhonsle**, represented the greatest challenge to the Mughal Empire.

Shivaji was born in 1627 CE to Jijabai and Shahaji, a court official of the British. When most of India was

grew up to be a ... his Maratha identity free his land from outsiders. When ... about his dream ... (Hindu self-rule).

WOW 7 History, Ch 10, Pg 87

... an of Bijapur and Aurangzeb using ... He also led a series of successful

The Rajputs

During the reign of Akbar, the Rajput rulers were granted **watan jagirs**, which served as confirmations of their claim over their ancestral land. Watan jagirs, unlike the other jagirs, were also actively involved in the administrative decision making.

However, the relationship between the Mughals and the Rajputs deteriorated during the reign of Aurangzeb. Many battles were fought as the Rajputs tried to protect their **watan** (homeland) and their culture from being encroached upon by the Mughals. Following Aurangzeb's death, many of the Rajput rulers started furthering their claims of independence.

One of the most notable Rajput rulers of this era was **Sawai Jai Singh**, the ruler of Amber. In addition to founding the city of Jaipur in 1727 CE, Jai Singh also built five astronomical **observatories** (known as **Jantar Mantars**) in Delhi, Jaipur, Benares (Varanasi), Ujjain and Mathura.

As powerful and influential as these Rajput rulers were, they also fought each other frequently and raided neighbouring territories.

WOW 7 History, Ch 10, Pg 86

overcoming the

Know more

The sages of ancient India developed six schools of philosophy, each formulated by a different sage.

Nyaya: Developed by sage Gautama (or Gotama), this school was founded on the theory of 'pramana' or knowledge based on evidence or reality.

Vaisesika: Founded by sage Kanada (or Konada), this school emphasises 'dharma', as the central guiding force of human life.

Samkhya: Sage Kapila is recognised as the founder of this school. This school identifies 'Purusha' and 'Prakrit' as the two interdependent forces that control the goings-on in the universe. Some scholars consider samkhya as the foundation of Indian philosophy.

Yoga: Developed by sage Patanjali, yoga teaches the methods by which one can control the mind through meditation.

Mimamsa: Founded by Jamini, this school recognises the Vedas as the final authority on all questions.

Vedanta: Veda Vyasa, who collated the teachings of earlier sages in the Brahma Sutras, is considered its founder.

Sometime between the 6th and 8th centuries CE, Shankaracharya

WOW 6 History, Ch 7, Pg 52

Values and Citizenship Skills

Wow!

Values and Citizenship Skills is a unit in each book that deals with topics like:

- Road Safety
- Save the Girl Child, Educate the Girl Child
- Clean India
- Personal Safety (POCSO)
- Param Vir Chakra Awardees

19 RULES FOR ROAD SAFETY

Learning outcomes

By the end of this lesson, you will be able to:

- appreciate the need to follow road safety rules
- practice road safety

We have learned how important it is to follow rules on the road. If we do not follow these we might get hurt or hurt others. In this lesson, I learn some more road safety rules.

CROSSING THE ROAD

We already know:

- We should use subways or footbridges to the road where they are available.
- When there is a wide road with traffic in both directions, there are two way crossings on the same road. We should at each crossing to see if the road is clear. On roads, islands are safe places where we stand and wait for the traffic to stop.



A road junction is a point where many roads meet. There is heavy traffic at a junction.

We should be very careful while crossing the junction. Cross at white crossing. We should always follow the 'Stop Sign' before crossing.

Being a Good Citizen Educating the Girl Child



ANU PUTS AWAY THE LAST OF THE DISHES. THEN SHE FINELY GETS AND WATCHES HER BROTHER CHANDU DO HIS HOMEWORK.



WOW 5



ANU NODS UP TO HIM AND LOOKS AT THE JUNK.

Being a Good Citizen Keeping Our Surroundings Clean



SIMI IS STANDING IN FRONT OF HER SCHOOL WITH HER PARENTS AND HER ELDER SISTER. SHE IS VERY EXCITED. SHE POINTS TO A PAINTING ON THE WALL.



WOW 1



YOUR BODY BELONGS TO YOU



WOW 2

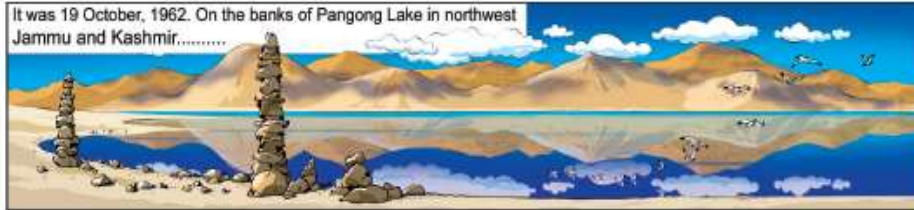
KEEP TELLING SOMEONE TILL YOU ARE HEARD



WOW 4

REAL LIFE HEROES

PARAM VIR CHAKRA AWARDEE **DHAN SINGH THAPA**



It was 19 October, 1962. On the banks of Pangong Lake in northwest Jammu and Kashmir.....



28 soldiers of the Gorkha regiment of the Indian army were guarding Sirijap 1 — a post set up to prevent the Chinese army from entering India.

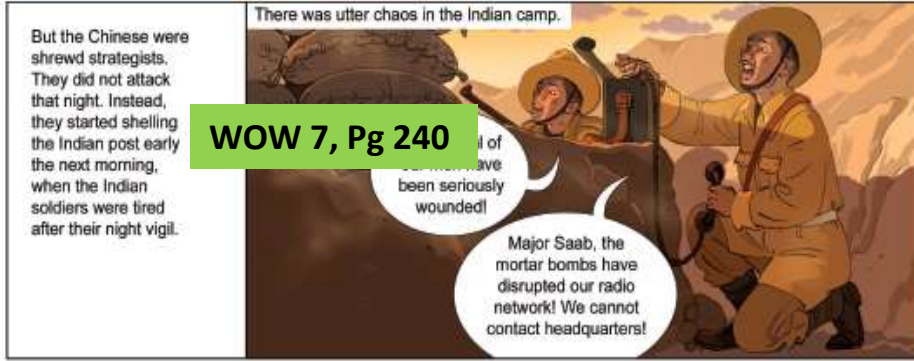
Major Dhan Singh Thapa, the commander of this battalion, was closely watching the Chinese camp on the other side of the border. There seemed to be an unusual amount of activity in the Chinese camp.



I think they are getting ready to attack our post.



Get ready, boys! Dig the bunkers and put up the sandbags!



There was utter chaos in the Indian camp.

But the Chinese were shrewd strategists. They did not attack that night. Instead, they started shelling the Indian post early the next morning, when the Indian soldiers were tired after their night vigil.

WOW 7, Pg 240

... of ... have been seriously wounded!

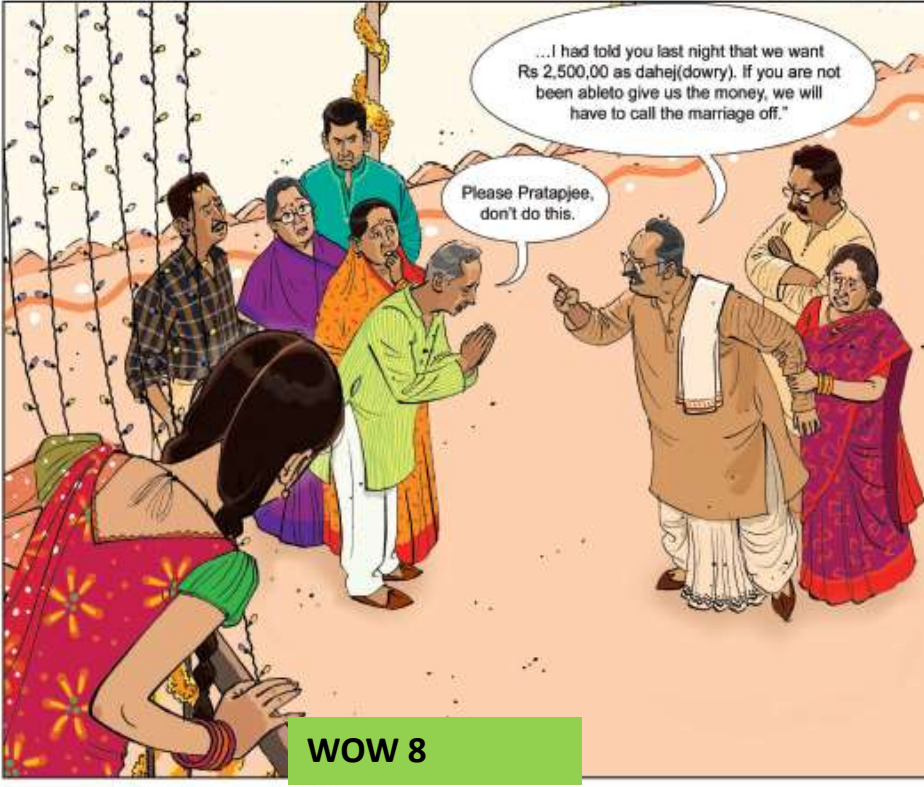
Major Saab, the mortar bombs have disrupted our radio network! We cannot contact headquarters!

SAVING THE GIRL CHILD: SAY 'NO' TO DOWRY

Sushma is very excited. She is getting ready for her elder sister's wedding that evening.



Suddenly, hearing a commotion downstairs, Sushma rushed to the balcony.



...I had told you last night that we want Rs 2,500,00 as dahej(dowry). If you are not able to give us the money, we will have to call the marriage off."

Please Pratapjee, don't do this.

WOW 8

Blended learning with digital resources

Wow!



Students' App

Smart Books for Teachers

Embedded questions

Animations

Interactive Activities

Orient BlackSwan
DIGITAL

Students' App 3-8
Web Support for Teachers
Smart Books for Teachers

FEATURES OF THE SMART BOOK

- A Animations
- IA Interactive Tasks
- P Presentations
- QG Question-paper Generator
- W Worksheets
- PG Picture Galleries
- CM Concept Maps
- G Games
- TR Teachers' Resources

The books are supported by a rich variety of digital resources that enable teachers to give students a blended learning experience.

Presentations with audio

Worksheets with Answer key

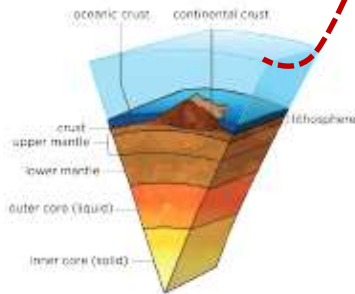
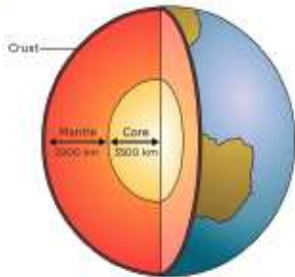
Picture galleries

Web Support for Teachers

Student-friendly layout

Wow!

Text supplemented with clearly-labelled diagrams and maps



Quick check

What are the three main layers of the Earth?

Crust: The crust is the outermost layer of the Earth and forms its surface. It is the thinnest of the three layers. The crust can be divided into two parts—the continental crust and the oceanic crust.

The continental crust forms the continents and stretches to a depth of 35 to 70 km. It is mainly composed of two minerals—silica and aluminium. This layer is therefore also called sial.

The oceanic crust makes up the oceanic crust, and extends to a depth of 10 km. It is composed mainly of silica and magnesium.

Mantle: The layer that lies below the crust is the mantle. It is 2,900 km thick and makes up 82% of the Earth's volume. It is composed of the minerals silica, magnesium, iron, and aluminium. Because of its composition, the mantle has two parts—the upper mantle and the lower mantle. Most of the mantle is made of semi-solid molten rock. This material is known as magma. The temperature here varies between 650 and 1200°C.

Core: The innermost layer of the Earth is called the core. It has a radius of about 3,300 km. It is mainly made up of two minerals, nickel and iron (ferrum in Latin), and is therefore also known as nife. The core is further divided into the outer core and the inner core. The outer core is liquid, but the inner core is solid as it is under extremely high pressure. Temperatures here are believed to be over 3000°C.

Know more

The Pamir Knot is the meeting point for many mountain ranges that including the Tian Shan, Karakoram, Kuniun, and

The Northern Mountains

The mountain ranges that form a wall across north India are together known as the Northern Mountains. Most of them originate in the Pamir Knot in Central Asia and run parallel to each other. The northernmost of these parallel ranges consist of the Zaskar Range, the Ladakh Range and the Karakoram Range. K2 or Mount Godwin Austen in the Karakoram Range is the second highest peak in the world. It now lies in Pakistan Occupied Kashmir (POK).



Himalayan Ranges

They extend for almost 2500 km from the Indus River in the west to the Brahmaputra River in the east. The width varies between 400 km in the west and 150 km in the east. The Himalayas consist of three parallel ranges and an eastern extension.

Quick check

Name the three parallel ranges that make up the Himalayas.

Himadri or Greater Himalayas

This is the northernmost range of the Himalayas. Some of the highest peaks of the world occur in this range. The tallest peaks that lie in India include Kanchenjunga (8,386 m) on the border of India and Nepal, and Nanda Devi (7,816 m). Many glaciers, like the Gangotri (source of the Ganga) are in this range.

Himachal or Lesser Himalayas

To the south of the Himadri lies the Himachal or the Lesser Himalayas. The Pir Panjal and Dhauladhar are important ranges of the Himachal. Some beautiful hill stations like Kashmir, Kullu, Kangra, Shimla, Mussoorie, Manali and Darjeeling are part of this range.

Shiwalik or Outer Himalayas

The Shiwalik is the southernmost of the Himalayan ranges. It is also the youngest part of the Himalayas and is still growing. Thus, it is made up of a lot of loose rocks, and is prone to landslides. Lovely open valleys known as duns are common here. Dehradun is located in one of these duns. The Terai forests lie at the foothills of the Shiwalik.

The Purvanchal Hills

These are the eastern extension of the Himalayas. The Arakan Yoma, Bago, and Lushai Hills lie on the boundary between India and Myanmar. The Garo, Khasi and Jaintia Hills lie at the point where the Purvanchal Hills meet the Meghalaya Plateau.

Concepts presented in an attractive format



Kanchenjunga is the highest mountain peak in India.



Shimla is a popular tourist spot.



The Terai forests are home to many animals such as the Hog deer (seen in this picture)



The Khasi Hills in Meghalaya is one of the tribal regions in India.

Elements integrated with the text

Warm-up activity:
Pre-learning activities that increase student participation and encourage thinking

Learning outcomes

By the end of this lesson, you will be able to:

- explain what a village is
- describe a village in India
- list the differences between a village and a city

Learning outcomes:
Goals for the students to achieve by the end of the lesson

have been governed by Panchayats. The word 'Panchayat' means a group of five wise and respected people who are chosen to look after the local community.

Let's do it!

Let's make a clay tile

Many houses in the villages of India have roofs made of clay tiles. Let us try and make a clay tile.

Things you will need:

- Clay, a rolling pin, brown paper, a blunt plastic knife, a glue stick, coloured paper or beads for decoration (Optional)

What to do next?

1. Lay the brown paper on a table.



2. Take a lump of clay. Place it on the brown paper and flatten it with a rolling pin.



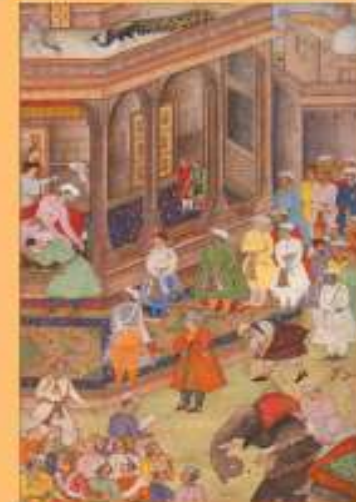
3. When the clay is flat and even, use a knife to cut it into the shape you want.



- Leave it at the back of your class
- Once the clay dries up you can paint the piece or decorate it with beads or coloured pieces of paper. Use glue to stick them on to

WOW 3, Pg 24

Warm Up Picture Study



The picture above shows the court of Akbar, one of India's most famous rulers; he ruled around 500 years ago. It shows the emperor greeting the nobles (important people) of his empire. Study the picture and then answer the following questions.

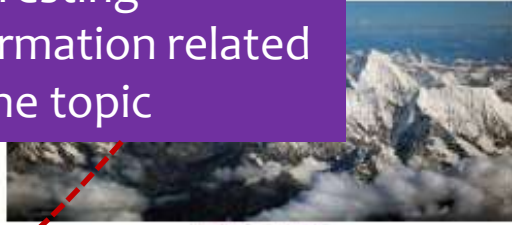
1. How are the clothes worn by the people of that time different from the clothes worn by us today?
2. Is India still ruled by an emperor? What kind of government does India have today?
3. Do we still greet the head of the government of our country this way?
4. What other differences are there between life as portrayed in the picture and life today?

WOW 7, History

Know more: Interesting information related to the topic

Know more

Landforms are created and changed in three ways. (1) Water, wind and sunlight can change the shape of the earth's surface. This is called **weathering**. (2) **Erosion** or the movement of rocks, pebbles or sand can also shape the surface of the earth. (3) Humans and animals too cause changes in landforms.



A mountain range

sloping sides and pointed tips called **peaks**. In some places, many mountains appear one after the other, forming an interconnected chain. Such a chain of mountains is called a **mountain range**.

Mountain ranges can be young or old. Young ranges, like the Himalayas and the Alps, have several tall peaks with sharp edges. Old ranges, like the Vindhyas and the Appalachians, are low with rounded tops.

The Himalayas, which lie in Asia, are the highest mountain ranges in the world. Other important mountain ranges in the world are the Rockies in North America, the Andes in South America and the Alps in Europe.

A **pass** is a break or a gap in a mountain range. Passes provide people with a path through steep mountain ranges. Nathu La in north India is a famous pass connecting India and China.

Some highlands are not as high as mountains. They are called **hills**. Hills have gentler slopes and more rounded tops than mountains.

Heritage corner

The Nanda Devi National Park is in the Himalayas in the state of Uttarakhand in north India. Here we find a wide variety of plants and animals, like the snow leopard and the Himalayan musk deer. It is an important part of our natural heritage.

Heritage corner: Facts that bring alive India's rich heritage



A mountain pass in the Alps, Switzerland



Rolling hills of the Napa Valley in the United States of America

Right values: Values that will help students grow into better human beings

Right values

The Earth's landforms can change due to human activities. Any change in the Earth's landforms affects all living beings. Every time we undertake such activities, we should remember that we share this planet not only with other human beings, but also with plants and animals.

A valley is a low land that lies between hills or mountains. Valleys often have rivers flowing through them. River valleys are V-shaped and have rich and **fertile** soils. The earliest settlements in the world came up in river valleys. This was because the easy availability of water and the fertile soil made farming in the valleys easy.



The Pahalgam Valley in Kashmir with the river Lidar flowing through it

PLATEAUS

A **plateau** is a flat-topped landform that rises sharply from the surrounding land. Most plateaus have rich reserves of minerals. The Deccan Plateau in southern India is a very old plateau. The Tibetan Plateau in the Himalayas is known as the 'roof of the world'. It is the highest plateau in the world.

Quick check

- _____ are the highest mountain ranges in the world.
- _____ is a pass connecting India and China.
- _____ is the highest plateau in the world.

Quick check: In-text questions that help assess student understanding

..., the flat
... north India.
... and grow
... also, often,
... too cold for
humans to live. As a result, plains are the most densely

Life skills

You should always drink enough water. The body needs water to be healthy.

- Drink a glass of water when you wake up in the morning.
- Carry a water bottle when you are out for the day.
- Eat fresh fruits and vegetables—they contain a lot of water.

Clean water

We need clean water to drink. Drinking dirty water can cause diseases. Boiling water for about 2 minutes can make it safe for drinking. We should always store water in clean vessels and cover them properly.



Waste from factories and houses flow into a river, making its water dirty.

49

Life skills:
Skills that help students cope with problems in daily life



WOW 2, Ch 9, Pg 49

Higher Order Thinking Skills:

Questions that encourage students to apply what they have learnt

Higher Order Thinking Skills

Why do most people buy fruits and vegetables from their local market, rather than the wholesale market? Think and answer.

Fruits and vegetables are transported from one state to another by road or by rail. They are taken to **wholesale markets**, from where they are sold to neighbourhood (or local) vegetable sellers. We buy our daily or weekly supply of fruits and vegetables from these local vegetable sellers.

THE CEREALS AND PULSES WE EAT

The major part of the Indian diet is made up of **cereals** and **pulses**. Food grains like **roti, baata, jowar**, corn, wheat and rice are **cereals**. **Moong, chana** and **rajma** are pulses.

WOW 3, Ch 7, Pg 49

Different kinds of **nutritious** Indian breads or **rotis** are

In classes 6–8, we have...



IN FOCUS

INTERPRETING ARCHAEOLOGICAL SOURCES



Seen above are a pair of richly carved earrings from ancient India (left) and a pot made in China more than 4,000 years ago (right). By studying the materials and crafting methods of the remains, we can learn a lot about the social, religious and economic lives of the people. We can also learn about how technologically advanced they were.

Coins (left) and seals (right) are valuable sources of information about different aspects of life in the past. From the pictures and writings on coins to know about rulers, the years of their reign, the extent of their kingdoms. From the metal used for making the coins we come to know about the economic lives of the people of that age. The study of coins is known as **numismatics**.



In focus:
Important concepts presented clearly



Fossils are also important archaeological sources. They are remnants of humans, animals or plants that have become embedded in rocks and ice over many centuries. They help us understand how living beings evolved (changed over time). This image (left) shows a human fossil from around 60,000 years ago.

Elsewhere:
Presents events happening in other parts of the world at the same time; NCERT requirement



In many ancient cultures, the dead were buried with objects that people believed might be needed even in the afterlife. These places were known as **burial sites**. The objects unearthed from burial sites are a rich source of information about the beliefs of that period. The Pudukottai region of Tamil Nadu has several burial sites, belonging to different cultures. (1) a burial site with a stone slab and (3) cist burials (burial sites with stone slabs).

WOW 6
History, Page 4

Monuments are human-made structures of historical importance. They are usually built in memory of a person or an event.



Forts, palaces, temples, and tombs are examples of monuments. By studying the materials they were built of, the period when they were built, and the reasons why they were built, much can be learned about the past. The Sanchi Stupa, shown above, is one of the oldest monuments in India.

ELSEWHERE

THE BIRTH OF BANGLADESH

From the time of independence, East and West Pakistan shared an unequal relationship, with the centre of power being in West Pakistan. Trouble started soon after independence over the choice of official language, with people of East Bengal wanting Bengali to be given equal status as Urdu. The people of East Pakistan soon started demanding provincial autonomy as they felt they were being treated as a colony by West Pakistan. In 1968, martial

law was imposed and General Yahya Khan became the president of Pakistan. He came down heavily on the rebels in East Pakistan, where **Sheikh Mujibur Rahman** and the **Awami League** were leading the fight for freedom. India supported the movement. With active help from India, East Pakistan won the war leading to the birth of Bangladesh. Since then, the people of East Pakistan and Bangladesh, based on the values of secularism and democracy, has gradually strengthened

WOW 8 History,

Case Study:

Case studies required by the syllabus presented in specific sections

Source Window:

Texts from primary sources as per syllabus requirements

CASE STUDY

The Tughlaq Dynasty

Ghiyasuddin Tughlaq founded the Tughlaq Dynasty. After a brief rule of around four years, he was succeeded by his son, **Muhammad bin Tughlaq** (1325-1351). He was one of the most famous rulers of the Delhi Sultanate. Under him, the empire grew till it covered most of the Indian subcontinent.

However, historians often refer to Muhammad bin Tughlaq as a 'mixture of opposites'. Some thought he was a visionary and a genius, while others thought he was a lunatic. He could be generous to people he liked, but could also be ruthless if they displeased him.

An intelligent man, Muhammad was capable of grasping new ideas with ease. He was also a fine military commander. However, he appears to have lacked two important qualities needed by a successful ruler—practical judgement and common sense. He introduced some radical administrative and economic reforms, which were far ahead of the time, but proved to be disastrous.

Taxation of the Doab

The word doab refers to the land between converging

rivers, especially the rich alluvial area between the Ganga and the Yamuna rivers. In 1326 CE, Muhammad increased the land tax in the doab region. This turned out to be a major mistake. The farmers were reeling from a terrible famine in the region. Despite this, the royal officers ruthlessly collected taxes. To escape the harassment, the farmers had to abandon their lands and flee. Muhammad was forced to withdraw his orders and bring the farmers back to work on their lands. But by then it was too late, as much of the land had become barren.

Shifting of the capital

Muhammad's idea of shifting the capital from Delhi to Devagiri or Daulatabad in the Deccan was perhaps his greatest mistake. The idea itself was a sound one—Daulatabad was centrally located, and it would have been easier to control the vast empire from there. However, the manner in which it was implemented caused immense hardships for the people. Not only did he move the government, he ordered the entire population of Delhi to move to Daulatabad. Thousands died making the journey. The ones who made it, found it difficult to settle down in the new city. The Mongols,

Ghiyasuddin Tughlaq built the massive Tughlaqabad Fort in Delhi in 1321 CE. According to legend, the construction of this fort became the cause of a bitter fight between Ghiyasuddin and the famous Sufi saint, Nizamuddin Auliya. It is said that Ghiyasuddin was so obsessed with completing the fort that he ordered all the labourers in Delhi to work only on his fort. As a result of this order, work on the baoli (well) that was being constructed by Nizamuddin Auliya stopped. This angered the saint and he cursed the city—'Ye rahey ujjar, ye basey gujjar', meaning 'the place would either be uninhabited or only the gujjars (nomads) would live there'. Ghiyasuddin died a few years after this, and Tughlaqabad was abandoned soon after in 1327 CE. Nomadic gujjars came to occupy the fort, thus appearing to fulfil Auliya's curse.

WOW 7 History



SOURCE WINDOW

EVIDENCE FROM THE PAST

We know about this second phase of urbanisation from a number of sources. Archaeological sources include Ashoka's edicts, coins, pottery, tools and implements. Let us study some of them in greater detail.

Archaeological sources

Remains of craft items created during this period tell us about life in our ancient cities. The pottery of this time is referred to as Northern Black Polished Pottery. This is because the clay pots had a highly polished black surface.

Ring wells have been unearthed from the sites of many cities of ancient India, such as at Purana Qila in Delhi. These wells are built as a series of ceramic rings placed one on top of another, used either for drawing water or for drainage. They are important archaeological discoveries because they tell us about the technological level of the times.

Literature

The literary sources for this period include the *Jataka Tales*, Chanakya's *Arthashastra*, *The Periplus of the Erythraean Sea* (or the Navigation of the Red Sea), written by an unknown Greek sailor, and the Sangam literature from south India.

The Tamil text of the Sangam Age *Pattinappalai* has vividly described the ancient Chola capital of Kaveripattinam (Puhar).

The town was built on the north banks of the river Kaveri. The town had two parts—Maruvurpakkam near the sea and Pattinappakkam to its west. The two were separated by a stretch of gardens and orchards where daily markets were held under the shades of the trees.

In the extensive markets of Puhar there were many tall mansions surrounded by platforms reached by high ladders. These mansions had many apartments and were provided with doorways, great and small, and with wide hallways and corridors. In all parts of the town there were flags flying of various kinds and shapes.

WOW 6 History

Puhar) shunned murder, and put aside theft, pleased the gods by as scrupulously as their own, they took nothing more than was due to them and never gave less than was due from them. Trading thus in many articles of merchandise, they enjoyed an ancient heritage of prosperity and lived in close proximity to one another.



Sculptural details like these found on the gates of the Sanchi Stupa show us glimpses of life in the cities of ancient India; here you can see people looking down from the balconies of double storied houses.




Blackware pottery (5th-7th Century CE) found in Mughalmari





Teachers' Resource Pack



Wow!

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- Question bank with Answers
- Worksheet with Answers
- Question Papers with Answer Key

Wow!



Thank you!

Wow!

