

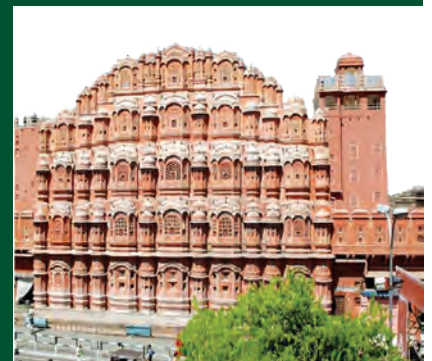


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7

HISTORY : OUR PASTS–II
GEOGRAPHY : OUR ENVIRONMENT
CIVICS: SOCIAL AND POLITICAL LIFE–II

Anubha Jain
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Notes to the Maps :

- The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
- The external boundary and coast-line of India shown on this map agree with the Record/Master Copy certified by Survey of India.
- The interstate boundaries between Uttar Pradesh & Uttarakhand, Bihar & Jharkhand, Madhya Pradesh & Chhattisgarh and Telangana & Andhra Pradesh have not yet been verified by the Governments concerned.
- The boundary of Meghalaya shown on this map as interpreted from the North-Eastern Areas (Reorganization) Act, 1971 has not yet been verified.
- The Administrative Headquarters of Chandigarh, Haryana and Punjab are at Chandigarh. The Administrative Headquarter of Andhra Pradesh and Telangana is at Hyderabad.
- The external boundary and coastline of India on the maps agree with the record/master copy certified by the Surveyor General, Map Publication, Survey of India, Dehradun vide their letters no. TB 172/62-A-3/A-3, Dated 6/02/2015.

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Preface

Social Science teaches us about the role of Man in the society right from prehistoric time to the present day. It plays an important role in a child's development because children relate the society in their independent capacities. A child needs to develop an appreciation for history, geography, socio-political structures, laws, customs, traditions, spiritual beliefs of different communities and the difference between appropriate and inappropriate behaviours. Studying these help a child to learn how to meet society's expectations from him as a citizen. Thus **National Curriculum Framework (NCF-2005)** has undertaken to train the youngsters as builders of tomorrow.

LEARNWELL Social Science textbook series is based on NCERT syllabus and closely follow the guidelines prescribed by CBSE for **Continuous and Comprehensive Evaluation (CCE)**. It teaches every student to see himself/herself as part and parcel of a greater whole—the society. This aptitude will transform a child's worldview. These textbooks present the subject in a **clear, concise, logical and chronological manner**. They teach the students to perceive, analyse, correlate and draw inspiration through various examples and develop mastery over the subject. This series is a quintessence of lucid language, comprehensive subject matter, gripping yet simple in style, in addition to **fascinating activities** and **life skills**.

The **LEARNWELL series** is more a system than just another set of highly student-friendly books. Clear, expressive text in a chronological order is supported by **superb illustrations/designs, tables, flowcharts** while an array of learning tools serves to effectively embed classroom learning. Approach and attitude based on **hands-on-experience skills**, in addition to **web support** enhance the overall package and add incredible depth to a child's learning experience. An interactive **CD** comes with each book.



The **LEARNWELL series** gives youngsters an edge over others, putting them firmly on the path to academic excellence.

SYLLABUS

SOCIAL SCIENCE-VII

OUR PASTS-II

Themes	Objectives
<p>Where, When and How :</p> <p>(a) Terms used to describe the subcontinent and its regions with a map.</p> <p>(b) An outlining of the time frame and major developments.</p> <p>(c) A brief discussion on sources.</p>	<p>(a) Familiarise the student with the changing names of the land.</p> <p>(b) Discuss broad historical trends.</p> <p>(c) Give examples of the kinds of sources that historians use for studying this period e.g., buildings, chronicles, paintings, coins, inscriptions, documents, music, literature.</p>
<p>New Kings and Kingdoms :</p> <p>(a) An outline of political developments c. 700-1200.</p> <p>(b) A case study of the Cholas, including agrarian expansion in the Tamil region.</p>	<p>(a) Trace the patterns of political developments and military conquests—Gurjara Pratiharas, Rashtrakutas, Palas, Chahamanas, Ghaznavids.</p> <p>(b) Develop an understanding of the connections between political and economic processes through the exploration of one specific example.</p> <p>(c) Illustrate how inscriptions are used to reconstruct history.</p>
<p>The Sultans of Delhi :</p> <p>(a) An overview.</p> <p>(b) The significance of the court, nobility and land control.</p> <p>(c) A case study of the Tughlaqs.</p>	<p>(a) Outline and development of political institutions, and relationships amongst rulers.</p> <p>(b) Understand strategies of military control and resource mobilisation.</p> <p>(c) Illustrate how travellers' accounts, court chronicles and historic buildings are used to write history.</p>
<p>The Creation of An Empire :</p> <p>(a) An outline of the growth of Mughal Empire.</p> <p>(b) Relations with other rulers, administration, and the court.</p> <p>(c) Agrarian relations.</p> <p>(d) A case study of Akbar.</p>	<p>(a) Trace the political history of the 16th and 17th centuries.</p> <p>(b) Understand the impact of an imperial administration at the local and regional levels.</p> <p>(c) Illustrate how the <i>Akbarnama</i> and the <i>Ain-i- Akbari</i> are used to reconstruct history.</p>
<p>Architecture as power : Forts and Sacred Places :</p> <p>(a) Varieties of monumental architecture in different parts of the country.</p> <p>(b) A case study of Shah Jahan's patronage of architecture.</p>	<p>(a) Convey a sense of the range of materials, skills and styles used to build : waterworks, places of worship, palaces and havelis, forts, gardens.</p> <p>(b) Understand the engineering and construction skills, artisanal organisation and resources required for building works.</p> <p>(c) Illustrate how contemporary documents, inscriptions, and the actual buildings can be used to reconstruct history.</p>
<p>Towns, Traders and Craftsmen :</p> <p>(a) Varieties of urban centres — court towns, pilgrimage centres, ports and trading towns.</p> <p>(b) Case studies : Hampi, Masulipatnam, Surat.</p>	<p>(a) Trace the origins and histories of towns, many of which survive today.</p> <p>(b) Demonstrate the differences between founded towns and those that grow as a result of trade.</p> <p>(c) Illustrate how travellers' accounts, contemporary maps and official documents are used to reconstruct history.</p>
<p>Social Change : Mobile and Settled Communities:</p> <p>(a) A discussion on tribes, nomads and itinerant groups.</p> <p>(b) Changes in the caste structure.</p> <p>(c) Case studies of state formation : Gonds, Ahoms.</p>	<p>(a) Convey an idea of long-term social change and movements of people in the subcontinent.</p> <p>(b) Understand political developments in specific regions.</p> <p>(c) Illustrate how anthropological studies, inscriptions and chronicles are used to write history.</p>
<p>Popular Beliefs and Religious Debates :</p> <p>(a) An overview of belief-systems, rituals, pilgrimages, and syncretic cults.</p> <p>(b) Case study : Kabir and Guru Nanak.</p>	<p>(a) Indicate the major religious ideas and practices that began during this period.</p> <p>(b) Understand how Kabir and Guru Nanak challenged formal religions.</p> <p>(c) Illustrate how traditions preserved in texts and oral traditions are used to reconstruct history.</p>

Themes	Objectives
<p>The Flowering of Regional Cultures :</p> <p>(a) An overview of the regional languages, literatures, painting, music. (b) Case study : Bengal.</p>	<p>(a) Provide a sense of the development of regional cultural forms, including ‘classical’ forms of dance and music. (b) Illustrate how texts in a regional language can be used to reconstruct history.</p>
<p>New Political Formations in the Eighteenth Century :</p> <p>(a) An overview of the independent and autonomous states in the subcontinent. (b) Case study : Marathas.</p>	<p>(a) Delineate developments related to the Sikhs, Rajputs, Marathas, later Mughals, Nawabs of Awadh and Bengal, and Nizam of Hyderabad. (b) Understand how the Marathas expanded their area of control. (c) Illustrate how travellers’ accounts and state archives can be used to reconstruct history.</p>

OUR ENVIRONMENT

Topics	Objectives
<p>Environment in its totality : Natural and human environment.</p>	<p>To understand the environment in its totality including various components both natural and human. Periods 6</p>
<p>Natural Environment : Land—interior of the earth, rocks and minerals; earth movements and major land forms. (One case study related with earthquake to be introduced.)</p>	<p>To explain the components of natural environment; To appreciate the interdependence of these components and their importance in our life; To appreciate and develop sensitivity towards environment. Periods 12</p>
<p>Air : Composition, structure of the atmosphere, elements of weather and climate—temperature, pressure, moisture and wind. (One case study related with cyclones to be introduced.)</p>	<p>To understand about atmosphere and its elements. Periods 10</p>
<p>Water : Fresh and saline water, distribution of major water bodies, ocean waters and their circulation. (One case study related with tsunami to be introduced.)</p>	<p>To know about distribution of water on the earth. Periods 10</p>
<p>Natural vegetation and wildlife.</p>	<p>To find out the nature of diverse flora and fauna. Periods 5</p>
<p>Human Environment : Settlement, transport and communication.</p>	<p>To explain the relationship between natural environment and human habitation; To appreciate the need of transport and communication for development of the community; To be familiar with the new developments making today’s world a global society. Periods 7</p>
<p>Human—Environment Interaction : Case Studies—life in desert regions—Sahara and Ladakh; life in tropical and sub-tropical regions—Amazon and Ganga-Brahmaputra; life in temperate regions—Prairies and Veldt.</p>	<p>To understand the complex interrelationship of human and natural environment; To compare life in one’s own surrounding with life of other environmental settings; To appreciate the cultural differences existing in the world which is an outcome of interaction between human beings and their environments. Periods 15</p>
<p>Project / Activity</p> <ul style="list-style-type: none"> ● Collect stories/ find out about changes that took place in their areas (Identify how things/ surroundings change overnight and why). ● Discuss the topic ‘How weather forecast helps us’ in your class after assigning the role of a farmer, a hawker, a pilot of an aeroplane, a captain of ship, a fisherman and an engineer of a river dam to different students. ● Write observations about local area house types, settlements, transport, communication and vegetation. <p>Note : Any similar activities may be taken up.</p>	

DEMOCRACY AND EQUALITY

Themes	Objectives
<p>UNIT 1 : Democracy This unit will focus on the historical as well as the key elements that structure a democracy. The structures in place to make people’s representation a reality will be discussed with reference to its actual functioning.</p> <p>SECTION 1 Why Democracy Two main thrusts</p> <p style="text-align: center;">● HISTORICAL</p> <p>What were some of the key junctures and transformations in the emergence of democracy in modern societies.</p> <p style="text-align: center;">● KEY FEATURES</p> <ul style="list-style-type: none"> - The different systems of power that exist in the world today. - Significant Elements that continue to make Democracy popular in the contemporary world : <ul style="list-style-type: none"> ● Formal Equality ● Decision making mechanisms ● Accommodation of differences ● Enhancing human dignity <p>SECTION 2 Institutional Representation of Democracy</p> <ul style="list-style-type: none"> ● <i>Universal Adult Franchise</i> ● <i>Elections</i> ● <i>Political Parties</i> ● <i>Coalition Governments</i> 	<p>To enable students to :</p> <ul style="list-style-type: none"> ● Develop an understanding of the Rule of Law and our involvement with the law. ● understand the Constitution as the primary source of all laws. ● develop the ability to distinguish between different systems of power. ● understand the importance of the idea of equality and dignity in democracy. ● develop links between the values/ ideas of democracy and the institutional forms and processes associated with it. ● understand democracy as representative government. ● understand the vision and the values of the Constitution.
<p>UNIT 2 : State Government This unit will focus on the legislative, executive and administrative aspects of state government. It will discuss processes involved in choosing MLAs, passing a bill and discuss how state governments function through taking up one issue. This unit might also contain a section on the nation-state.</p> <p>SECTION 1 : <i>Its Working</i></p> <ul style="list-style-type: none"> ● Main functionaries Broad outline of the role of the Chief Minister and the Council of Ministers : <p>SECTION 2 <i>Its Functioning</i> Through one example : land reform/irrigation/education/water/health discuss</p> <ul style="list-style-type: none"> ● The nature of the role played by the government – regarding resources and services. ● Factors involved in distribution of resources/services. ● Access of localities and communities to resources/services. 	<p>To enable students to :</p> <ul style="list-style-type: none"> ● gain a sense of the nature of decision-making within State government. ● understand the domain of power and authority exercised by the state government over people’s lives. ● gain a critical sense of the politics underlying the provision of services or the distribution of resources.

Themes	Objectives
<p>UNIT 3 : Understanding Media In this unit the various aspects of the role of a media in a democracy will be highlighted. This unit will also include a discussion on advertising as well as on the right to information bill.</p> <p>SECTION 1 Media and Democracy Media’s role in providing the following: – providing information. – providing forum for discussion/debate creating public opinion. Media ethics and accountability. Relationship between Government and information. A case-study of the popular struggle that brought about the enactment of this legislation.</p> <p>SECTION 2 On Advertising – Commercial Advertising and Consumerism – Social Advertising</p>	<p>To enable students to :</p> <ul style="list-style-type: none"> • Understand the role of the media in facilitating interaction between the government and citizens. • gain a sense that government is accountable to its citizens. • understand the link between information and power. • Gain a critical sense of the impact of media on people’s lives and choices. • appreciate the significance of people’s movements in gaining this right.
<p>UNIT 4 : Unpacking Gender This unit is to understand the role gender plays in ordering our social and economic lives.</p> <p>SECTION 1 Social Aspects Norms, values that determine roles expected from boys and girls in the : – family, – community, – schools, – public spaces, – Understanding Inequality : The role of gender in creating unequal and hierarchical relations in society.</p> <p>SECTION 2 Economic Aspects – gender division of labour within family, – value placed on women’s work within and outside the home, – the invisibilization of women’s labour.</p>	<p>To enable students to :</p> <ul style="list-style-type: none"> • understand that gender is a social construct and not determined by biological difference. • learn to interrogate gender constructions in different social and economic contexts. • Are able to link everyday practices with the creation of inequality and question it?
<p>UNIT 5 : Markets Around Us This unit is focussed on discussing various types of markets, how people access these and to examine the workings of an actual market.</p> <p>SECTION 1 – On retail markets and our everyday needs. – On role and impact of wholesale markets how are these linked to the above. – People’s access to markets depends upon many factors such as availability, convenience, credit, quality, price, income cycle etc.</p> <p>SECTION 2 Examine the role of an observable wholesale market such as grain, fruit, or vegetable or understand the chain of activities, the role of intermediaries and its impact on farmer- producers.</p>	<p>To enable students to :</p> <ul style="list-style-type: none"> • Understand markets and their relation to everyday life. • Understand markets and their function to link scattered producers and consumers. • Gain a sense of inequity in market operations.

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HISTORY: OUR PASTS-II

LESSON

1

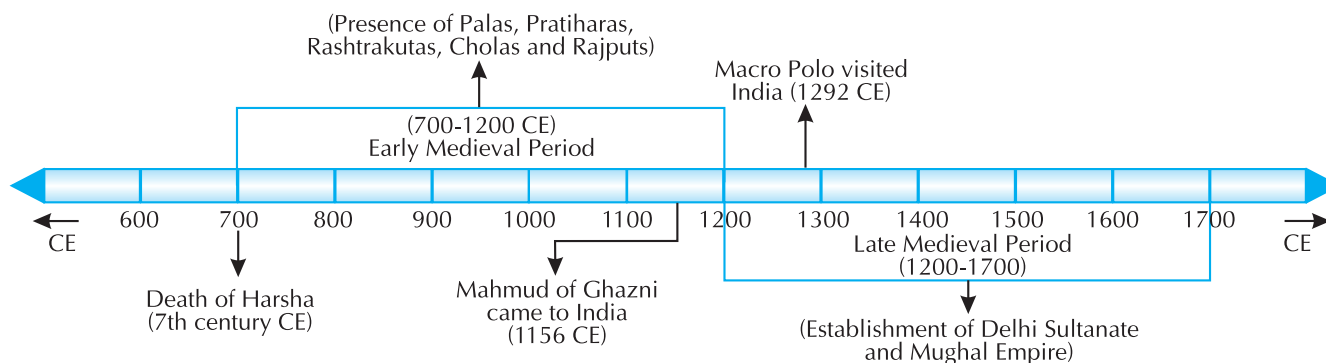
WHERE, WHEN AND HOW



Let us learn about:

- Historical Periods
- Glimpses of the Past
- Impact of the Geographical Features on Indian History
- Major Historical Developments during the Medieval Period
- Sources of Medieval History: Archaeological and Literary

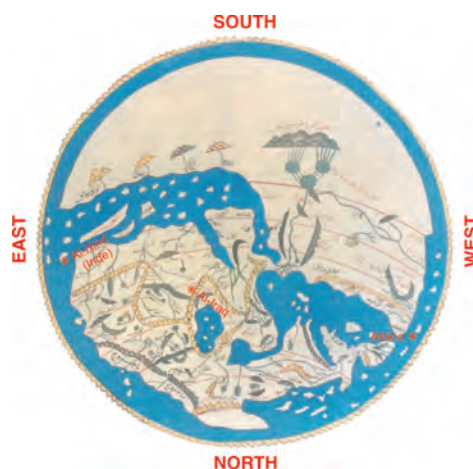
TIMELINE



HISTORICAL PERIODS

History, as the name suggests is the story of man. By reading it as a sequence of events, history reveals the progress of man and his institutions over time. That is why, we divide it into periods and label each one as a distinct period. Hence, for the sake of convenience, history has been divided into three periods viz., Ancient, Medieval and Modern.

You have already read about the Ancient history in Class VI. Now, there is a need to move on and explore the Medieval history. The word 'medieval' comes from the Latin words 'Medius' and 'aevum', which mean 'middle age'. Therefore, we call the period between 700 CE and 1700 CE, as the Medieval Period. The Ancient Period in Indian history ended with the death of King Harsha in 700 CE. In Indian history, the Medieval Period is divided into two parts, i.e., Early Medieval Period (CE 700 to 1200) and Late Medieval Period (CE 1200 to 1700). The Early Medieval period is marked by the presence of powerful dynasties like Palas, Pratiharas, Rashtrakutas, Cholas and Rajputs. The Late Medieval Period marks the rise of dynasties of the Delhi Sultanate, which was established by the Turks and also various regional kingdoms and finally the Mughals.



Map of Indian Subcontinent as portrayed by al-Adrisi Medieval cartographer



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