

# JOURNEY FROM SOUTH TO NORTH

Learning Outcomes
<ul style="list-style-type: none"> <li>● Distinguish between different terrains in our country</li> <li>● Recognise that travel helps to discover new places and meet people</li> <li>● Infer the beauty of our country along with its diversity in food and clothing</li> <li>● Extend the information given in the story to a route map</li> <li>● Summarise the reasons why people travel to different places</li> <li>● Select the information given to plan a trip</li> <li>● Choose a suitable type of adventure travel</li> <li>● Write an imaginative play based on cart travel in the olden days</li> </ul>

Integration	
Art	Warm-up, Activity 1
Language, Mathematics, Social Studies, General Awareness	Warm-up, Story Time, Exercise, Find Out 1, Activity 1, Project
Sports	Do You Know?
Heritage	Find Out 1
Life Skills and Values	Exercise
Multiple Intelligences	Activity 1
Digital	Audio, Presentations, Weblink

## Suggested Number of Sessions: 12

**Session 1:** Warm-up,

**Session 2:** Story time (to continue)

**Session 3:** Story time; Exercise Question: 1

**Session 4:** Exercise Questions: 2 and 3; **Home assignment:** Find Out 1; Digital: Watch the picture gallery to see more monuments in India.

**Session 5:** People travel from one place to another; Exercise Questions 4 and 5;

**Session 6:** Planning a trip; Exercise Questions: 6–8 (to continue)

**Session 7:** Exercise Questions: 9–10

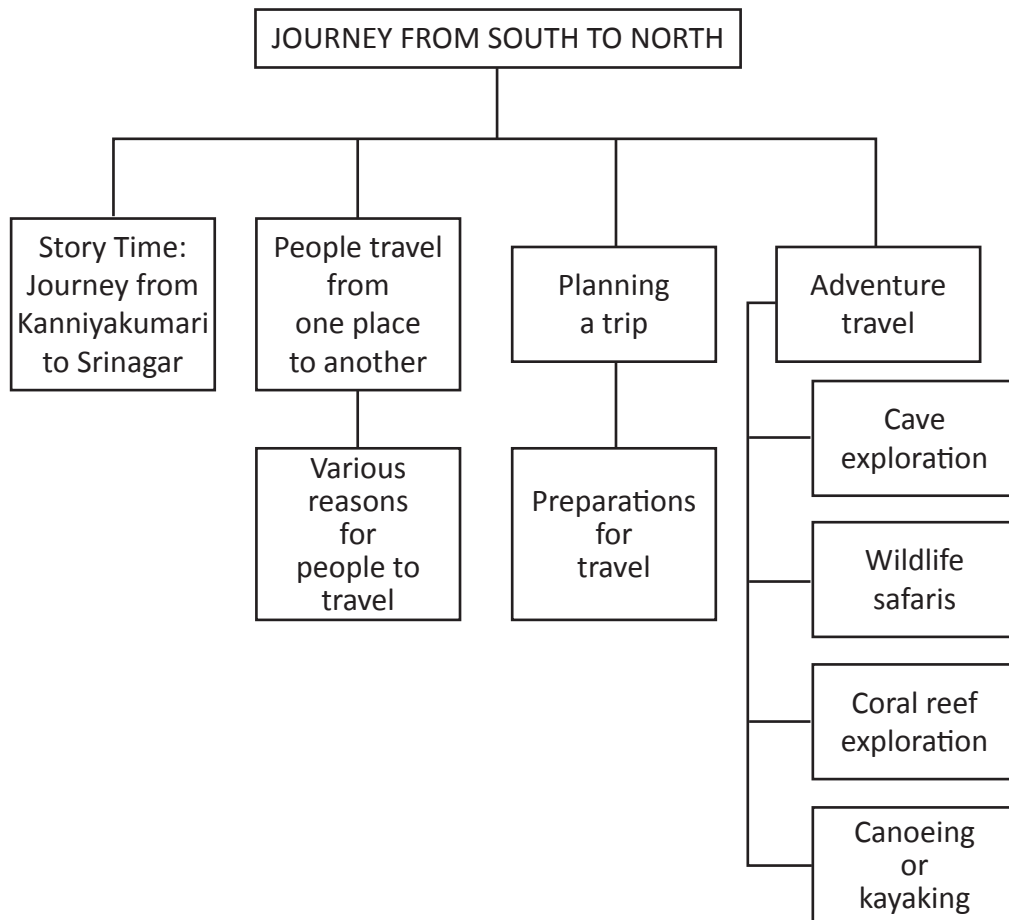
**Session 8:** Digital: watching a presentation on the things one can save if one uses digital methods to prepare for a trip; Adventure travel (to continue)

**Session 9:** Adventure travel; Exercise Questions 11–13

**Session 10:** Digital: adventure travel (weblink); Question Bank

**Session 11:** Activity 1; Do You Know? 1; **Home assignment:** Project (to present in the next session)


**Session 12:** Project; Workbook



## Teaching Guidelines

### Warm up

**Art** and **Language** are integrated in this activity. Students learn a poem about a train journey by *Robert Louis Stevenson*. They also learn to appreciate the poem.

 **Digital integration:** Encourage students to scan the QR code and listen to the song.

- Encourage students to sing along while listening to the rhyme.

### Story time

This is an **integration** with **Language**.

**Note:** Discuss the reasons why people travel—to visit family and friends. Also, travel helps discover new places, people and culture.

- Ask students to bring a map of India to class.
- Tell students that they will be reading about a family's holiday trip from Kanniyakumari to Srinagar in the lesson.
- Choose students to read out the text for each state mentioned.
- Instruct other students to listen carefully and have them find and mark, on the map of India, the places and rivers mentioned in the lesson.

#### Ask students:

*Was the train journey a memorable one?*

*What made the journey memorable? (the scenic beauty of the different landscapes, the varieties of food eaten and so on)*

*Can you name the second state that the train crossed?*


*What is Nagpur famous for? Where is Bhopal situated?*

*What did Priya's mother buy at the Agra station?*


*Where is Ludhiana junction?*

*How did the family travel from Jammu to Srinagar?*

- Guide students in completing the **Exercise** at the end of the topic.

 **Exercise 1:** This is **integration** with **Social Studies**. Students will mark the route taken by the train on a map.

**Exercise 3:** This is an **integration** with **Mathematics**. Students learn how to read the fare chart and decide what each person will pay for their ticket on the train.


 **Find Out 1:** This is an **integration** with **Social Studies** and **Heritage**. Students get an idea about the traditional clothes worn in different states of India.

Encourage students to complete the tasks given in this section.

**Note:** Tell students that people of India wear a great variety of clothes. Each region and community of India has its own traditional clothes.

Tell students that there are many magnificent buildings, such as temples, churches, mosques, palaces, memorials and monuments (structures of historical importance) that are very old, which were built by local Indian craftsmen who were very skillful. They were able to build such grand

structures when there were no modern tools and technology to help them with planning, designing and constructing. These buildings remind us our glorious past and we must preserve our heritage that makes us feel proud of our country.


 **Digital integration:** Instruct students to scan the QR code that links to a picture gallery on monuments in India.

### People travel from one place to another

- With the help of the textbook, discuss the reasons why people travel.
- Instruct students to complete the **Exercise** given at the end of the topic.

### Planning a trip

- With the help of the textbook, discuss travel planning and preparation.
- Draw the attention of students to the picture of the Indian passport. Describe the passport with the inputs given in the textbook.
- Instruct students to attempt the **Exercise** that follows the topic. Guide them where required.


 **Exercise 8 and 9:** integration with **Life Skills** and **Values**.


**Digital integration:** Instruct students to scan the QR code that links to a presentation on travel preparation without leaving home.


### Adventure travel

- Tell students that adventure travel involves a certain degree of risk, which requires special skills and physical fitness.
- With the help of the textbook, discuss the types of adventure travel.
- Instruct students to attempt the **Exercise** that follows the topic. Guide them where required.

**Digital integration:** Instruct students to scan the QR code that links to a video on adventure getaways in India.

 **Activity 1:** This is an integration with **Multiple Intelligences** and **Art** (verbal-linguistic intelligence). The activity engages students' interest, attention, imagination and develop their language skills. Students get an idea, based on the pictures, on the means and modes of transport people used to travel in the past and compare how they access different places today and the challenges they would face when using this type of transport from the past.

 **Do You Know?:** Share the information given in this section with students Integration with **Sports**.

 **Project:** There is **General Awareness** integration in this activity. This offers an opportunity for students to find out more about a place that they want to visit. Students will make a presentation and share their information with the class.

## QUESTION BANK WITH ANSWER KEY

### JOURNEY FROM SOUTH TO NORTH

#### A. Fill in the blanks.

1. Kanniyakumari is in the state of \_\_\_\_\_ .
2. In Kerala, women wear half-saris called \_\_\_\_\_ .
3. \_\_\_\_\_ language is spoken in Andhra Pradesh.
4. The main crops of Haryana are \_\_\_\_\_ and \_\_\_\_\_ .
5. The chinar trees are seen in the valley of \_\_\_\_\_ .
6. Kenya is famous for \_\_\_\_\_ .
7. Mountaineers carry \_\_\_\_\_ \_\_\_\_\_ to communicate with their families back home.
8. Backwaters are a common sight in \_\_\_\_\_ .
9. The staple food of people of Andhra Pradesh is \_\_\_\_\_ .
10. Priya and her family stayed in a \_\_\_\_\_ in Srinagar.

**Ans:** 1. Tamil Nadu 2. *mundum-neriyathum* 3. Telugu 4. wheat, sugarcane  
5. Kashmir 6. wildlife safaris 7. special phones 8. Kerala 9. rice  
10. houseboat

#### B. Complete the table with details from the lesson.

Name of the place	The food associated with the place
1.	<i>idli and sambar</i>
2. Kerala	
3.	<i>avakkaya pickle</i>
4. Nagpur	
5.	<i>petha sweets</i>

**Ans:** 1. Tamil Nadu: *idli and sambar*; 2. Kerala: *appam with kadalai curry*; 3. Andhra Pradesh: *avakkaya pickle*; 4. Nagpur: oranges; 5. Agra: *petha sweets*

#### C. Answer the following questions.

1. Describe the traditional dress worn by the women of Haryana.

**Ans:** The women of Haryana generally wear traditional *ghagras*, *angi* and *odhni*—a kind of long skirt worn with a shirt and a long piece of cloth.

2. Describe the landscape of Srinagar.

**Ans:** Kashmir is a beautiful place. In Srinagar, one can see the snow-capped mountains. The chinar and poplar trees and thick forests of pine and fir add beauty to the landscape.

3. Give three reasons why people may travel to a different city or a different part of the country to settle there.

**Ans:** Some of us may settle down in a different part of the country when our parents relocate, to take care of old members of the family or to take medical treatment for conditions for which treatment is not available near our homes. People also move to a new place after marriage. These are some of the reasons why people may travel to a different part of the country to settle there. (Note: *Accept other correct answers.*)

**A. Match the states to the cities and towns.**

States	Cities/towns
1. Andhra Pradesh	Nagpur
2. Kerala	Thiruvananthapuram
3. Haryana	Jhansi
4. Uttar Pradesh	Gwalior
5. Maharashtra	Vijayawada
6. Tamil Nadu	Rohtak
7. Madhya Pradesh	Kanniyakumari

**B. Look at the pictures and write a few sentences about them.**

1.



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2.



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## ANSWER KEY FOR THE WORKSHEET

### JOURNEY FROM SOUTH TO NORTH

- A. 1. Andhra Pradesh: Vijayawada    2. Kerala: Thiruvananthapuram    3. Haryana: Rohtak  
4. Uttar Pradesh: Jhansi    5. Maharashtra: Nagpur    6. Tamil Nadu: Kanniyakumari  
7. Madhya Pradesh: Gwalior
- B. Refer the textbook.

## STUDENTS' BOOK ANSWER KEY

### JOURNEY FROM SOUTH TO NORTH

#### Exercise

1. The students will have to connect the names of the cities/towns as mentioned in the text.
2. *Petha*: Uttar Pradesh; oranges: Maharashtra; *idli, vada* and *sambhar*: Tamil Nadu; houseboat: Srinagar, Kashmir; metro train: New Delhi
3. They would have paid for 2 adults and 2 children, that is, Adults:  $2610 \times 2 = 5220$ ; children:  $1285 \times 2 = 2570$ ; Total:  $5220 + 2570 = 7790$  rupees.

#### Find Out 1

1. (from left to right and top to bottom) Rajasthan, Gujarat, Kerala, Andhra Pradesh, Tamil Nadu, Odisha, West Bengal, Nagaland
2. (from left to right and top to bottom) New Delhi; Hyderabad; Jaipur; Thanjavur; Konark; Gour, West Bengal
3. Sand dunes are large heaps of sand formed by the wind in a desert.

#### Exercise

4. a. Prema and her family had to relocate because her father's work took them to a new location.  
b. The family travelled to Mussoorie to enjoy the beauty of nature.  
c. Manik relocated to Ranchi because he wanted better education and medical care for the family.  
d. Jamila's family decided to move to Ooty because they wanted to live in a cooler climate.
5. **Suggested answer:** People may travel to buy fruits and vegetables or cereals from a town nearby. People may also travel to visit a doctor or to study and learn new things or to have an adventure.



## Exercise

6. **Suggested answer:** While preparing to go on a trip, we have to find out the best way to travel to the place and also the climate of that place. (Note: *Accept other correct answers.*)
7. **Suggested answer:** We have to switch off all the electrical appliances and the gas stove before we leave the house. (Note: *Accept other correct answers.*)
8. **Suggested answer:** We can help our parents fold clothes so that they can pack them and also help them switch off lights, fans, taps and so on before we leave the house. (Note: *Accept other correct answers.*)
9. **Suggested answer:** The climate on the hills is usually cool. So, if we are travelling to a town on the hills, we need some things to keep us warm and dry. We will need to pack sweaters, caps, scarves, and raincoat, umbrellas and rainy footwear . We may also need to pack extra clothing, more pairs of socks and so on. (Note: *Accept other correct answers.*)
10. The passport is the most important document we need when we travel to a different country. The passport has our photograph, name, the names of our parents, our permanent address, date of birth and so on. A passport is used to verify one's country of citizenship. It allows the country we visit to recognise our citizenship.

## Exercise

11. Answers vary.
12. Canoeing will need a life vest and the skill swimming. Coral reef exploration needs us to know swimming.
13. Going on a wildlife safari needs the least physical strength.