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SOLUTIONS BOOK

CLASS 9

Social Science · Understanding Society

CHAPTER 4

Early Humans and Beginning of Civilisation

Complete Questions and Activities Solutions

In-text Questions

Questions and Activities

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4.1

CLASS 9 SOCIAL SCIENCE · CHAPTER 4

In-text Questions

Solutions · 22 questions

Directions (Questions 1–22): These are the questions that appear inside the chapter (The Big Questions, Let's Explore, Think About It, Let's Map, Let Us Recall and Let's Recall), numbered in the order in which they appear. Many are open-ended; model answers based on the chapter are given, and you may add examples from your own surroundings.

QUESTION 1 *The Big Questions · p. 61*

How did humans live on Earth before the beginning of civilisation?

ANSWER

Before civilisation, humans lived as hunter–gatherers and, later, as early farmers. This long period before writing covers more than 99 per cent of human history (from about 3 million years ago to 5000 years ago) and is understood mainly through archaeological evidence.

A Stages of early life

Period	How people lived	Tools
Palaeolithic	Hunting and gathering; lived in caves or open camps	Simple stone tools: handaxes, cleavers, scrapers, choppers
Mesolithic	Hunting, fishing and gathering; used caves, rock shelters and temporary settlements near rivers and lakes	Microlithic (tiny stone) tools
Neolithic	Farming and domestication of animals; permanent villages	Polished stone tools; earthenware pottery
Chalcolithic	Early farming communities	Copper used along with stone tools

B Palaeolithic hunter-gatherers

- Early tools were used to chop animal meat, dig out tubers, scrape animal skin and cleave animal bones to extract protein-rich marrow.

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- Later, people made smaller tools (scrapers, borers and points), invented the bow and arrow, hunted small game animals, painted cave walls and made beads of stone, bone and shell.

C Mesolithic and Neolithic changes

- Around 12000 years ago the climate became warmer; forests and grasslands expanded, giving small game, fish and edible wild grains. Fishing became the mainstay of the subsistence economy.
- Hunter–gatherers later became food producers: they domesticated plants and animals, made pottery and set up the first village settlements.

Therefore, before civilisation humans moved from hunting and gathering to farming, and their way of life changed with the tools they made.

QUESTION 2 *The Big Questions · p. 61*

How did humans communicate before writing was invented?

ANSWER

Before writing, humans communicated through symbols, art and made objects. Writing came later; the Sumerians were the first to start writing, around 3200 BCE.

A Symbolic communication in the Palaeolithic

- Humans developed symbolic communication and decorated the walls of caves and rock shelters with paintings.
- They used pigments to decorate their bodies and were the first to produce beads of stone, bone and shell.
- A stone tool called a burin (engraver) was used to engrave symbolic features on bones and shells, such as ostrich eggs.

B Art in the Mesolithic

Art activity flourished and caves and rock shelters were frequently occupied. The World Heritage Site of Bhimbetka in Madhya Pradesh has hundreds of painted rock shelters with Mesolithic and earlier human occupation (Fig. 4.12).

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Fig. 4.12. Cave art from Bhimbetka, Madhya Pradesh

C Marks that led towards writing

- Graffiti on pottery and a few seals with geometric and simple animal motifs, found at Early Harappan sites such as Harappa, Rehman Dheri and Kunal, can be seen as forerunners of the Harappan script and inscribed seals.
- Before writing, it is generally difficult to understand the thoughts and ideas of people (Fig. 4.3).

Therefore, early humans communicated through symbols, paintings, ornaments and engravings, and these marks slowly led to writing.

QUESTION 3 *The Big Questions · p. 61*

How is archaeology helpful in understanding our past?

ANSWER

Archaeology studies the objects left behind by people of the past. For the long period before writing it is our main source of knowledge.

A What archaeologists do

- They explore early human sites to uncover clues such as tools, bones and other objects left behind by early ancestors. Each clue helps build a picture of how people lived long ago.
- They also experiment by making and using similar tools, to learn how early humans created, used and depended on these objects in daily life.

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Fig. 4.5. An archaeological excavation in process

B What archaeology has told us

Evidence	What we learn
Stone tools and fossils	Homo habilis lived in Africa, especially in the Olduvai Gorge; Homo erectus, who made handaxes and cleavers, spread into Europe and Asia
Animal fossils and large cutting tools at Attirampakkam (1.5–1.7 million years ago) and Isampur (1.2 million years ago)	Human settlement in the Indian subcontinent goes back to about 2 million years ago
Mehrgarh	Oldest Neolithic site and earliest agricultural village, dating back to about 7000 BCE
Ploughed field at Kalibangan (Fig. 4.19)	Early Harappans practised double-crop cultivation, like the Rabi and Kharif seasons of today
Radio-carbon dates from Bhirrana and Kunal	The Pre-Harappan phase began between 7000 and 5500 BCE

Therefore, archaeology helps us reconstruct how people lived, what they made and how their ways of life changed over time.

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QUESTION 4 *The Big Questions · p. 61*

How did early civilisations interact with each other?

ANSWER

Early civilisations interacted mainly through trade, and nearness mattered. Mesopotamia and the Indus–Ghaggar-Sarasvatī valleys are closer to each other, and this proximity facilitated strong contacts and trade.

A Mesopotamia and the Harappans

- Cuneiform tablets of the Akkadian king Sargon speak of Mesopotamian trade with the eastern territories of Dilmun, Magan and Meluhha.
- Meluhha is generally identified with the Sindhu–Sarasvatī civilisation; Dilmun and Magan are today's Bahrain and the Oman peninsula of the Persian Gulf.
- With the Harappans, Mesopotamians traded semiprecious stone beads, ivory, timber, gold dust and probably copper.

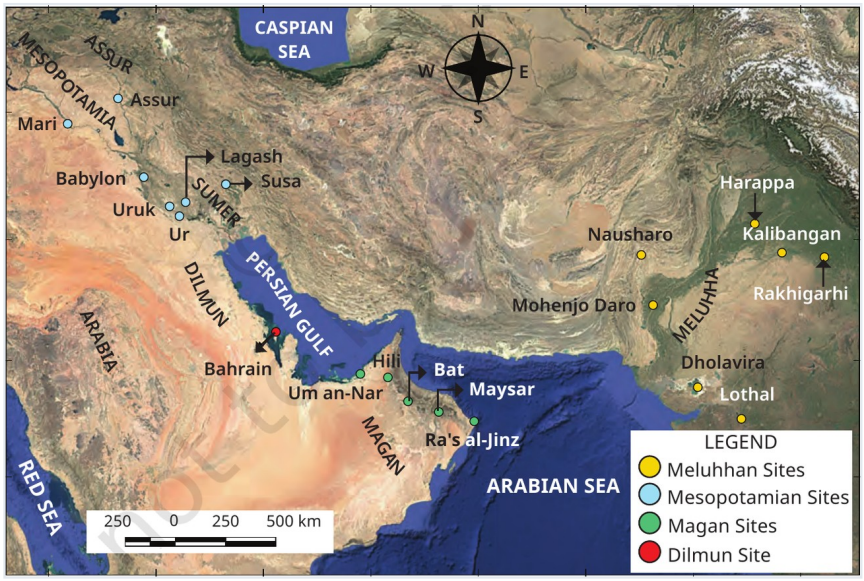


Fig. 4.26. Harappan contact with the Mesopotamian cities and contemporary Chalcolithic sites of Magan and Dilmun

B Other links and contacts

- The Egyptian and Chinese civilisations have little tangible evidence of direct contact with the Sindhu–Sarasvatī civilisation.

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- In China, jade was not locally available and was obtained from outside China; around the 2nd century BCE, silk became a major item of external trade, so the route came to be known as the ‘Silk Route’.
- Contact was not always peaceful: the Babylonians lost their prominence after repeated attacks by the Hittites and other rising powers.

Therefore, early civilisations interacted through trade in beads, ivory, timber, gold dust, copper, jade and silk, and sometimes through conflict.

QUESTION 5 *Let’s Explore · p. 62*

You have studied about the Harappan script in your previous grades. Observe this seal carefully and discuss why the script has not yet been deciphered. Also, find out what efforts have been made to decipher it. You can use your textbook, consult your teacher, or refer to online sources.

ANSWER

The Harappan script (Sindhu lipi) is pictographic, but it has not yet been deciphered, so we still do not understand it.



Fig. 4.1: Harappan script on a seal

A Why it has not been deciphered

- The writing is found as short lines of signs on seals and pottery (as on the seal in Fig. 4.1), so there is little text to study at a time.
- The script is pictographic. We do not know the language of the Harappans, so we cannot tell which sound or word each sign stands for.
- The Egyptian script could be read only after the Rosetta Stone, which carried writing in three forms including Greek, was found. No such bilingual key to the Harappan script has been found.

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B Efforts made to decipher it

- Scholars have collected the signs found on seals, pottery and other objects and studied how the signs are arranged and repeated.
- They have compared the signs with other early scripts and languages and have used computers to look for patterns.
- Many readings have been suggested, but none has been accepted by all scholars, so the script is still undeciphered. Add more details from your teacher or online sources.

Therefore, the Harappan script remains undeciphered because we lack a bilingual key and know neither its language nor enough long texts, though efforts continue.

QUESTION 6 *Think About It · p. 65*

Why do you think early humans left Africa to migrate to other regions?

ANSWER

The chapter does not give one fixed reason; it only says that humans adapted to changing climate and environment. The reasons below are likely ones and are open to discussion.

A Likely reasons

- **Search for food:** hunter–gatherers could follow animals and plant foods into new regions.
- **Changing climate:** Fig. 4.4 notes that the Sahara and Arabia were wetter during interglacial periods, which could open routes out of Africa.
- **New resources and space:** as groups grew, they spread to places with more resources, and had to develop new tools and techniques to survive there.

B What the chapter tells us

- *Homo erectus*, an early human ancestor with stone tools, was the first hominin to exit Africa, around 2 million years ago; their tools have been found in Asia and Europe.
- Another major wave of movement took place around 125,000 years ago, associated with early *Homo sapiens*, who evolved in Africa around 300,000 years ago and are now spread all over the earth.

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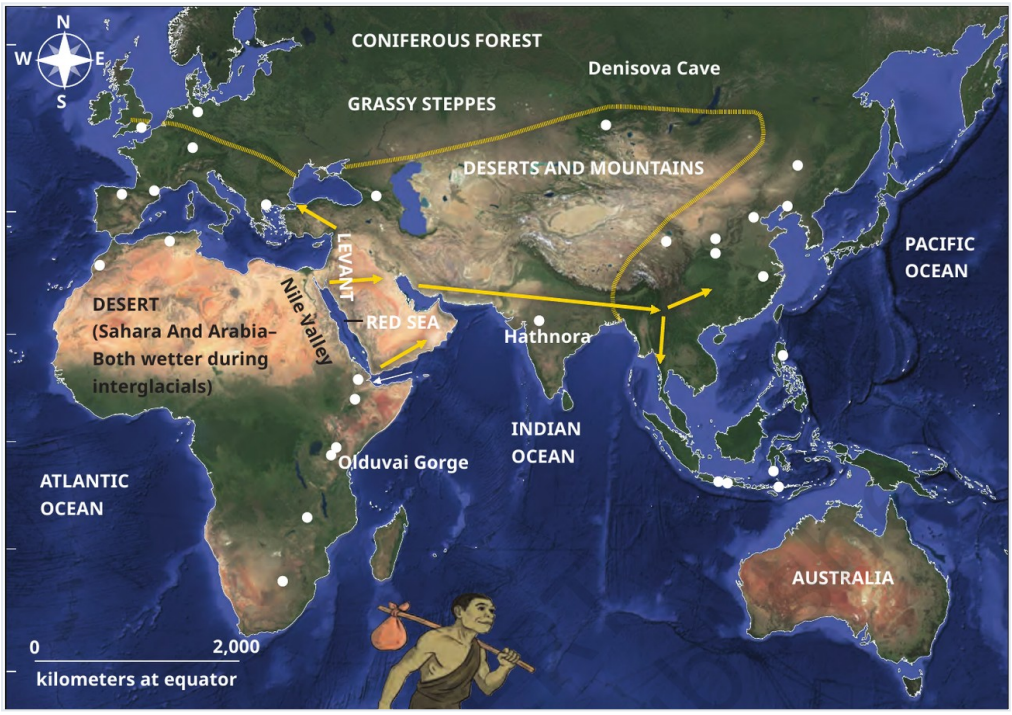


Fig. 4.4. Early dispersal of Homo erectus out of Africa (around 2 million years ago)

Therefore, early humans probably moved in search of food and better living conditions, helped by changes in climate.

QUESTION 7 *Let's Explore · p. 66*

Let us observe the images given above and answer the following questions.
→ Do you notice any changes in the shape or features of the skulls across different ancestors?
→ Can you observe a gradual straightening of the face?

ANSWER

Fig. 4.6 shows four skulls: (a) Homo habilis, (b) Homo erectus, (c) Homo neanderthalensis and (d) Homo sapiens. Comparing them shows a slow change over time.

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Fig. 4.6. Skulls of early humans and modern humans showing the evolutionary sequence from Homo habilis to Homo sapiens

A Changes in shape and features

Feature	Earlier skulls (a, b)	Later skull (d, Homo sapiens)
Forehead and brow	Low, sloping forehead with heavy brow ridges	Higher, more upright forehead with smaller brow ridges
Braincase	Smaller braincase	Larger, rounder braincase
Face	Face projects forward	Face is flatter and more upright

B Straightening of the face

Yes. From *Homo habilis* to *Homo sapiens* the face gradually becomes flatter and straighter instead of jutting forward. The chapter describes such slow physical and genetic changes as biological evolution.

Therefore, the skulls show changes in shape from a low, forward-projecting form to a rounder skull with a straighter face.

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QUESTION 8 *Think About It · p. 67*

Why do you think the shift to farming during the Neolithic period is called a revolution rather than a simple change? Discuss with your classmates.

ANSWER

The shift from procuring food to producing food changed people's lives so deeply and lastingly that it is called the Neolithic revolution.

A Before and after farming

Point	Hunter-gatherers	Neolithic farmers
Food	Procured from nature by hunting and gathering	Produced by domesticating plants and animals, with new breeds developed through cultivation and husbandry
Tools	Tools for procuring food	Tools for food production and processing
Home	Caves, rock shelters and camps	The first village settlements
Crafts	Beads, paintings and engravings	A variety of earthenware pottery in various shapes and sizes



Fig. 4.13. Neolithic stone tools

B Why "revolution"

- It changed the way of getting food, tools, homes and crafts all at once.
- The ability to produce surplus food and goods laid the foundation for civilisation, and the first villages laid the foundations for the urban revolution.
- It did not happen at the same time everywhere but at different periods in different areas (Fig. 4.14).

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Therefore, it is called a revolution because its effects were far-reaching and led to villages, surplus and, later, cities.

QUESTION 9 *Think About It · p. 71*

Observe the chart (Fig. 4.14) and identify the animals that were domesticated. Also try and identify the types of human habitats and objects that were used. Are any of these still used in present times?

ANSWER

Fig. 4.14 shows, for six regions, the signs of livestock, settled life (sedentism), pottery and cultivation, with the crop of each region.

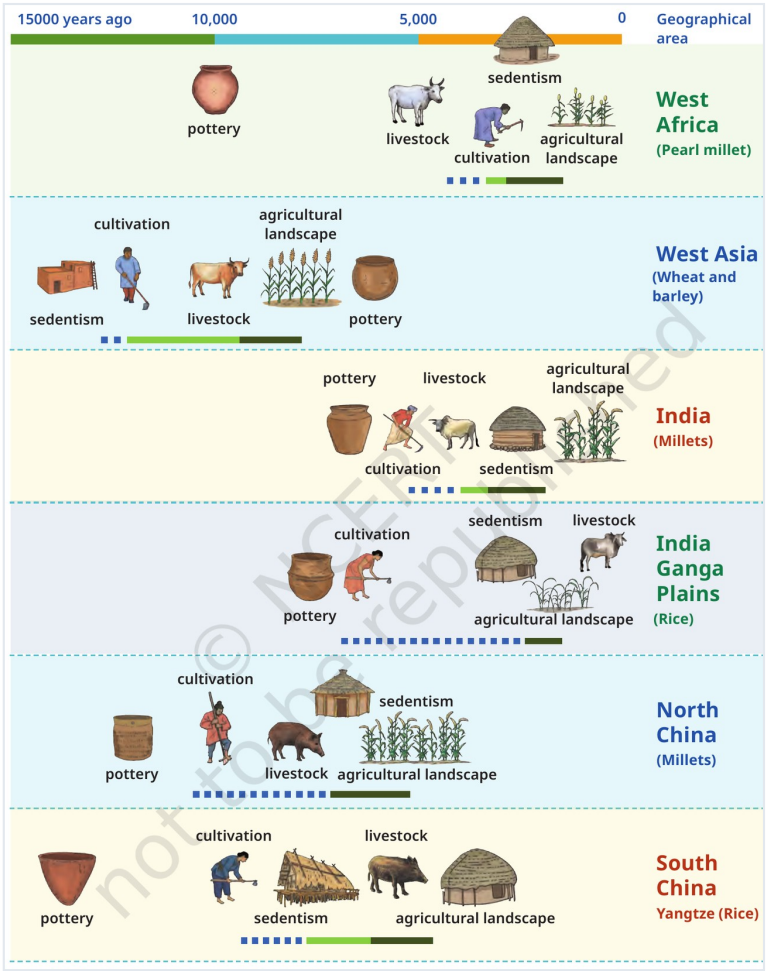


Fig. 4.14. Transition to the agricultural way of life in different parts of the world

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A What the chart shows

Region (crop)	Animal	Habitat	Objects
West Africa (pearl millet)	Cattle	Round thatched hut	Pottery; digging tool
West Asia (wheat, barley)	Cattle	Flat-roofed mud-brick house	Pottery; hoe
India (millets)	Humped cattle	Round thatched hut	Pottery; hoe
India, Ganga Plains (rice)	Humped cattle	Thatched hut	Pottery; hoe
North China (millets)	Pig	Thatched hut	Pottery; digging tool
South China, Yangtze (rice)	Pig	Raised thatched house	Pottery; hoe

B Still used today?

- **Animals:** cattle and pigs are still reared in many places.
- **Objects:** earthen pots and simple farm tools such as the hoe are still in use in villages.
- **Habitats and crops:** thatched and mud houses can still be seen in villages, and wheat, rice and millets are still grown and eaten.

Therefore, many animals, tools, houses and crops of the first farmers are still part of our lives today.

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QUESTION 10 *Think About It · p. 76*

Harappans had their own standard systems of weight and measurement. This is evident from the meticulously planned settlements and efficient interregional trade practices of the Harappans. They followed a binary multiple (1, 2, 4, 8, 16, etc.) system for weighing smaller units and used multiples of ten for larger denominations. Such cubical stone weights have been reported from several sites. Can you imagine how long-distance trade would have been affected had the Harappans not followed a standard system of weights?

ANSWER

Without standard weights, long-distance trade would have been difficult, unfair and slow.



Fig. 4.20. Stone weights

A What the Harappans did

- They used binary multiples (1, 2, 4, 8, 16, etc.) for smaller units and multiples of ten for larger denominations.
- Cubical stone weights of this kind have been reported from several sites.

B If there had been no standard system

- Each trader or region would have used different weights, so the same goods would be measured differently.
- Buyers and sellers could not easily agree on a fair price, and disputes or cheating would be likely.
- Traders from far-off places could not trust each other’s measures, so long-distance trade would have been smaller and less efficient.

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Therefore, a standard system of weights made fair, efficient and trusted trade possible over long distances.

QUESTION 11 *Think About It · p. 77*

Why were rivers important in the growth of early civilisations?

ANSWER

Rivers gave early civilisations water, fertile land and a reason to work together, so the early world civilisations emerged in river plains.

A The four river-valley civilisations

Civilisation	River(s) and region
Harappan (Sindhu–Sarasvatī)	Sindhu and Sarasvatī rivers
Mesopotamian	Euphrates and Tigris rivers in West Asia
Egyptian	Nile River
Chinese	Huang He basin in northern China

B How rivers helped

- **Fertile land:** the Nile flooded every summer, leaving rich mud (‘kemet’) that was excellent for growing crops.
- **Irrigation:** the Sumerians built dams and canals; Egyptian farmers dug ditches to divert water from the Nile into their fields and stored it in reservoirs.
- **Cooperation and government:** digging ditches and building dams needed collective effort, which led to local government and an administrative class.
- **Knowledge:** by counting the days between Nile floods, the Egyptians developed a calendar.

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Fig. 4.21. The Fertile Crescent and the extent of the Mesopotamian civilisation

Therefore, rivers supplied water and fertile soil for farming, which gave surplus food and led to cities.

QUESTION 12 *Let's Explore · p. 79*

Can you find out which countries constitute West Asia in present times?

ANSWER

West Asia is the region of south-western Asia. The chapter links it with Mesopotamia and the Persian Gulf.

A Countries named in the chapter

- The Mesopotamian region includes mainly **Iraq** and **Kuwait**, with some parts of **Turkey** and south-western **Iran**.
- Dilmun and Magan, the Mesopotamian trading partners, are today's **Bahrain** and the **Oman** peninsula of the Persian Gulf.

B Countries usually counted in West Asia

Turkey, Syria, Lebanon, Israel, Palestine, Jordan, Iraq, Iran, Kuwait, Saudi Arabia, Bahrain, Qatar, the United Arab Emirates, Oman and Yemen. Atlases and organisations differ slightly (for example, on some countries of the Caucasus), so check the atlas used in your class.

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Therefore, West Asia includes countries such as Iraq, Kuwait, Iran, Turkey, Bahrain and Oman, where the early civilisations of Mesopotamia and their trade partners lived.

QUESTION 13 *Let's Explore · p. 80*

Do you find any similarities between the temples in India and those of the Sumerian civilisation as centres of socio-cultural and economic activity?

ANSWER

Yes. In both, temples were much more than places of worship.

A Sumerian temples (ziggurats)

- Each city built a grand temple, a ziggurat, for its chief god, and the city grew around this main temple.
- All economic activities, such as agriculture, trade and the transport of goods, were tied to the temple authority.
- The ziggurat also served as the city's treasury, and the area around it contained palaces and royal storehouses.
- Entry to the sacred temple was restricted to high priests and priestesses, probably a part of the ruling class.

B Temples in India (from your earlier classes)

- They are centres of worship and festivals, and also of art, music, dance and learning.
- Many people earn a livelihood through them, such as priests, craftspersons and traders, and towns have grown around temples.

C Similarities

- Both were centres of religious life as well as of social, cultural and economic activity.
- Both gave work to many people and helped towns grow around them.
- In both, priests had an important place in the life of the temple.

Therefore, like the Sumerian ziggurat, temples in India have been centres of socio-cultural and economic life.

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QUESTION 14 *Let Us Recall · p. 81*

The cuneiform writing system was contemporary to the Harappan script, but while cuneiform has been deciphered, the Harappan script has not yet been deciphered. Do you think our understanding of a civilisation changes when its script is deciphered compared to when it is not?

ANSWER

Yes. Our understanding becomes much richer and more certain once a script can be read.



Fig. 4.25. Cuneiform was used to write several languages of Mesopotamia

A Deciphered and undeciphered scripts

Point	Cuneiform (deciphered)	Harappan script (not deciphered)
What we learn	Myths and epics, hymns, “law codes”, educational treatises and records of farming and craft activities	Only material remains such as planned cities, seals, weights and pottery
People and events	Names of kings and events, e.g. Sargon of Akkad and Hammurabi of Babylon	We cannot read names or events
Thoughts and ideas	Beliefs and ideas can be read	Generally difficult to understand
Dating	Relatively accurate	Only approximate

Therefore, deciphering a script lets a civilisation speak for itself; without it we depend only on material remains.

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QUESTION 15 *Let's Explore · p. 82*

The Epic of Gilgamesh, written during the Mesopotamian civilisation, is one of the earliest stories written. Try and find out more such stories and share them in class.

ANSWER

Early civilisations left stories and writings as well as tools. The chapter itself mentions several.

A Early writings mentioned in the chapter

Civilisation	Stories and writings
Mesopotamian	The Epic of Gilgamesh; great myths and epics, hymns and "law codes" on cuneiform tablets
Egyptian (papyrus)	The oldest version of 'Sindbad the Sailor'; animal fables suggesting a link to 'Aesop's Fables'; tales of ghosts, miracles and romances; the oldest known form of 'Cinderella'
Egyptian (papyrus)	Papyrus Ebers, which lists more than 700 cures and spells of Egyptian medicine

B To share in class

- Choose one story, retell it in your own words and say which civilisation it comes from.
- You may also ask your teacher or librarian about other very old stories, for example from India.

Therefore, stories such as Gilgamesh and the Egyptian tales show the creative literature of early civilisations.

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QUESTION 16 *Think About It · p. 85*

Why do you think there is a scale with a heart on one side and a feather on the other (fig. 4.29)? What can this papyrus tell us about early Egyptian beliefs?

ANSWER

The Papyrus of Ani shows a heart being weighed against a feather. The scene shows that the Egyptians believed in a judgement after death.



Fig. 4.29. An illustration from the Papyrus of Ani

A The scale

- This is the “weighing of the heart”: the heart of the dead person is weighed against a feather, the symbol of truth.
- Gods sit above as judges, and a creature on the right waits to devour the heart of a person who lived wrongly (this detail is added to help your answer; the chapter only asks you to reason from the picture).

B What it tells us about Egyptian beliefs

- They believed in life after death: each person had a *ka* (a spiritual double) that lived on after death if the body was preserved through mummification.
- They believed a person’s actions in life would be judged.
- During mummification the internal organs were removed except the heart, which suggests how important the heart was.

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- Religion shaped their art, tombs and pyramids, and papyrus records preserve their beliefs and practical details.

Therefore, the scale shows that early Egyptians believed in judgement and life after death.

QUESTION 17 *Let's Map · p. 86*

Can you locate the River Nile on the given map? Why do you think the northern part is called Lower Egypt and the southern part Upper Egypt?

ANSWER

On Fig. 4.30 the Nile is the long dark-green strip that runs from the bottom of the map up to the Mediterranean Sea.



Fig. 4.30. The region in which the Egyptian civilisation flourished

A Locating the Nile

- Find the narrow green belt through the desert; sites such as Hermopolis, Sakkara, Memphis, Giza and Heliopolis lie along or near it.
- Near the top of the map the river spreads out into a wide green fan before it reaches the Mediterranean Sea.

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B Lower and Upper Egypt

- The Nile flows from south to north. The northern land lies downstream, near the river's mouth, and is low and flat, so it is called Lower Egypt.
- The southern land lies upstream, higher up the river, so it is called Upper Egypt.
- So "lower" and "upper" refer to the river's course, not to the position on the map, where north is at the top.

Therefore, the north is Lower Egypt and the south is Upper Egypt because the Nile flows from the south towards the north.

QUESTION 18 *Let's Explore · p. 87*

Look at the social hierarchy pyramid in the image. What were the social classes of early Egypt? What were the different kinds of occupations? What could have been a typical daily routine of the people from each class?

ANSWER

Fig. 4.32 shows four social classes, with the Pharaoh at the top and serfs and slaves at the bottom.



Fig. 4.32 Social hierarchy Pyramid

A Classes, occupations and a possible routine

Class	Occupations	A possible daily routine
Pharaoh	Ruler of Egypt	Ruling, taking part in religious ceremonies and festivals of the reign
Government officials, nobles and priests	Administration; temple duties	Running the government and the temples; taking part in festivals

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Class	Occupations	A possible daily routine
Free landholders, artisans and merchants	Farming own land; crafts; trade	Working in fields or workshops, selling goods; swimming, games, music in free time
Serfs and slaves	Farm labour and heavy work	Ploughing, digging ditches and carrying loads from morning to evening

The daily routines above are model answers based on the picture and the chapter (for example, early Egyptians swam, canoed, played board games and enjoyed music and dancing); your own reasoned answers are also acceptable.

Therefore, early Egyptian society was a pyramid: a few people held power at the top and many workers formed the base.

QUESTION 19 *Think About It · p. 88*

Observe the images given above. What do they tell you about Egyptian fashion?
→ Which social classes do you think used these items?
→ What clues in the images help you to make this guess?
Try to explain your reasoning based on the materials, designs, or accessories shown in the pictures.

ANSWER

Fig. 4.33 shows a painted pottery jar, a woven basket and a pair of woven sandals.



Fig. 4.33. Daily items used by the Egyptians

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A What they tell us about Egyptian fashion

- The sandals are made of plant fibres woven by hand, so Egyptian footwear was simple, light and suited to a hot climate.
- The decorated jar shows that people liked designs and patterns even on everyday objects.

B Social classes and clues

- **Free landholders, artisans and merchants** (and others) probably used the woven sandals and basket: plant fibres were easily available and the items are plain and practical.
- **Nobles, officials and priests** may have used the carefully painted jar, because the decoration needed skilled craft work.
- **Clues:** the material (plant fibre, clay), the skill of making and the amount of decoration. There is no gold or jewellery, so these are everyday items rather than royal ones.

Therefore, these items show simple, practical, natural-material fashion, mostly used by ordinary people, with some decorated items for richer classes.

QUESTION 20 *Let's Explore · p. 90*

**The Chinese script is logographic, with characters representing entire words or morphemes (smallest meaningful units of language), rather than sounds. Person Tree
Explore more examples of Chinese characters that resemble the objects or ideas they represent. Note down at least two such characters and explain how their shapes are connected to their meanings.**

ANSWER

Early Chinese characters began as simple pictures of things. Some examples are given below, including the two in the question.

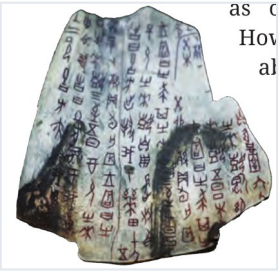


Fig. 4.36. Chinese oracle carvings on bone

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A Characters and their shapes

Character	Sound and meaning	How the shape connects to the meaning
人	rén · person	Two strokes like a person with two legs
木	mù · tree	A trunk with branches above and roots below
日	rì · sun	Comes from a picture of the round sun
月	yuè · moon	Comes from a picture of a crescent moon
山	shān · mountain	Three peaks standing side by side
林	lín · forest	Two trees together make a forest

Therefore, many Chinese characters began as pictures of objects and ideas, and their shapes still hint at their meanings.

QUESTION 21 *Think About It · p. 92*

What could have been the other reasons for building the Great Wall of China? Explore and share your findings on the Great Wall through a model or presentation.

ANSWER

The chapter gives one reason: protection against the violent raids of nomadic tribes. Other reasons are possible and can be explored.



Fig. 4.38. The Great Wall of China

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A What the chapter says

- Several walls were built from 680 BCE onwards by the Zhou and other dynasties as protection against raids; these were later joined together to make an effective defence mechanism.
- The wall was built over a period stretching to two thousand years, and its expansion and repair continued till the 17th century CE.

B Other possible reasons to explore

- To mark the boundary of the state and show where it ended.
- To control the movement of people and goods across the border, including trade.
- To give watchtowers for keeping watch and passing messages.
- To show the power and unity of the rulers.

C For your model or presentation

- Cover the time of building (from 680 BCE), the builders, the reasons, and the later joining and repair of the wall, with pictures.

Therefore, the Great Wall was built mainly for defence, but it may also have marked borders and helped control movement and show power.

QUESTION 22 *Let's Recall · p. 92*

Do you remember studying about the Silk Route in Grade 7? How was India connected with it? Can you recollect China's contact with India with reference to Buddhism that you studied in Grade 7?

ANSWER

This question recalls Grade 7. The points below summarise it; check them against your Grade 7 textbook.

A The Silk Route and India

- The 'Silk Route' got its name because silk, a major item of China's external trade around the 2nd century BCE (Han dynasty), was traded along it.
- It was a network of routes linking China with Central Asia, West Asia and the lands beyond.
- India was connected with it through its north-western regions and its trade; Indian goods such as spices, cotton cloth and gems travelled along such routes.

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B China’s contact with India through Buddhism

- Buddhism spread from India to China along trade routes, carried by monks and traders.
- Chinese pilgrims such as Faxian (Fa-Hien) and Xuanzang visited India, studied Buddhist teachings and took texts back to China.

Therefore, the Silk Route linked India and China through trade and also carried the Buddhist faith between them.

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4.2

CLASS 9 SOCIAL SCIENCE · CHAPTER 4

Questions and Activities

Solutions · 13 questions

Directions (Questions 1–13): These are the Questions and activities at the end of the chapter (pages 93–94). Answer each in your own words using the points given.

QUESTION 1

Do you think life became easier or more challenging after humans started farming? Give two reasons for your answer.

ANSWER

Farming made life more secure but also more demanding, so both views can be supported. Two reasons for each side are given.

A Why life became easier

- **Surplus food:** the ability to produce surplus food and goods laid the foundation for civilisation.
- **Settled life:** farmers lived in villages, made pottery and used raw materials and resources, which gave more comforts than camp life.

B Why life became more challenging

- **Hard collective work:** digging ditches and building dams needed collective effort; farming needed knowledge of the seasons.
- **Pressure on land and environment:** in Mesopotamia, environmental degradation and pressure on agricultural lands helped weaken Babylonian control.

Therefore, farming gave a more secure food supply and settled life, but it brought hard work and new pressures.

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QUESTION 2

The environment offers human societies both opportunities as well as challenges. Explain with reference to early farming communities and river-valley civilisations.

ANSWER

The environment gave early societies resources to grow, but it also set problems that they had to solve.

A Early farming communities

- **Opportunities:** when the climate became warmer, forests and grasslands expanded and gave small game, fish and edible wild grains, leading to the first population explosion.
- **Challenges:** farming needed familiarity with the seasons; the transition did not happen at the same time everywhere.

B River-valley civilisations

Place	Opportunity	Challenge
Egypt	Nile floods left rich mud (‘kemet’) for crops	Ditches and dams had to be dug and water stored by collective effort
Mesopotamia	The ‘fertile crescent’ had high agricultural potential	Environmental degradation and pressure on agricultural lands
Harappan region	Fertile alluvial plains of the Indus and Ghaggar-Sarasvatī basins	Water had to be conserved, e.g. gabarbands (check dams) and the tanks of Dholavira

Therefore, societies prospered by using the environment’s opportunities and by finding solutions to its challenges.

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QUESTION 3

Why do historians divide early human history into different ages such as Stone Age, Bronze Age, and Iron Age? What does this classification tell us about human progress?

ANSWER

Early human history is divided into distinct periods based on technological progress, such as the development and use of tools, the beginning of agriculture, and changes in human lifestyle and settlement patterns.

A The ages (Fig. 4.7)

Age	Main feature
Palaeolithic (Old Stone Age)	Hunting–gathering lifestyle; simple stone tools
Mesolithic	Microlithic tools; a transitional phase between hunting–gathering and agriculture
Neolithic (New Stone Age)	Shift to agriculture and settled life; domestication of animals; polished stone tools
Chalcolithic (Copper and Stone Age)	Use of copper along with stone tools; early metallurgy
Bronze Age	Bronze metallurgy (copper mixed with tin); trade, towns and early civilisations
Iron Age	Widespread use of iron; stronger tools and weapons; more advanced societies

B What the classification tells us

- Human progress was slow and step by step: from simple stone tools to metals, from hunting to farming, and from camps to villages and towns.
- Each age is named after the main material or way of life of that time.
- The ages did not begin at the same time everywhere.

Therefore, the ages help us study the story of human progress in tools, food production and settlement.

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QUESTION 4

Imagine you are a Neolithic farmer. Describe one day of your life. What challenges would you face that a hunter-gatherer would not?

ANSWER

This is an imaginative answer based on facts from the chapter.

A One day in my life

I wake at dawn in my hut in the village. After a meal of cooked grain, I take my cattle, sheep and goats out to graze. Then I go to my field with my stone tools and work on the crop of wheat and barley. At noon I rest near our village, where potters are making earthen pots to store grain and water. In the evening I bring the animals home and put the harvested grain in the granary. I also look at the sky, because the crop depends on the seasons.

B Challenges a hunter-gatherer would not face

- Having to stay near the fields and animals throughout the year.
- Needing to know the seasons well and plan sowing and harvest.
- Looking after crops and herds, and storing grain safely.
- Doing daily hard work to produce food instead of simply collecting it.

Therefore, a Neolithic farmer had a more settled and secure life than a hunter-gatherer, but one with fixed duties and more planning.

QUESTION 5

Imagine that the Harappan script gets deciphered tomorrow. What new types of information do you think historians might learn?

ANSWER

Fig. 4.3 shows that written documents give information about names, events and social, political and cultural life. The same could happen for the Harappans.

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A New information historians might learn

- **Language:** the language the Harappans spoke and what the seal inscriptions mean.
- **People and events:** names of rulers and cities, and important events.
- **Society and rule:** how the cities were governed, their laws and social classes.
- **Beliefs and ideas:** religious beliefs and the thoughts of the people.
- **Trade:** what was traded, in what quantities, and details of contacts with Mesopotamia and Meluhha.
- **Dates:** a more accurate dating of cultures and events.

Therefore, deciphering the script could tell us about the language, rulers, beliefs, trade and dates of the Harappans.

QUESTION 6

Prepare a table with three columns—Palaeolithic, Mesolithic, and Neolithic—and fill in their distinctive features: tools, settlements, art, and subsistence.

ANSWER

The table below compares the three stages of the Stone Age.

A Distinctive features

Feature	Palaeolithic	Mesolithic	Neolithic
Tools	Handaxes, cleavers, scrapers, choppers; later borers, points, blades and the bow and arrow	Microlithic (tiny stone) tools fixed in handles	Polished stone tools for food production and processing
Settlements	Caves and open camps	Caves and rock shelters; temporary settlements near rivers and lakes	Permanent villages; houses of sun-dried brick
Art	Cave paintings, body pigments, beads of stone, bone and shell, engravings	Art flourished, e.g. the painted shelters of Bhimbetka	Earthenware pottery; ornaments of semi-precious stones and shells; weaving

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Feature	Palaeolithic	Mesolithic	Neolithic
Subsistence	Hunting and gathering (meat, tubers, marrow)	Hunting small game, fishing (the mainstay), gathering wild grains	Farming and domestication of animals

Therefore, from the Palaeolithic to the Neolithic, tools became finer, settlements became permanent and food was produced instead of collected.

QUESTION 7

"Bronze Age civilisations developed independently but shared common features." Examine this statement with reference to the civilisations given in the chapter.

ANSWER

The statement is correct. The civilisations arose in different river plains and developed their own social and administrative systems independently, yet they shared many features.

A The civilisations compared

Feature	Harappan	Mesopotamian	Egyptian	Chinese
River	Sindhu and Sarasvatī	Euphrates and Tigris	Nile	Huang He
Cities	Well-planned cities	City-states such as Ur	City-states from about 3000 BCE	Urban centres from about 1600 BCE
Writing	Harappan script (undeciphered)	Cuneiform	Hieroglyphs on papyrus	Logographic script; oracle bones
Society and rule	Standard weights and measures	Kings; priests; temple authority	Pharaohs; four social classes	Dynasties; stratified society
Metal	Copper, then bronze	Copper tools from about 4500 BCE	Bronze Age from about 3100 BCE	Copper and bronze from about 2000 BCE

B Independent yet alike

- **Common features:** river valleys with farming, bronze metallurgy, cities, writing, crafts, trade and social hierarchy.

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- **Independent:** they emerged independently in fertile river plains and developed social and administrative systems of their own. Only Mesopotamia and the Harappans show strong contact; the Egyptian and Chinese civilisations show little tangible evidence of direct contact with the Harappans.

Therefore, the Bronze Age civilisations grew separately but shared river-based farming, cities, writing, metals and organised societies.

QUESTION 8

Although rivers provided many benefits, they also created challenges for early societies. Discuss both the advantages and disadvantages of settling near rivers.

ANSWER

Rivers were the lifelines of the early civilisations, but they also brought problems.

A Advantages

- Fertile alluvial plains and water for farming, as with the rich Nile mud (‘kemet’).
- Water for irrigation through ditches, dams, canals and reservoirs, giving higher production and surplus.
- A basis for knowledge and organisation: the Egyptians made a calendar by counting the days between floods.

B Disadvantages

- Annual floods had to be managed, and heavy floods could damage fields and homes.
- Building ditches and dams needed a great deal of collective effort.
- Societies depended on the river: some Harappan sites lie in the dried river belt of the Sarasvatī, which shows that rivers can change.

Therefore, settling near rivers gave water and fertile soil, but it also meant floods, heavy work and dependence on the river.

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QUESTION 9

With the help of your teacher, find out more about the Code of Hammurabi. Why was it important? Do you think it was fair to all sections of society? Give reasons for your answer.

ANSWER

The Code of Hammurabi was a written set of laws of Babylonia, compiled by King Hammurabi. Check the further details below with your teacher.

A What the chapter says

- Hammurabi became ruler in 1792 BCE, conquered neighbouring regions and expanded the small city-state of Babylonia into a large empire.
- His most significant contribution was the compilation of rules and regulations for civil and social conduct, known as the Code of Hammurabi, throughout his empire.
- The stele in Fig. 4.27 shows Hammurabi receiving the law from Shamash, the Babylonian god of justice, with the law codes inscribed in cuneiform below.



Fig. 4.27. Top part of a stone stele showing King Hammurabi receiving the law from Shamash

B Why it was important

- It was a written code that applied throughout a large empire.
- It served as a foundational model for many future legal systems.

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C Was it fair to all? (model answer)

- Mesopotamian society had a clear division of social hierarchy, and historians note that punishments in the Code often depended on a person's social rank.
- At the same time, written laws made the rules known to people and gave a sense of justice; they were presented as given by the god of justice.
- So it was a great step towards written law, but by today's ideas of equality it was not fair to all sections of society. Add your own reasons.

Therefore, the Code of Hammurabi was important as a model for later laws, though it did not treat all sections of society equally.

QUESTION 10

If you had to choose one major innovation from early civilisations that changed the world permanently, what would it be and why?

ANSWER

A strong choice is writing. A model answer is given, with other possible choices.

A My choice: writing

- Writing let early societies record economic transactions and social activities.
- It led to the composition of literary and creative texts, and many of our cultural ethos have their roots in the Bronze Age civilisations.
- Written documents help give relatively accurate dates for events such as coronations and wars, and tell us the names, events and the social, political and cultural life of the people.
- Knowledge, laws and stories could be passed on and shared over long distances and times.

B Other innovations you may choose

- Dams and canals for irrigation, and the wheeled cart and sailboat (Sumerians).
- The 60-minute hour, 60-second minute and 360-degree circle (Sumerians).
- The Egyptian calendar, paper currency and civil services through public examination (China).

Therefore, writing is a good choice because it preserved knowledge and shaped later cultures; give your own reasons for any other choice.

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QUESTION 11

Compare the social hierarchy and daily life of people in the Egyptian civilisation with those in Mesopotamia or China. What similarities and differences do you notice?

ANSWER

The comparison below is with Mesopotamia.

A Egypt and Mesopotamia compared

Point	Egypt	Mesopotamia
Top of society	The Pharaoh, a powerful ruler	Kings, who lived in grand palaces
Priests and officials	Government officials, nobles and priests next	Priests and priestesses, probably part of the ruling class; scribes also had high status
Others	Free landholders, artisans, merchants; serfs and slaves at the base	Farmers, craftspeople, merchants and traders who lived in small brick houses
Religion and buildings	Pyramids; festivals in honour of gods and the pharaoh	Ziggurats; all economic activity tied to the temple
Daily life and leisure	Swimming, canoeing, board games, music and dancing	Mostly farming, with crafts such as metalworking, pottery and textiles

B Similarities and differences

- **Similar:** both were hierarchical with a ruler and priests at the top, both depended on farming and crafts, and both used writing.
- **Different:** Egyptian society is shown as a four-class pyramid with a Pharaoh and its great tombs; Mesopotamian cities were centred on temples that controlled economic activity.

Therefore, both societies were layered with powerful rulers and priests, but they differed in religion, buildings and daily life.

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QUESTION 12

Activity: Using maps, locate the major rivers and civilisations of Mesopotamia, Egypt, China, and the Sindhu–Sarasvatī Valley. Mark the trade links between them.

ANSWER

Use a map of Asia and Africa. The table gives what to mark; the maps in the chapter (Figs. 4.17, 4.21, 4.26 and 4.30) will help.



Fig. 4.21. The Fertile Crescent and the extent of the Mesopotamian civilisation

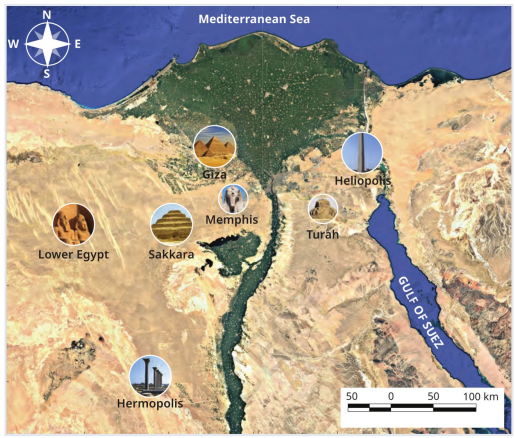


Fig. 4.30. The region in which the Egyptian civilisation flourished

A Rivers and civilisations to mark

Civilisation	River(s)	Where to mark
Mesopotamian	Euphrates and Tigris	West Asia (mainly Iraq and Kuwait, parts of Turkey and south-western Iran)
Egyptian	Nile	North-east Africa, flowing to the Mediterranean Sea
Chinese	Huang He (Yellow River) and Yangtze	Northern and southern China
Sindhu–Sarasvatī	Sindhu and Sarasvatī	North-western Indian subcontinent

B Trade links to mark

- Mesopotamia and Meluhha (Harappan region) by way of Dilmun (Bahrain) and Magan (Oman), across the Persian Gulf region: beads, ivory, timber, gold dust and probably copper.
- China’s outside trade: jade obtained from outside China, and silk along the ‘Silk Route’ from about the 2nd century BCE.

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- Egypt and China have little tangible evidence of direct contact with the Sindhu–Sarasvatī civilisation, so no direct link is marked.

Therefore, a complete map shows four river-valley civilisations, with the clear trade link between Mesopotamia and the Harappans.

QUESTION 13

Activity: Choose one early civilisation (Mesopotamia, Egypt, or China) and prepare a mini-scrapbook or a presentation showing their innovations in tools, writing, art, and architecture. Include pictures, brief descriptions, and explain their significance.

ANSWER

A model plan is given for Egypt, with pictures and points taken from the chapter. You may choose another civilisation.



Fig. 4.31. The Step Pyramid at Saqqara



Fig. 4.33. Daily items used by the Egyptians

A Model plan for Egypt

Page	Description	Significance
Tools	Daily items such as pottery, baskets and woven sandals (Fig. 4.33); dams, ditches and reservoirs dug to divert and store Nile water	Shows craft skills and the use of the river for farming
Writing	Hieroglyphic script; papyrus made from the papyrus plant; the Rosetta Stone, found in 1799, deciphered by Jean-François Champollion in 1822	Let Egyptians record stories and practical details and helped us read their history
Art	Illustrations such as the Papyrus of Ani (Fig. 4.29)	Shows early Egyptian beliefs
Architecture	Mastabas placed one on top of another to form pyramids, such as the Step Pyramid at Saqqara (Fig. 4.31)	Built because the Egyptians believed the ka lived on if the body was preserved

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Page	Description	Significance
Other innovations	A calendar of 365 days based on the rising of Sirius; mummification	Shows knowledge of astronomy and belief in life after death

Therefore, a good scrapbook gives, for each topic, a picture, a short description and the reason it mattered.

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