

A **clock** or a **watch** is a device that gives us the exact time of the day. Its two hands—one long and one short—help us to tell the time. When we use a clock or a watch, time is measured in hours, minutes and seconds. There are 24 hours in a day.



When the long hand is at 12 and the short hand is at 3, it is 3 o'clock.

**FACT CHECK**  
A calendar helps us to know the dates for all seven days of the week.

**Apply it!**

Write the time at which you do these activities.

1. At what time of the day do you eat breakfast? .....
2. At what time do you return from school? .....
3. When do you go out to play? .....
4. When do you wear your pyjamas? .....

**Skill Builder**

**Critical thinking skills:** Solve these riddles. Remember that a compass always points to the north.

1. If your compass points to your left, which direction is south? .....
2. If your compass points to your front, where is east? .....
3. If the hour hand is at 12 and the Sun is up, what time of the day will it be? .....

**Life skills:**

1. Who wakes you up for school?
2. What happens when you get up late in the morning and miss your bus?  
Who drops you to school?

**Communicatives skill:** Answer these questions.

1. My friend with whom I share my desk in class sits on my \_\_\_\_\_ (left/right) side.
2. The classroom door is on my \_\_\_\_\_ (left/right) side.
3. I write with my \_\_\_\_\_ (left/right) hand.

**Information literacy:** What do you understand by the term 'GPS'?



# 11. Life in the Deserts

## Warm up

When you think of a desert, what do you imagine? Camels, sand dunes, oases and warm weather conditions usually come to mind. However, there are some deserts that are nothing like the deserts that we imagine. They are icy, cold and even rocky.

A desert is defined as a place that receives very less rainfall and has scanty vegetation. These regions are extremely hot or cold with **sporadic** rainfall. Depending on the temperature, the deserts can be classified as hot deserts or cold deserts. Hot deserts are located in the tropical areas, while the cold deserts lie in the temperate and polar regions.

## The Hot Desert—Sahara

Tropical deserts lie between 30° N and 30° S of the equator. These deserts are located on the western margins of the continents. Some examples of tropical deserts are the Sahara Desert, the Thar Desert, the Great Basin Desert and the Chihuahuan Desert. The Sahara is the largest tropical desert in the world.

### Location

The Sahara covers about one-fourth of the African continent. The Sahara Desert is bounded by the Atlantic Ocean in the west, the Mediterranean Sea in the north and the Red Sea in the east. It covers an area of about 8.5 million sq km. The Atlas Mountains are located to its north-west. The Sahara Desert is spread across eleven countries—Morocco, Algeria, Libya, Egypt, Tunisia, Sudan, Chad, Mali, Mauritania, Niger and West Sahara. The river Nile passes through Egypt and empties into the Mediterranean Sea. Important cities located in the Sahara include Nouakchott, Timbuktu and Mali.

### Climate

There is lack of moisture in the air and skies are cloudless over the Sahara. The day temperature is as high as 55 °C, and the temperatures drop to -15 °C during the night.

**sporadic:** occurring at irregular intervals or only in a few places

## What's in the picture?



By looking at the colours on this map, can you identify which part of Africa is covered by the Sahara Desert?

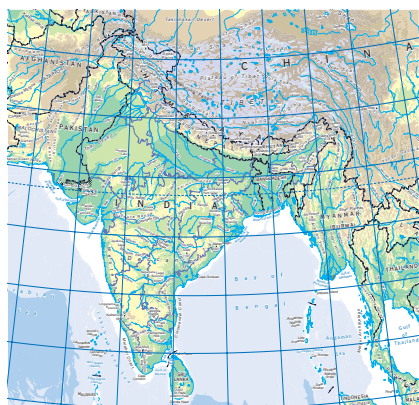


## Features Highlighted

**What's in the Picture:** Provides exercises for inferential learning

**Physical map:** Physical maps are small-scale maps that show the surface of the Earth or specific parts of it. Mountains, valleys, rivers, plains and many other features that depict the topography of a place are shown on these types of maps.

**Thematic map:** ‘Thematic’ comes from the word ‘theme’, meaning an idea or a topic. Such maps are also called distribution maps. Distribution means ‘dividing into parts or shares’. Thematic maps represent particular features, such as weather, roads, distribution of population, rainfall, crops and minerals.



Physical Map



Political Map



Thematic Map

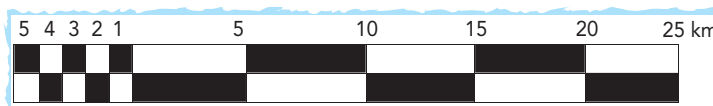
## Components of a Map

There are three main components of maps—**distance**, **direction** and **conventional symbols**.

### Measuring Distance on a Map

Distance between any two points on a map may be measured in centimetres using a **scale**. The scale of a map may be used to calculate the actual distance between the two points on the ground. For example, if the distance between two points P and Q on a map is 2.5 cm, and the scale of the map is 1 cm to 2 km, then the distance between the two points on ground will be  $2.5 \times 2 = 5.0$  km.

A map can be drawn to many different scales depending on its purpose.



Map scale

**Small-scale maps** represent large areas of the Earth. They are used to show a small amount of detail about a large area. A political map and most maps in an atlas are examples of small scale maps.

**Large-scale maps** cover a small area of the Earth. They are used to show a large amount of information about a small area. City guide maps are examples of large-scale maps as they show streets and important buildings of a neighbourhood.



### Apply it!

Take a look at any thematic map from an atlas. Write a report on it. You can base your report on the following observations:

1. Type of map
2. Information given in the map
3. Scale of the map
4. Conventional signs and symbols used and what they represent
5. Colours used in the map and what each colour represents



- A federal form of government, that is, two levels of government, was decided to be the best for India. The two levels were to be the state level and the central level and the powers were distributed between the two levels through the union, state and concurrent list.
- According to the Indian Constitution, equality before law and equality of opportunities were guaranteed, and nobody would be discriminated upon on the bases of caste, creed, religion and sex. The right of the poor and marginalized communities was recognized by giving them special privileges. The practice of untouchability was abolished and the **marginalized** communities were allocated special privileges, so that they could be brought into the mainstream. A certain percentage of reservations have been made for them in educational institutions, the legislature and jobs in the government.

### Case Study

#### Identifying a regional language

- Indian leaders were not in favour of creating states on the basis of languages.
- The pain of dividing India on the basis of religion had not vanished from their minds. Therefore, they could not afford another division based on linguistic differences.
- This came as a disappointment for many sections of people, which they expressed through protest marches, hunger strikes and bandhs.

In 1952, a veteran Gandhian Potti Sriramulu demanded the formation of Andhra Pradesh to protect the interest of Telugu-speaking people. He died on the fifty-eighth day of his fast. Soon, the government was forced to reflect on its decision and the state of Andhra Pradesh was formed on October 1, 1953.

The S.K. Dhar Commission was appointed in November 1947 to study the issue of reorganization of states on a linguistic basis. This Commission made many recommendations, and the Central government formed a State Reorganization Committee in 1953 under Fazal Ali. The Committee completed this task in 1955, and according to its recommendations, India was divided into 14 states and 6 union territories. State boundaries were specified and changes were made whenever there was a need.

In 1960, Bombay was divided into two states; Maharashtra for Marathi speaking people, Gujarat for Gujarati speaking people.

In 1966, Punjab was divided into Punjab for Punjabi speaking people and Haryana for Haryanvi speaking people.

More states came to be added over the years. The last three states to be formed were Uttarakhand, Jharkhand, Chhattisgarh and Telangana. At present, there are 28 states and 8 union territories in India.

- The directive principles of our Constitution laid down the formation of Panchayats as one of the goals of the government. This is mandatory for rural areas. This is an effort in creating self-governing bodies at the local level and taking democracy to the **grass roots**.

### National and Regional Languages

India is a multilingual country, so one common language needed to be adopted. The Constitution of India designates the official language of the Government of India as Hindi as well as English for official purposes. Twenty-two languages have been recognized by the Constitution of India.

The Constituent Assembly decided to adopt a mixed economy, where both public and private sectors would play a prominent and influential role. They would complement each other, and thus, enhance production and generate jobs.



Jawaharlal Nehru addressing the constituent assembly in 1946

**marginalized:** (of a person, group, or concept) treated as insignificant; **grass roots:** the most basic level of an activity or organization

### Features Highlighted

**Case Study:** Re-counts in-depth investigations of a single person, group, event or community

We must respect our school by taking care of the places and the things that we use in the school.



Keep classroom clean



### Skill Builder

**Critical thinking skills:** How do you go to school? Is this mode of transport good for the environment?

**Communicative skills:** Talk about your favourite class in school.

**Life skills:** If you were sitting in the last row and were unable to see the blackboard, what would you do?



### Connect

Remember to switch off the lights and fans in the classroom when you leave.

### Wind up

- In school, we learn to read, write, count, draw, sing and work together.
- There are different places in a school to do various activities.
- We should keep our school clean.



### Exercises

A. Colour the box green for the activities you do in school.

1. Count

2. Sleep

3. Read

4. Draw

5. Watch TV

6. Write



**What is happiness?**

Happiness is a combination of feeling good and satisfied with your day. Let us do some fun activities.

A. Identify the physical division of India and write a sentence about it.

1.



.....  
 .....

2.



.....  
 .....

3.



.....  
 .....

4.



.....  
 .....

5.



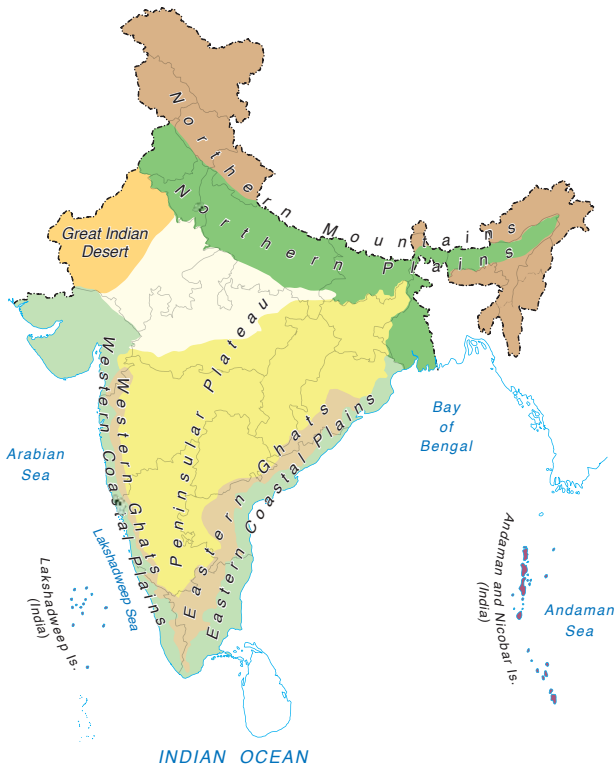
.....  
 .....

6.

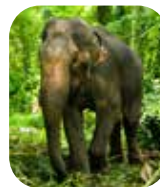


.....  
 .....

B. Look at the pictures of wildlife in India. Connect them to their habitat in the map of India.



1.



2.



3.



4.



5.



6.



7.



8.



# 1. Our Country India

Textbook Reference: Pages 7–14

Time Required: 7 periods

## Lesson Plan

Concepts:	<ul style="list-style-type: none"> <li>Political Divisions of India</li> <li>Physical Divisions of India</li> </ul>
Learning Objectives:	<ul style="list-style-type: none"> <li>Locate and name neighbouring countries of India</li> <li>Locate and name the islands of India</li> <li>Name the different states of India</li> <li>Learn the capitals of the Indian states and union territories</li> </ul>
Skills in focus:	Classifying   Identifying   Sorting   Recognising
Keywords:	Peninsula, archipelago, coral

### Teaching and learning plan:

Day	Task	Resources required	Homework
<b>Period 1</b>	<ul style="list-style-type: none"> <li>Ask students to read the <b>Warm up</b> and talk about it.</li> <li>Ask the students if they know how many states are there in India?</li> <li>Ask them how many union territories are there in India?</li> <li><b>Drawing activity:</b> Ask students to colour an outline map of India.</li> <li>Ask if they know the location of any one state on the map.</li> <li>Then, tell them to look at the political map of India given in the chapter.</li> <li>Read out the names of the states in the class.</li> </ul>	Physical map of India with states and union territories marked Chalk, duster, whiteboard, Digital Resources – e-book	<ul style="list-style-type: none"> <li>Ask the students the names of the neighbouring countries of India.</li> </ul>
<b>Period 2</b>	<ul style="list-style-type: none"> <li>Read the chapter aloud.</li> <li>Ask the students to note down any queries they might have in their notebooks and after the chapter has been completed, check if their doubts have been cleared.</li> </ul>	Chalk, duster, whiteboard, Digital Resources – e-book	<ul style="list-style-type: none"> <li>Ask the students to name the state where they belong to, and what its neighbouring states are.</li> </ul>

### Features Highlighted

**Lesson Plan** - Cascade Teacher's Manuals are designed to help the teachers prepare students for the course. This resource book includes detailed Lesson Plans, Answer Keys and Additional Worksheets with answers for all the chapters