

# History and Social Science: An Inquiry-based Reader

Class Six



National Curriculum and Textbook Board, Bangladesh



ইন্দিরা গান্ধী  
ভারতের প্রধানমন্ত্রী



জেনারেল স্যাম মনেকশ  
ভারতীয় সেনাবাহিনী প্রধান



এডওয়ার্ড কেনেডি  
আমেরিকান সিনেটর



পন্ডিত রবিশঙ্কর  
ভারতীয় সেতারবাদক ও সঙ্গীতশিল্পী



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অস্ট্রেলিয়ান, বীর প্রতীক খেতাব প্রাপ্ত  
মুক্তিযোদ্ধাদের প্রশিক্ষক

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# History and Social Science (An Inquiry-based Reader) Class Six

Experimental version

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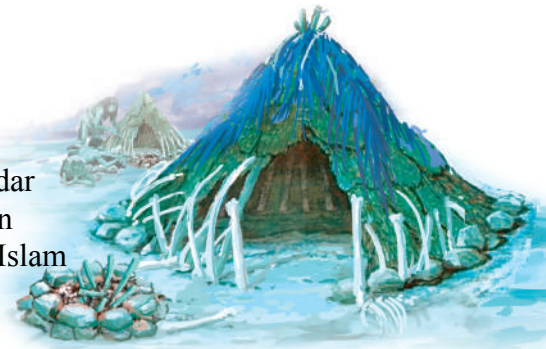
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## Preface

In this ever-changing world, the concept of livelihood is altering every moment. The advancement of technology, in accordance with knowledge and skill, has accelerated the pace of change. There is no alternative to adapting to this fast changing world. The reason is, the development of technology is at its zenith compared to any time in the human history. In the fourth industrial revolution era, the advancement of artificial intelligence has brought a drastic change in our employment and lifestyles and this will make the relationship among people more and more intimate. Varied employment opportunities will be created in near future which we cannot even predict at this moment. We need to take preparation right now so that we can adapt ourselves to that upcoming future.

Although a huge economic development has taken place throughout the world, the problems of climate change, air pollution, migrations and ethnic violence have become much more intense than before. The epidemics like COVID 19 has appeared and obstructed the normal lifestyle and economic growth of the world. Different challenges and opportunities have been added to our daily life.

Standing on the verge of these challenges and possibilities, implementation of sustainable and effective solutions is required for the transformation of our large population into a resource. It entails global citizens with knowledge, skill, values, vision, positive attitude, sensitivity, capability to adapt, humanity and patriotism. Amidst all these, Bangladesh has graduated into a developing nation from the underdeveloped periphery and is continuously trying to achieve the desired goals in order to become a developed country by 2041. Education is one of the pivotal instruments to attain the goals and there is no alternative to the modernization of our education system. Developing an effective and updated curriculum has become crucial for this modernization.

Developing and revising the curriculum is a regular and vital activity of National Curriculum and Textbook Board. The last revision of the curriculum was done in 2012. Since then, a lot of time has passed. The necessity of curriculum revision and development has emerged. For this purpose, various research and technical exercises were conducted under the supervision of NCTB during the year 2017 to 2019 to analyze the prevalent situation of education and assess the learning needs. Based on the researches and technical exercises, a competency-based incessant curriculum from K-12 has been developed to create a competent generation to survive in the new world situation.

In the light of the competency based curriculum, the textbooks have been prepared for all streams (General, Madrasah and Vocational) of learners for grade VI. The authentic experience driven contents of this textbook were developed in such a way that teaching learning becomes comprehensible and full of merriment. This will connect textbooks with various life related phenomenon and events that are constantly taking place around us. We hope that learning will be profound and life-long now.

Issues like gender, ethnicity, religion, caste, the disadvantaged and students with special needs have been taken into special consideration while developing the textbook. I would like to thank all who have put their best efforts in writing, editing, illustrating and publishing the textbook.

If any one finds any errors or inconsistencies in this experimental version and has any suggestions for improving its quality, we kindly ask them to let us know.

**Professor Md. Farhadul Islam**  
Chairman

National Curriculum and Textbook Board, Bangladesh

# Introduction

Welcome to the new class in the new year. Congratulations to you!

Enrollment in Class Six means you are entering secondary level after completing the primary education. We are waiting for you with a new learning approach. In this new approach, you do not have to run after examinations and good marks any longer. You do not have to just know the probable questions for examinations and spend time looking for the answers. From now on, it is not your principal duty to memorise answers. Your parents also do not have to worry about effective tutors, coaching centers, guidebooks, your exams and question papers. There will be no need to spend a lot of money for nothing.

We know that every one of you has a fresh mind and a very active brain. You have not only the power of imagination but also sharp intellect with which you discover different ways of thinking. All of you are born with some other faculties like the mind and brain. We want to talk about these in particular. We are talking about human senses. You have already known that we all have five special organs – eyes, ears, nose, tongue and skin. These organs function as the senses. We see with the eyes and this power is called eyesight while the organ is called visual sensory organ. Similarly, we hear with the ears and these are auditory organs. We smell with the nose which is the olfactory organ. We taste with the tongue and it is the gustatory organ. We feel touches with the skin and it is the tactile organ. They help us to recognize, understand and know something. This is why these senses are very important.

Together with all these assets each of you have –

Perpetual vitality

Limitless curiosity

Immense ability to enjoy, and

A natural tendency to wonder.

Modern educational specialists believe that the stress of examinations and memorization of answers hinders the development of these natural abilities. Rather, students need to use these abilities for learning new things, and this only can give good results.

You are surely getting the notion about your own work after hearing these views. Of course, you are going to enjoy a lot of freedom in this system. However, do not forget that you have to take responsibility to enjoy your freedom. After all, study is your own job; it is for yourself. You will do your own work; that is a very good thing.

The reality is, when you succeed in something, you can understand how much joy it brings. Therefore, learning in the new way will be a joyful journey, an expedition. In Rabindranath's songs, we find a joyous melody of a journey. Education is the joyous song of an expedition that continues while you walk along humming a melody. You have just enrolled in Class Six. You have gained experience from lessons in Class Five. Many of the lessons in the new class will be new, with many things unknown. This journey will be like an expedition for the unknown and new things. You will know, learn and do a lot while overcoming the challenges on the way. You will get endless joy as well.

This does not require any additional cost. It is because you have your own mighty tools in your arsenal to meet challenges – curiosity, wonder, vitality, and the ability to be joyful. The senses play a supportive role in this process. The fun is that these are not like money – instead of being spent, these always grow. These are the resources of your mind and so the more you practice, the more they will shine, the more efficient they will be. Moreover, these will inspire you to uncover new abilities. Intellect is the first to call. You have to use your own intellect; you have to think. You need logic to think right. This is an area for practice – if you cultivate intellect, it will increase. You may have seen that if you prune the branches and leaves of some trees, the trees grow better and give more fruits. You need to sharpen your mind, sharpen your logic. Also, the senses have to be kept alert to increase their abilities.

In this way, you will conquer the unknown. You will keep on spreading light in the darkness, and you will not even notice when many things have been grasped. Let this journey towards victory begin!

# Contents

<b>How Do We Know History?</b>	1-20
<b>Where did Humans and Society Come from?</b>	21-45
<b>Development of Civilisations: Urbanisation and States in Asia, Africa and Europe</b>	46-122
<b>History of the Identity of the People of Bangladesh: Transformation, Diversity and Integration</b>	123-128



## How Do We Know History?

Let me tell you a story. Once Sajib, Ratna, Salma, Shakil, Michael and Monisha were playing football in a field. There was a jungle beside the field. The ball was lost in the jungle. Everyone was looking for the ball; however, they could not find it. After some time, the afternoon came and after that the daylight became dim. At this time, Salma and Manisha noticed an old broken building. They suggested their friends, 'Let us search for the ball there.' Then Shakil and Sajib said, 'We don't know who lives there. What if someone hits us or keeps us captive, or there are ghosts.' Salma and Manisha were quite brave. With courage and hope, they entered the building and began to explore. In one room, they found a broken chair, a bed and a broken table. Old newspapers were lying here and there. There was a pitcher full of water. They got surprised when they entered the next room. Broken pieces of earthenware were here and there on the floor. On a table, some old notebooks and diaries were kept. Something was written on some palm leaves. They tried to read it. Although the script looked almost like Bangla letters, it had significant dissimilarities. It was written with red ink and it looked twisted. Some black and white photos were kept beside them. In those photos, some people can be seen standing in front of a worn-out building. Some wall paintings were there. Also, some carved crafts were there. They entered two other rooms. The roof was so damaged that some bits of it had fallen down on the floor. It was impossible for anyone to live there. They continuously searched for the ball; however, they could not find it. Memories of the damaged building, the furniture, newspapers, diaries, photos, unfamiliar writings on the palm leaves, and broken earthenware were so much fresh in their mind; and they could not forget all these. Leaving the old building in the jungle, they took a stroll and were talking about it. 'Who stays at this old building in the jungle?' 'Why does he live alone there?' 'What is written on those palm leaves, the diaries, and the old newspapers?' 'Why has he accumulated the broken pieces of earthenware?' 'Who were the people in the photos?' 'Where was that building located in the photo?' 'How old are the writings on the palm leaves, photos, and the broken pieces of the earthenware?' 'Who wrote on the palm leaves?' 'Was not paper available then to write on?' 'How can we read the text?' 'From where did the furniture—tables, chairs, and bed— come?' 'How did the building look when it was new?' 'Who lived there?' 'Where did they go?' 'Why did they go?' 'Was there a jungle in that place, then?' In the same way, thousands of questions burst into their mind. Then, they decided to share everything with Enayet Sir and Anita Madam. Surely, Sir and Madam would share more information with them. They are quite knowledgeable. The next day, they share everything with them during the off period. Sir and Madam were amazed at their courage and intellect. They said, 'You have discovered a big thing. We don't even know that we have our history hidden inside the jungle. The person who lives in that building must be studying either ancient history or archaeology. He can read Bangla and other languages. He tries to understand the various events of the past from the old palm leaf writings, broken pieces of earthenware and photos of old buildings. One day we will visit that broken building along with you.'



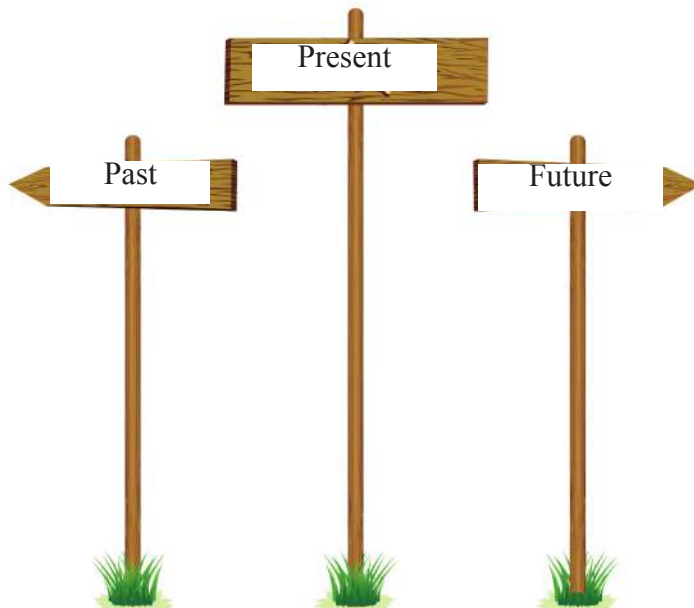
## Sources, elements and Features of History

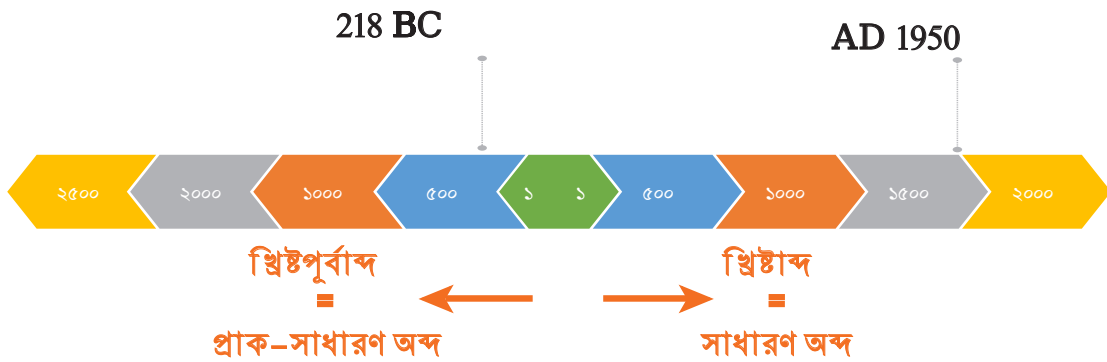
You might assume that History is a complex subject. You may also think we need to know many things in order to know history. Tell me: ‘What did you learn from the above story?’ In fact, it is not much difficult or complex to know the history of something. Many elements of history are around us: human beings or objects. If we use these resources properly, we will be able to know a lot about our past. Old utensils, legal documents, newspapers, letters, magazines, books, account books of a shop, documents of your house, diaries of your parents, grandpa’s eyeglasses, wrist watches or walking sticks – things like these can be found around us. ‘What happened in the past?’ ‘Why did it happen?’ ‘When did it happen?’ ‘How did it happen?’ – answers to these questions can be understood using these objects. Ask your parents about their childhood and about the people of their time. Those stories can be a part of history. You may talk with a freedom fighter. They can tell you the stories of the liberation war. You may listen to your aunt and grandma narrating the stories of the liberation war. They will definitely share the stories of that time and these stories are also one kind of history.

Three things are important in history: time, place and whose history you are interested in knowing. You may be interested in humans, rivers, soil and even the environment. It can be any animal or plant. The big tree beside you gradually grows up from a plant to a tree. It has also seen many things over the years. The problem is that it cannot speak our language. Even the ponds, rivers and marshes behind you cannot speak. They also have observed many things over the years. They also have gone through changes. Sometimes, water is available in the ponds and sometimes not. Many animals, plants, fish, insects, and snakes lived here once. Perhaps, most of them are dead. New elements are added to it. Again, the problem is that they cannot communicate with us. As they cannot speak our language, we have to learn how to communicate with them. We may search the ways of knowing them. We may try to know how their past was. Those stories of the past will be history.

History can be of a district, division, country, or region. It can be of any geographic place. The present-day name and features of a place can be significantly different from the past ones. Where people are living now, in the past some other people lived in that place. Perhaps, their father, mother, or grandpas (maternal or paternal) lived there. It may be that their father, mother, grandma and grandpa lived there 50 or 100 years ago. Thus, History mainly tells stories about different subjects, events, people, environment, and trees of the past. However, we have to follow step-by-step procedures to know and search for history. Which subject or whose history we are looking for defines the process of knowing it. Remember, everything in writing has a beginning and an end. Why and how did the events take place or stop happening? What were the reasons

for this happening? These are the fundamental issues of writing. If we want to know the history of one hundred years ago, or two hundred years, or five hundred years, or one thousand years, or ten thousand years, or one lakh years, we have to maintain chronology. To understand the historical sequence, past years are divided into many periods according to our current calendar and dates. This calendar could be Gregorian or Christian, Bangla or Hijri. At present, the year is 2022 (according to English calendar). Again, this year 2022 belongs to twenty first century. Our Independence Day is 26 March, 1971. That belongs to twentieth century. A ten year time is called a decade. A fifty-year time is called a half-century. Every hundred year is named a century. A thousand years is named a millennium. Sometimes we need to know thousands or millions of year old history to know the past. It was customary to term the time after Jesus Christ's birth in English Gregorian calendar as AD (Anno Domini meaning 'in the year of the Lord'). The time before Christ's birth was known as Before Christ (BC). Think about Mahasthangar, the ancient historical place in Bogura. People built their first residence in Mahasthangar in the fourth or third century BC. If its age is counted, this site becomes 2300-2400 years old. Nowadays, counting of years is done by 'Common Era' (CE) and 'Before the Common Era' (BCE) instead of 'AD' and 'BC' respectively. The calendar used for Common Era also starts counting the time since the birth of Jesus Christ. Here, Before the Common Era refers to the time before Jesus was born. We follow this calendar throughout the world. If we follow different





calendars of different countries, it would create major difficulties in communication and trade among the countries. example, the British started to rule our country when they defeated us and captured our lands in the Battle of Plassey. At that time there was no separate country named Bangladesh. During that time, the present-day Bangladesh, India and Pakistan were combined together to be known as the Indian Subcontinent. The Mughal Emperors were in power then. They employed a ‘Subahdar’ or a ruler to rule the province or ‘Subah’ of Bangladesh, West Bengal, Odissa and Bihar. This person became familiar as ‘Nawbab’. On 23rd June, 1757, the Nawab of Bengal was Siraj-ud-Daulah. He was a victim of the traitors and was defeated by a trading company named the East India Company. That battle took place in the mango orchard of Plassey. That place is located at present-day Nadia district of West Bengal. So, it was in 18th century. Thus the British East India Company first occupied Bengal (present-day Bangladesh and West Bengal, India), Bihar and Odissa. Then they made one of their chosen the Nawab. Within few years after the battle, they took over the whole Indian Subcontinent. This empire was demolished when in 1947 two separate countries India and Pakistan appeared. Bangladesh did not appear till then. East Bengal became the part of Pakistan and came to be known as East Pakistan. Pakistani rulers gradually start to exploit, exert injustice and control the East Pakistani people. The Father of the Nation Bangabandhu Sheikh Mujibur Rahman as the leader fought against the injustice. Under his leadership the unjust rule ended through the Liberation War. That domination of Pakistan came to an end on December 16, 1971.

### Different time and places, variations in history: Country, time and age:

You studied a long period of time based on the years mentioned above. How can we divide that period of time? From 1757 -1947 can be termed as the British period or the colonial era (Our country was dominated and ruled by an outsider during that time). Some people call it the modern age. They think that the British brought some modern system and concept in our country. Besides, this British period continued from the middle of eighteenth century to the middle of twentieth century. From 1947 to 1971 it was the period of subjugation. Many people call it the regime of Pakistani domination.

1971 was the year of independence. From December 16 of that year till date, the time period is called the independent or independent Bangladesh era. Since 1947, the colonial period was over. So, the time period after 1947 up to present days is also known as post-colonial era.

### This is a fun game!

Several concepts of time have been discussed in the above description. Some of these are decade, era, period, century, millennium etc. Make a list of words with as many meanings as you can provide. Now you can compete with your friends, classmates, peers or older brothers and sisters, parents, relatives, or with whomever you can, with all of them. You can make a table like the one shown below with as many cells as you need or you can make a table of your own.

Serial	Word/concept related to time	Explanation of the word/concept
1.	decade	10 years' time
2.	era	
3.	century	
4.	Before the Common Era (BCE)	
5.	----	
	-----	



Position of Bangladesh on a three-dimensional map of the world



South Asia on a three-dimensional map



Various geographical and landform features of Bangladesh and adjoining regions are shown in this image. What landform is your house and school located on? Can you identify your location by looking at this image? Do you know the name of the river flowing near your house?

If you observe carefully, you will notice that the names of countries and their borders were different in different times. Before the British rule it was the Mughal regime. During that time, present Bangladesh, India, Nepal, Bhutan and Pakistan were united together and known as one country – the Mughal Empire. Bengal was a province or ‘Subah’ of that empire at that time. When the British established colony in this land, they named their colony Bharat or India. Sri Lanka and part of Myanmar were also included in that colony. Then, to the Europeans or Americans, Bangladesh was known as a part of Britain. It was because Britain’s king or queen was the head of the then Bangladesh.

The British brought new laws, judicial and political system, trade and commerce, currency and education in India. In 1947, two states, India and Pakistan originated. Our country got the name East Pakistan. In 1971, we achieved our independence. We achieved our country- Bangladesh. So, we see that a country can get different names in different historical periods. The borders can get changed too. Different ages can name different places in different names. Some of the eras and periods in history are mentioned below. Remember that many periods or times begin and end at different times in different places according to eras.

To know about history, historians use many elements like ancient texts, documents, records, materials and elements from the environment. When historians deal with the time before the invention of writing, they examine some objects like stone, iron,

copper, bronze, bones, wooden tools made or used by humans of that time. During the time when humans used to live in the caves, they used to hunt and roam around that period is known as prehistoric age. This word is a combination of ‘pre’ and ‘history’. This period starts from a point of time three million years ago or more than that. When humans learnt writing that is the starting of history. We can mention the examples of the Egyptian, Harappa or Mesopotamian civilisations who could write. But their alphabets were different. The time periods for them too were different.

Depending on the ancient samples of man-made things and their usage, prehistoric age can be divided into some parts. For a long period of time, humans used weapons made of stones, fossils or bones in hunting and catching fishes. Environment, climate, raining, deserts, ice of different place brought changes in these weapons. Humans used whatever convenient materials they found in their surroundings to make these weapons. Various types of stones were the main material for the making of tools. That is why the foundational stage of prehistory is called the Stone Age. After this stage, humans started using copper and stone. As a result, this latter period is called the Chalcolithic Age (in which Greek ‘khalkos’ mean ‘copper’ and ‘lithos’ mean ‘stone’) or Copper-Stone Age (more traditionally termed the Copper Age). After this era, human civilisation emerged in some parts of the world. Humans learned to make things using the metal, bronze. They started building cities. They also learned how to write, how to plan buildings by measuring land, and how to build large structures. By then humans had learned to travel from one place to another by sea and make trades. This period is therefore termed as the age of civilisation in some regions. You might imagine a scenario. Think of past civilisations evolving at places in present-day Egypt, or present-day Iran-Iraq, or in some parts of present-day Pakistan, and in parts of western India. When civilisations were emerging in those places, humans in some other regions of the world were still living in the Stone Age. Or they might have been living in the Chalcolithic Age. It is because people in different parts of the world transformed themselves, their society and technology in different ways. That is why the history of all places is not the same. In the same way, the elements of knowing about history and the periods are not the same for all places.

The Stone Age is also further divided into three periods (we will refer to them as ‘Age’). This classification is based on the size, nature and type of stone tools. Moreover, human survival, eating habits, lifestyle are also considered. These three eras are: the Upper Old Stone Age (or Paleolithic Age), the Middle Stone Age (or Mesolithic or Epipaleolithic Age), and the Lower Stone Age (or Neolithic Age). The part ‘lithic’ comes from original Greek word ‘lithos’ meaning ‘stone’. The Paleolithic Age is followed by the Mesolithic Age. Later, during the Neolithic period, humans first settled into permanent homes, started extensive farming and learned to raise animals in many places.

Just after the Neolithic Age, people started using copper to build tools. However, the use of stone

continued. That is why this age is called Chalcolithic Age or Copper-Stone Age (or traditionally called the Copper Age). The earliest stage of civilisation that developed in different parts of the world emerged at the end of the Chalcolithic Age. Later, in the Bronze Age city-based civilisations evolved in all these places.

Then humans gradually began to use other metals as well. Learning to use iron among these metals was very crucial. In the present-day Indian subcontinent, humans learned to use iron during 1200-1000 BCE. As a result, some call this age the Iron Age.

Different elements for writing have become available for the first time during the Iron Age. People started to write on the stones, in the caves. They also wrote on palm leaves or clothes. Paper was not invented till then. Historians say that in India the Age of History started after the prehistoric period. It started in the sixth year of Before the Common Era (BCE). This historical age is known after the names of the rulers at that time. Many people think that the historical ages should not be given names after the rulers; rather, these should be after some names that tell of every class of people. Maurya Period is named after Maurya dynasty, Gupta Period after Gupta dynasty, Pal Period after Pal dynasty, Sultani Period after the reigns of Sultans, and Mughal Period after the Mughal rulers. On the other hand, some people call them Ancient Age, Middle age, British Period or Modern Age. In the history of Bangladesh, there is Ancient Age, Middle Age, Modern Age or British Period. Besides, there is Pal age or period, Sultani age or period, Mughal age or period. Usually the time from the sixth year of Before the Common Era (BCE) to the thirteenth century of Common Era is called the Ancient Age. Again, time period from the thirteenth century to eighteenth century is called the Middle Age. You need to remember that the beginning and the ending of an age is not certain. Those who are interested in history mark the beginning and ending of an age in a new way when new discoveries come up. Like other knowledge, here too, new discoveries, information, records help to write history in a new way. New information removes many old flaws.

However, the calendar or chronology had differences in the past as well. In the Indian subcontinent, different types of calendars or years were introduced at different times. In most cases, there was an attempt to introduce a calendar in the name of the rulers. The custom was that the calendar would cease to continue after the death of the ruler or the fall of a dynasty. Many documents also refer to such yearly calendars in different written sources. Shakabda, Guptabda, Vikramabda, Mallabda etc. are some examples in the Bengal region. Then there are different calendars common among the Muslims, Buddhists and Hindus. These types of calendar are called panjika (special astrological calendar). If you search a little, you will find one. You will see that the way of counting time is different from our hours, minutes and seconds.

### Let's create a timeline

Above we have seen the timeline of the ancient times of Bangladesh and India. Let us make a timeline of the history or changes of our family or locality by knowing the important events or past history of our family or locality from the elderly people around us.

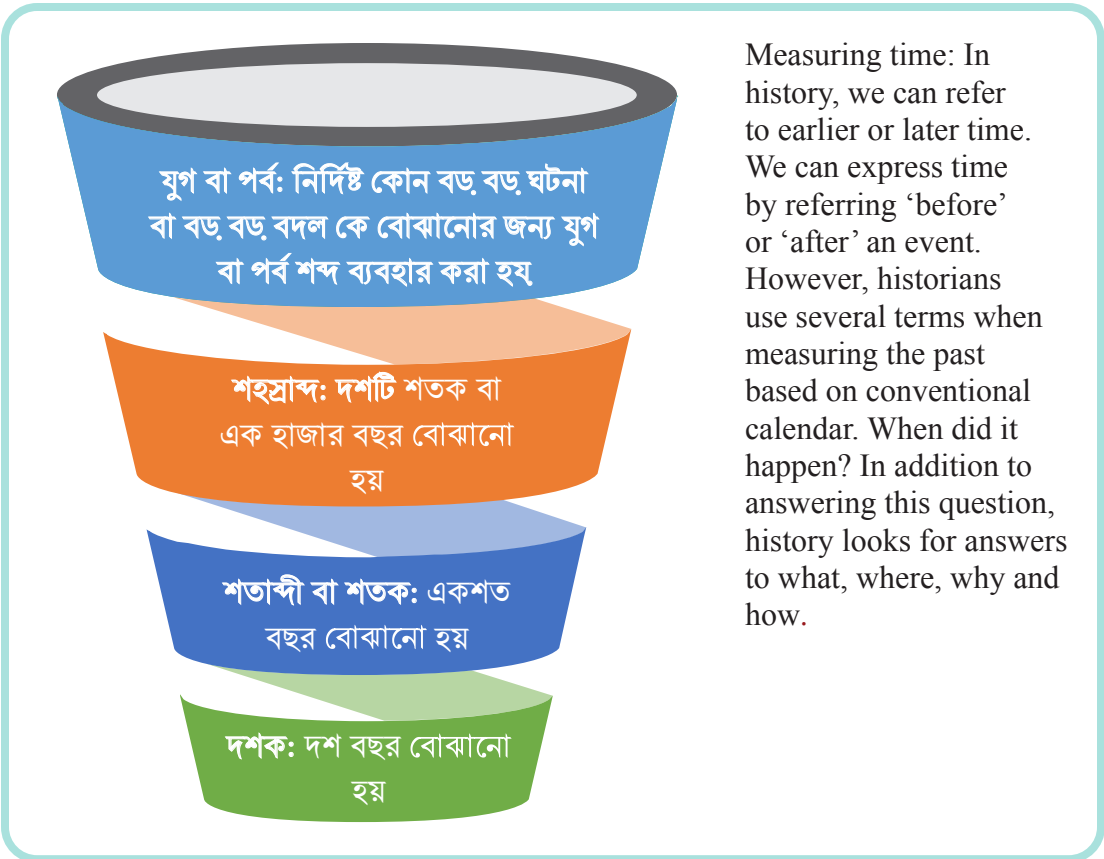


## The Desert

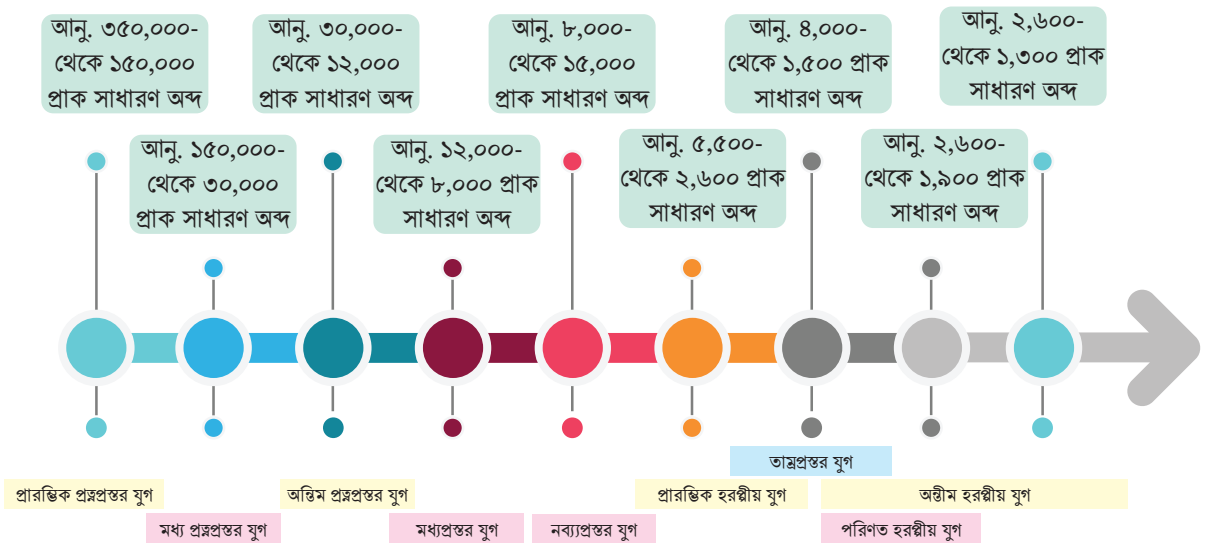
We have known that ancient people lived in different environments including deserts. But what is a desert? What does it look like? Do we know that? Many of us may have known about the desert before; many of us may hear about this for the first time. When you hear the name of a desert, piles of sand come to mind. Is it really so! However, not only sand but also hills, plateaus, barren land etc. are the main elements of desert formation. The largest desert in the world is the Sahara of Africa; there are also the Kalahari, and deserts in Arizona and Arab countries. This landform of the world is created in a wonderful way. Do you want to know how it happens? Deserts are generally more common in tropical regions.

Deserts are extremely uninhabitable. The difference between day and night temperatures in the desert is very wide. During the day the temperature rises a lot and at night it drops the same way.





Measuring time: In history, we can refer to earlier or later time. We can express time by referring 'before' or 'after' an event. However, historians use several terms when measuring the past based on conventional calendar. When did it happen? In addition to answering this question, history looks for answers to what, where, why and how.



Chronology of prehistory and history of Indian subcontinent and Bangladesh

## Different Types of Elements of History

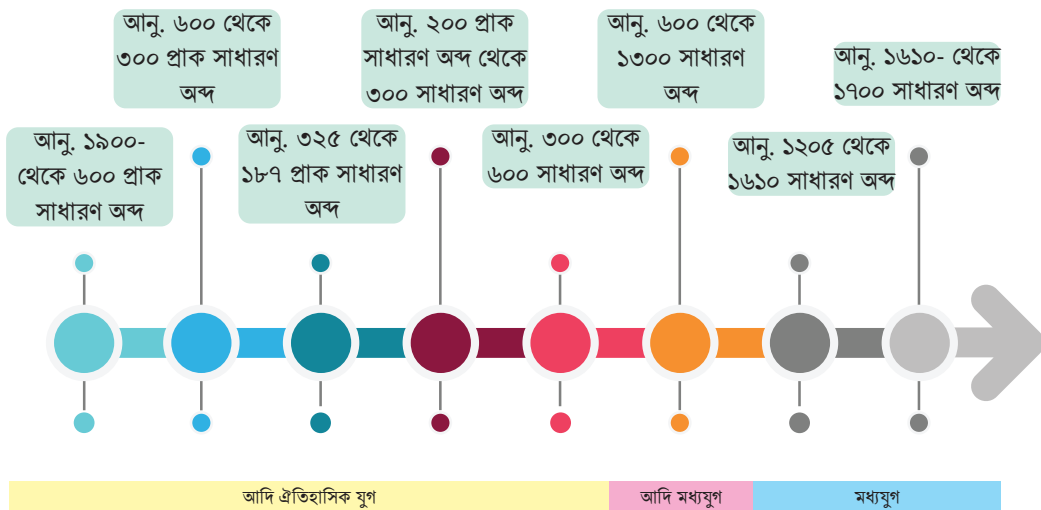
We have already known that historical knowledge is produced by the use of various historical elements and source materials. History is not mere biographies of kings and emperors. It is neither a description of their success, conquests or expansion of their kingdom. History can be of many kinds. Depending on what kind of history is being uncovered and written, specific kinds of methods and source-materials are used.

The knowing and writing of history requires that one has to keep him/herself away from any kind of bias and prejudice. The elements and sources from which history is being produced are to be examined thoroughly. One has to verify whether any bias or someone's individual opinion has been expressed in them. Depending on various types of objectives and materials, different types of history can be produced. Some classifications of history are as follows:



An inscription carved in terracotta. This inscription is a calendar. It was used in ancient Babylonian civilisation.

**Socio-cultural history:** When one tries to understand how people lived in a society, what their interrelationships were like at that time and the characteristics and changes of various elements of the society, it becomes social history. In the same way, cultural history comes out when people's identities, tribes,



families, communities, settlements, eating habits, lifestyle and changes in the relationship between different groups of people are examined. Those who try to know about and write history, pay profound attention to find various sources and elements of the past. On the basis of these, they try to know what the society and culture were like in the past.

**Political history:** People have lived all together since time immemorial; but they have been fighting with each other and waging wars too. Rulers were once recognised as kings, monarchs, emperors, chieftains and lords. They used to rule people as their subjects or tenants. They always tried to have control over the general people. In the past, people from one territory used to be in conflict with those from other areas. Political history tells us about the condition of the people ruled, and the relationship between the rulers and their subjects. In order to know and comprehend such history, artefacts used by men, infrastructures and other elements are studied by the researchers. The historians also make use of various types of old written materials, documents, and narratives

**Economic history:** There was a time when people did not use metal coins and paper currency the way present-day people do. They used to exchange grain, goods and other things with each other. At one time, various other materials were also used as currency. The king or zamindars used to collect revenue and rent from their subjects or tenants. Trade and commerce between countries or different regions were carried out by land, water and sea routes. History that deals with these issues is called economic history.

**Environmental history:** When attempts are made to know and comprehend the relationship between

**Weather:** The average state of atmosphere with respect to wind, heat and rainfall etc. of a place for a short period of time i.e. 1 to 7 days is called weather. **Climate:** It is the long-term weather pattern of an area, averaged for more than 30 years with respect to wind, heat and rainfall etc.



Carved writing on a copperplate (also known as Tamralipi)



A carved inscription on a cave wall



An old manuscript written on palm leaves



Glossy-laminated pieces of earthenware

nature and man in the past, we come across environmental history. The environment has many different elements. Fauna, flora, soil, stone, rivers, water, etc. are all connected with each other. Human beings have always been very closely associated with these elements. In fact, they have used these elements to realise material development. Climate change has made dramatic changes in the natural

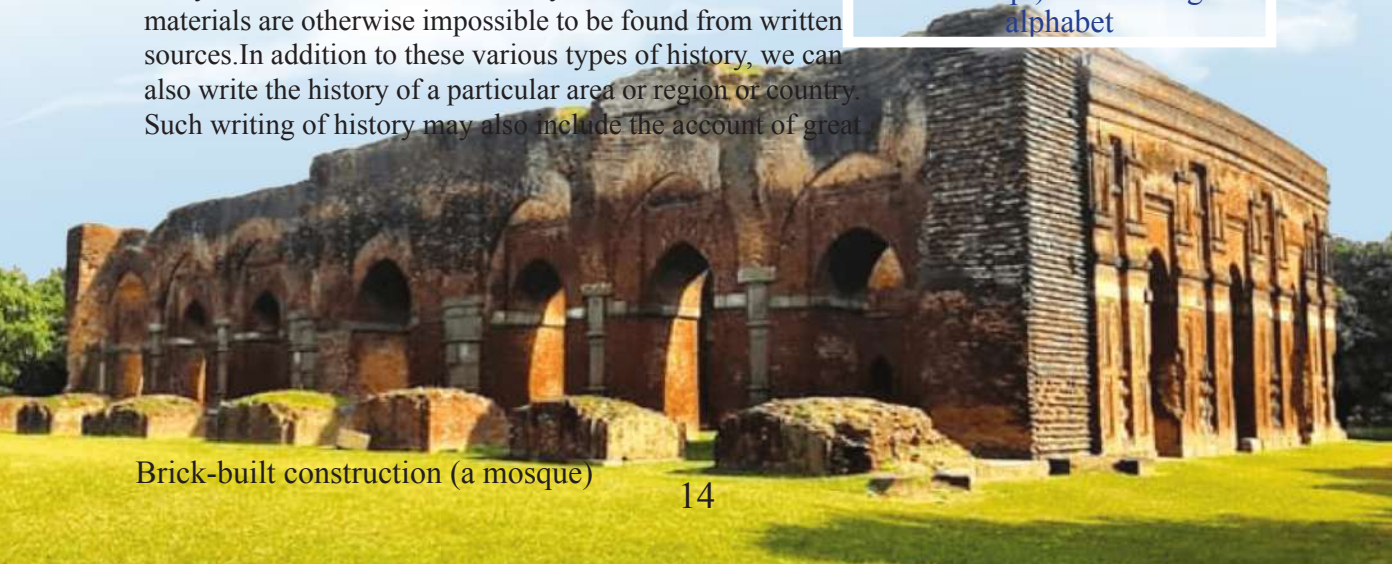


A miniature picture (small-size picture)

**Oral history :** Many things about human life have never been written down. People keep in mind a lot of things in the form of tales, legends, folk proverbs or stories. These remain in the collective memory of the people. In order to have knowledge of history, we can collect information from their memories and stories. History writers can visit localities to collect such stories, tales, legends, fables and proverbs of different regions. This way, by listening to such oral stories, many source materials of history can be found. These materials are otherwise impossible to be found from written sources. In addition to these various types of history, we can also write the history of a particular area or region or country. Such writing of history may also include the account of great



Punthi (handwritten manuscript) in old Bangla alphabet



Brick-built construction (a mosque)

events like our liberation war. Humans have engaged themselves in agriculture at different times. They have produced different crops. However, agricultural production has undergone changes at times. Moreover, humans have raised animals. They also hunted animals, birds and caught fish. The history of agriculture and food is composed of such diverse issues. Such history is based on both written materials and fossils of soil, plants and animals. Researchers locate various materials used in agriculture, machinery used in industrial production and resultant industrial products. Various documents of the past are safeguarded in museums and archives/mahafezkhana as well. Researchers have to work long hours for quite a long time to understand the past of human race, nature, environment and science.



Terracotta toys



Ancient ornaments made of terracotta, metal and beads



Sculpture engraved on stone



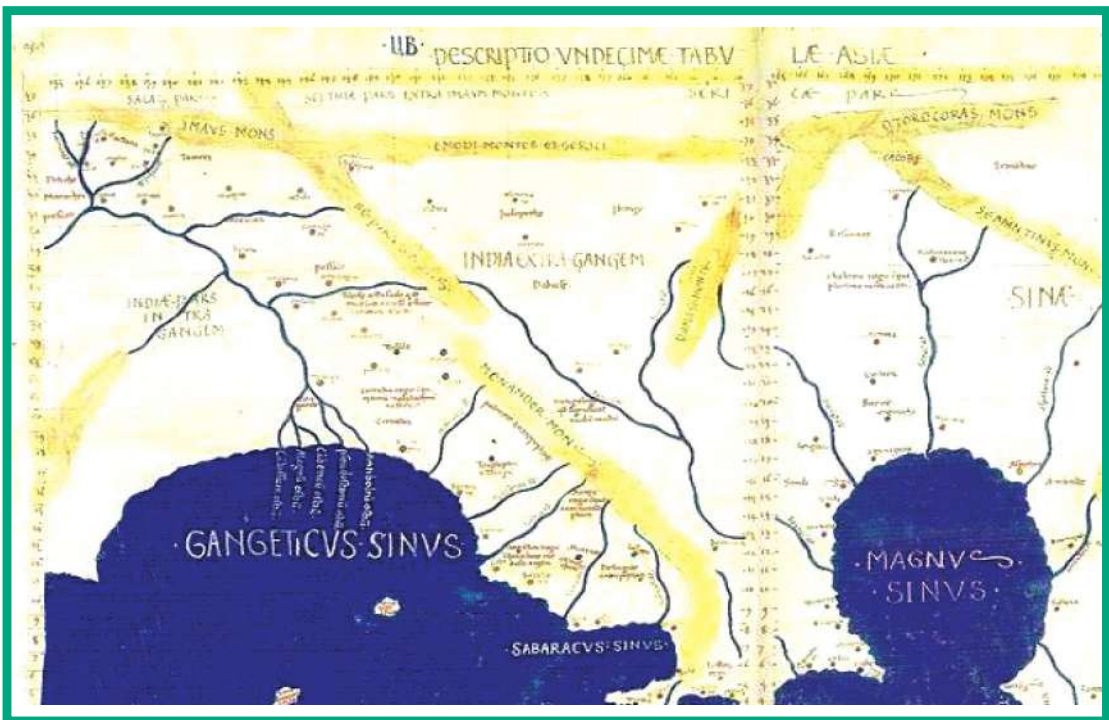
Stone-made weapons, coins, pieces of pottery



Pictures on the walls



Pictures drawn in the manuscripts



Ancient maps



Studying old photographs and documents from a mahafezkhana reveals different aspects of history.



Analysis of old fossils reveals many details of the environment, animal world and food habits of that time.

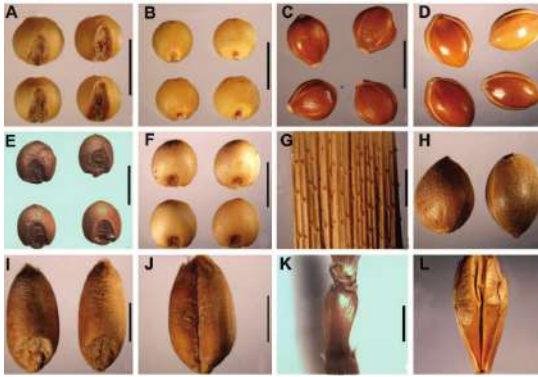




Excavation brings out some fossils of human bones and teeth. From these, we can learn about human species, burial rituals, objects sacrificed to the graves, diseases of previous time, food habit and habitats.



Old newspapers



We get to know the history of past environment, human food habits, agriculture, and people's lifestyle by studying various types of evidence including fossils of plants, seeds, pollen etc.



Archaeological excavations uncover various artefacts. History is produced on the basis of such evidence.



Old documents are photographed to store those as microfilms in the archives.



Old records, manuscripts and documents are collected and preserved in mahafezkhana (archives).

### Why do we need to know and write history?

Many may tell you to forget and disregard the past. They might say that there is no benefit in knowing history. By knowing history, money cannot be earned. Is it so? They are in the wrong. It is quite necessary for every human being to know history. Unless a human gets to know the history of nature and other humans, his/her identity as a human being gets lost. We need to know the past of our country and nation. It is because a country or nation is built by the collective effort of people coming together in friendship. Sometimes these people fight against oppression staying side by side with one another. Sometimes they make inventions that may have founded the present. Without memory, it is difficult for humans to live on this earth. Memory makes our life complete and history reveals the collective memory of all of us. When we are well aware that we made some mistakes or did something wrong in the past, we can avoid doing the same mistake or wrong in the future. On the contrary, if we do some good to be proud of, history will remind us of that work and we will get inspired.



Apart from collecting, preserving and displaying various types of artefacts, researchers also study all such evidence kept in the museum.

### Let us do some work now!

1. First, let us make a list of all the sources and materials of history we have come across till now. These are both traditional and non-conventional. Now let us discuss these with our friends and people around us.
2. You can collect the materials that help you know history or get information of the past. For this, get the help of family and people around you. You can organise an exhibition in school with the help of your teacher and classmates.
3. Use any old edifices, objects used in the past, clothes, pictures, books, diaries, manuscripts, songs, dolls, movies, dramas, machinery, tools etc. from your locality to gather information from those materials. You can try to write history of that place/issue/or object. In this work, if necessary, you can use information from resource books, other relevant books, newspapers, pictures and internet. You can use YouTube with the help of elders. You can write the history and present it using any medium of your choice in the classroom. You can take help of your teacher.

## Where did Humans and Society Come from?

You might get surprised by the question above. Humans and society came - what does it mean? We have been humans just like we are. We had been in our existence from time immemorial and we are continuing till now. However, history tells us a different story. Humans and society have got changed gradually. The transformation took place over ages. Human physical and external features, manners, food habits, lifestyle, verbal or written capability, agriculture, hunting, etc. have gone through many changes in so many years. All these changes have brought about today's human beings. This ancient history can be traced back millions of years ago. The discussion of human beings can refer to as 3.3 million (about 33 lakh) years back as its beginning. That could be the starting point for humans. At that time humans were not like us today. Some people say that humans originated from monkeys. This is not correct. To know the long history of humans, many historians have been working hard for years. Some of them have discovered skeletons and bones of the ancestors of humans. These bones are called fossils. Those who conduct research on this subject are called 'palaeontologists'. They take the support of anthropologists, chemists, geneticists, biologists, archaeologists, and historical linguists. Scholars of various professions have collected a great deal of



Two palaeontologists (or fossil historians) are carefully documenting the fossilised human skeletons dug up from earth. Source: <https://www.discovermagazine.com/planet-earth/when-is-it-ok-for-archaeologists-to-dig-up-the-dead>



Human fossils are brought to the laboratory. There, various scientists conduct scientific experiments and analyse various aspects related to fossil age, sex, human morphology, biochemistry, physiology, and genetics. (Source: <https://blogs.icrc.org/ir/en/icrc-in-iran/forensic-science/>)

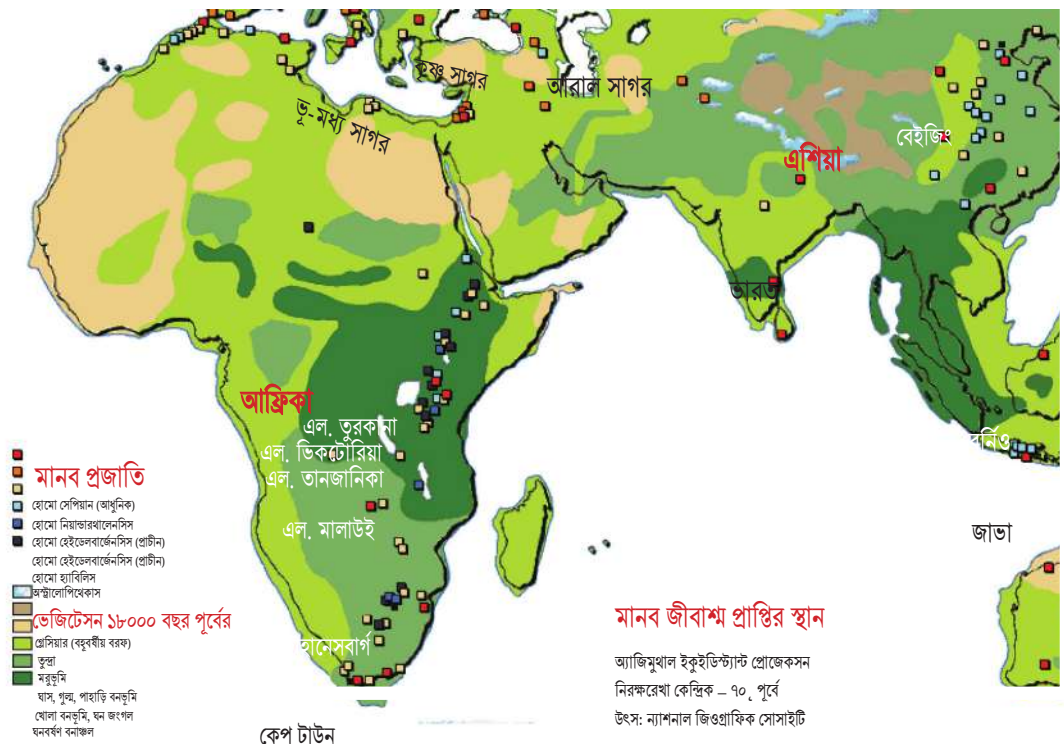


At different times, historians recovered human skeletons or bones from the ground. These bones are naturally hardened over thousands of years. Sometimes, in very humid climates, the bones get eroded and even disappear. Whether or not bones survive depends on the environment. Such bones or body remains are called fossils.



In most cases, fossilised human skeletons are found in fragments. Usually, only parts of skulls, jaws, facial bones or other fragments are found. Based on these fragments, age, sex and physique of the fossil are determined. One can also get an idea about the living environment, travels and eating habits of the fossil people. What the person's face or physique looked like can also be sketched with the help of a computer.

information over the years. They have analysed these in the laboratory. Afterwards, they have been able to explain much of history from the origin of man to the present. There is a lot to be known. Knowing history is never complete because new discoveries are always being made. Well, is it true that our ancestors millions of years ago were monkeys? Or have we appeared in this world as humans the way we are now? The history of human emergence and evolution has always been a mystery and evokes so many questions. But through the relentless study, perseverance and dedication of researchers and scientists of various professions, this mystery has been unraveled in the last ten years. Numerous fossils found in archaeological excavations have helped them unravel this mystery. Sometimes they found only fossils of teeth or jaws; sometimes complete skeletons. More than 6,000 such fossils have been found so far. These have been carefully brought out from under the ground and kept in the laboratory. Then scientists have examined these for years and found answers to many questions. Many more questions are yet to be answered. Nothing in history ever has the last word. So,



কম্পিউটার গ্লোবাল ওয়েদার মডেল থেকে গাছপালা আনুমানিক

অস্ট্রেলিয়া

A few places on the Earth where human fossils have been discovered.

there is no end to asking questions too. If you do not ask questions, will new ideas come? How can there be new inventions? Today we are going to narrate that story in brief along with several pictures. The modern human race has emerged through a slow process of changes in the age-old timeframe of history. These changes took place at different times and in different regions of the World.

At first, we need to remember that modern humans and various primates (e.g. chimpanzees, gorillas) evolved from a common primate species.

Ape-like animals such as chimpanzees, gorillas, orangutans and gibbons have gradually evolved through evolution from primate-like animals. On the other hand, monkeys emerged in one route. On another route, humans gradually evolved through various stages. You have to remember that humans did not emerge from monkeys or chimpanzees. Rather, humans, chimpanzees, and various species of apes along with monkeys evolved from similar primates. This development took millions of years.



### Ice Age

2.5 million (25 lac) years ago, the world was under huge ice mountains. This cold period covered in ice is known as Ice Age. Scientists say that Antarctica's ice is slowly increasing. The ice accumulating in Antarctica is acting as a cover on the ocean. This is why enough carbon dioxide fails to release from the ocean into the atmosphere. As a result, this ice can start a new ice age on Earth.

It took millions of years for humans to evolve to reach this stage. Significant climate and environmental changes played major roles in this evolution. In the past millions of years, most of the Earth got covered in ice several times. These severe cold periods are known as the Ice Age.

All pre-human species are collectively called ‘apes’. They are gorillas, chimpanzees, orangutans and the ancestors of today’s modern humans (such as various animals under Australopithecus species). From the figure below, you can understand the time and evolution of the human species (whose family name starts with the word ‘homo’) and other primates of the same genus:

If different species of humans and pre-human species at different stages of evolution are drawn from their fossils, how do their ancestors look like? You will learn more things about it when you grow up. But the interesting point is that humans have evolved very slowly from the stages of apes. Many changes took place in their structure during the development process of becoming modern humans. Major changes occurred in the ways of walking, clutching, and in the shape of the head and face. The pictures in this chapter will help you understand these changes. It was required to walk straight on two feet to become humans. Primates are used to bending over on two feet while walking. Sometimes they use four legs. The more they became able to hold things properly (for example holding a thing for cutting, thrashing, bowling, etc.), the faster they became like humans. The ability to clutch and use hands in many different ways were also the signs of changing into humans. Running or walking straight on two feet, running for catching something and using intelligence - all these were connected to the transformation of the shape of head.

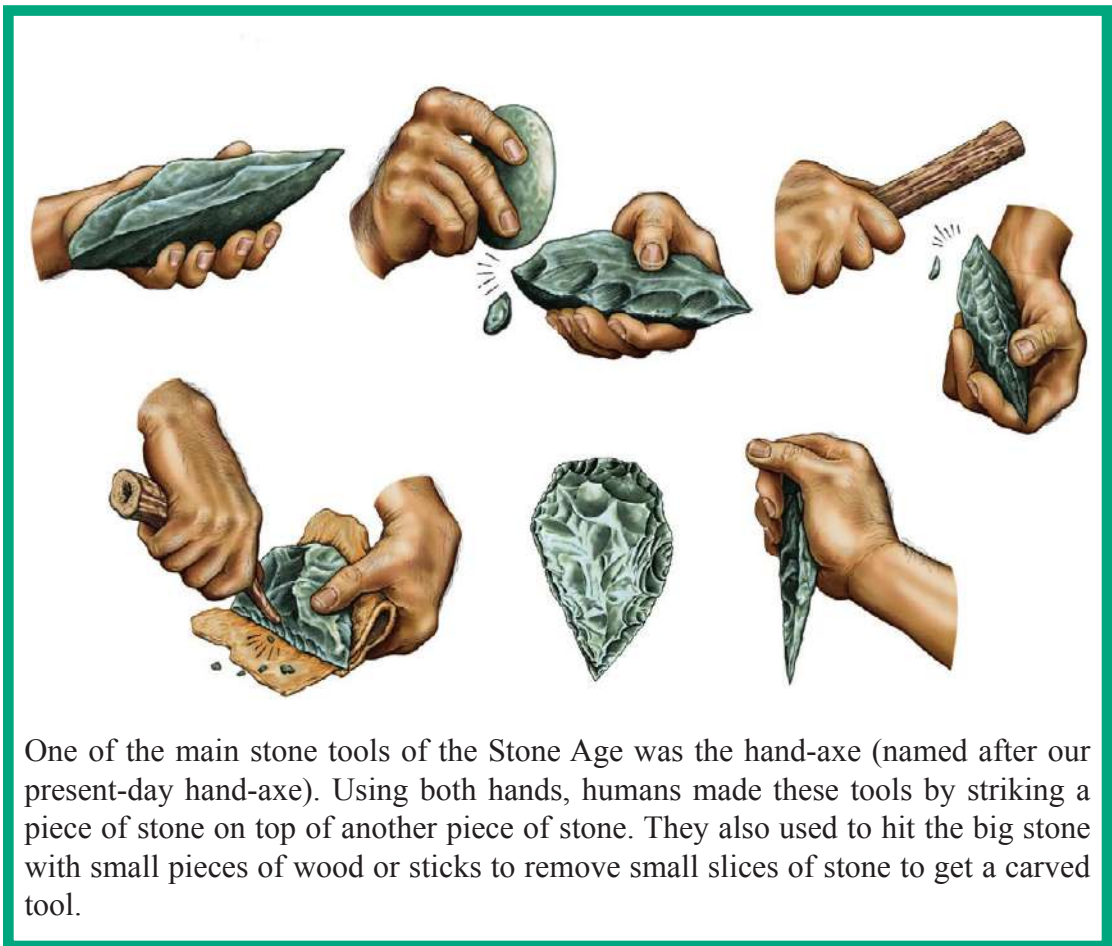
The better the use of hands and clutches became, humans adjusted more to the changes around. Collecting fruits from the nearby trees, hunting other animals, using boughs, stones or bones of other animals to make weapons became possible. Another difference between the modern human species or Homo sapiens and the previous species is the size and structure of the skull and size of the brain. By acquiring the ability to use the hands, the modern human species acquired the ability to use or modify various objects around them. They gradually learned to collect, modify and use the stones lying around, tree branches and bark, animal bones and skins. Learning to make tools for various tasks out of stone or wood or bone is a major achievement in the early stages of human development of this species.

Many human and hominid species even lived together. You should know one important piece of information. Most of the species prior to modern humans emerged in the present-day continent of Africa. Among the Homo species, the most ancient one also emerged in Africa approximately 2.4 million years ago. They were mainly known as Homo Habilis. After that, another species Homo Erectus emerged approximately 1.9



million years ago. At the same time, several other species named Homo Rudolfensis also appeared in Africa. Much later, about 4 lakh years ago, Homo Neanderthalensis emerged. We, that is, the Homo Sapiens emerged around 3 lakh years ago. A few pieces of fossils have been found in a cave in Siberia in present-day Russia. After analysis, the scientist identified that it was a fossil of a 13-year old girl. The girl was neither Sapiens nor Neanderthal. She was of a new species. Scientists named the species 'Denisovian' and named the girl 'Danny'.

Among all the Homo species, only the Homo Sapiens, that is, we are surviving. They became extinct. Scientists assume that the Neanderthals and Denisovians became extinct because they were not able to cope with climate change. They could not compete with the other species in the race of survival as well. Different species had spread gradually from Africa to other known places of the world at different times. Gradually they continued propagating. In the same way, human beings spread from Europe to





Humans used to sit and make stone tools this way in the Stone Age.



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A) The continent of Africa was the chief center of human evolution. Fossils of humans and early human species have been found in various places in East Africa and southern Africa.

B) Fossils have been found in different rock layers in East Africa. On the other hand, fossils have been found in limestone caves in southern Africa.

C) Later, different human species spread from Africa to different regions of the world at different times (this movement of humans from one region to another is called migration).

Asia, and then to the Indian subcontinent, to south-east Asia, and finally to Australia. Some of them spread from China to the Eastern regions. And some groups spread to South America and North America respectively. As different places of the world have differences in landscapes, climates, plants, and animals, every species struggled to cope with the new and challenging environment. They had to use and invent ways of making weapons for survival. They had to cope with the new food habits and had to acquire the manners of new places. The prehistoric age began when humans learned to make weapons from stone. Approximately 3.3 million years ago, primates learned to make small weapons from stone and started to perform small tasks.

Homo species could make weapons from stones and use them. They lived in groups and they used to live in caves. They were good at hunting and gathering fruits. When one group moved together from one place to another, they developed a sense of kinship and tribes. Now, we will discuss the changes in the society, conduct, lifestyle, knowledge and technology of the prehistoric humans in brief.

We have seen how, over time, different species of humans have gradually evolved from the primitive state to the present humans. Do you know that the form of the Earth is evolving through different processes in different parts of the world? If we know about their creation, nature, characteristics, the form of the Earth becomes clearer to us. That means we then begin to recognise the landforms of the Earth better. You definitely want to know those processes! We will also try to know these step by step.

When the Earth first formed, it was extremely hot. The temperature exceeded 1100 degree Celsius. There was no air; there was only carbon dioxide, nitrogen and water vapor. The Earth was poisonous. This new planet was a sea of molten rock and lava.



600 million years ago



400 million years ago



200 million years ago

Now let us try to gather the events that you have read so far on one page.

A. First, you will make a list of what you have known about human evolution from the beginning of the human story 3.3 million (33 lakh) years ago to 3 lakh years ago.

B. Then you will draw a scale or ruler following the sample above. Remember, you do not have inches or centimeters on the scale. The hash marks of your ruler will be of million years.

C. Each hash mark represents 0.5 million (5 lakh) years.

D. You will mark four Ages (3.3, 2.4, 1.9 and 0.3 million years old). You will present the gist of the events as the above sample using the scale or in a way you find it suitable.

E. You can also cut the pictures you have drawn or collected into small sizes.

Then the Earth gradually evolved to the present state. It took a similar journey like us, the human species. Isn't it so? Now let us see how the changes occurred in this world starting from about 600 million years ago to 20 million years ago - At the beginning, there was sea all over the Earth. Now let's see how the land came to be. About 1.2 billion years after the birth of the Earth, the land under water suddenly shook and volcanoes erupted. Volcanic islands were formed by volcanic lava spreading throughout the ocean. These volcanic islands later joined to form the first continents of the Earth. Nothing significant happened on Earth for a billion years after the first continents were formed. It had been a boring time. The continents were stuck in a traffic jam, that is, they were not moving much. There was no major development of life during this time. Geologists call it a supercontinent.

One of the supercontinents was Pangaea. Later, through Pangaea, the single undivided



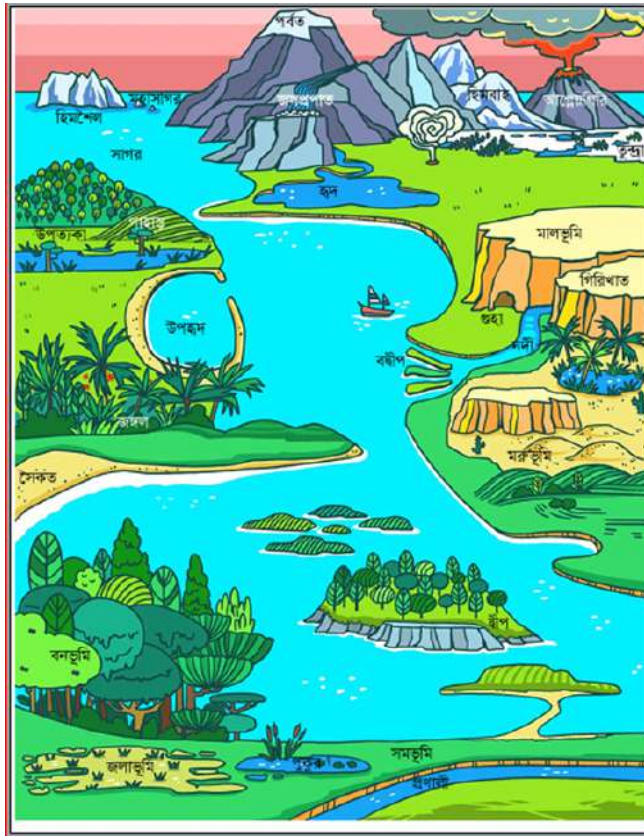
100 million years ago



50 million years ago



20 million years ago



continent split into many continents.

### 1st picture - Before

Pangaea- Eurasia, North America, South America, Africa, India, Antarctica, Australia, Tethys Ocean

### 2nd picture - After

Northern Ocean, North America, Pacific Ocean, South America, Atlantic Ocean, Southern Ocean, Eurasia, Africa, Indian Ocean, Antarctica

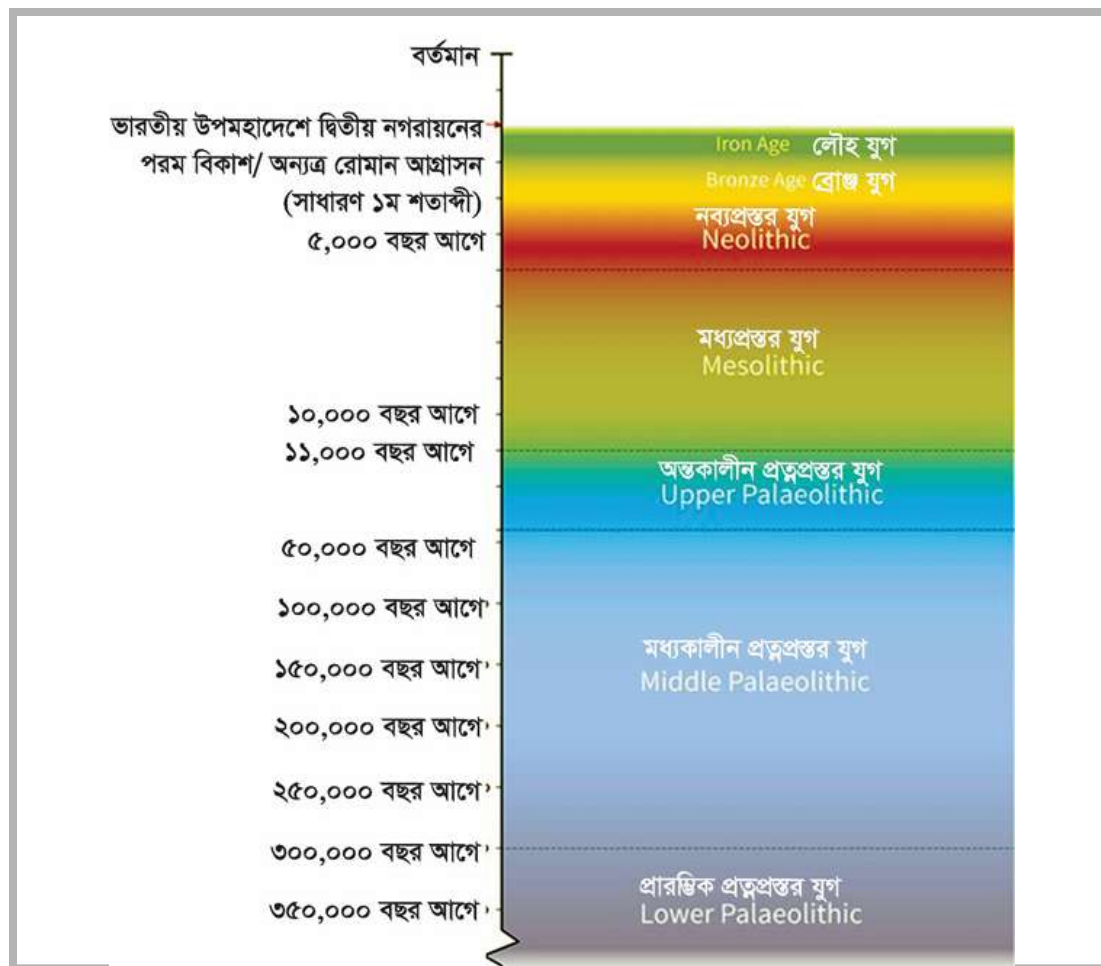
Then one continent started colliding with another and eventually they moved away from each other. Besides, various landforms were forming. In some places there is the ocean and in another location vast mountains. On one side is the highest peak of this world Mount Everest and on the other side is the deepest trench Mariana. On one side is the Grand Canyon of America and on the other side is the large delta plain of Ganges-Brahmaputra.

### The amazing story of how humans became prehistoric

In the first chapter, we have learned how history is known and how time is divided into different eras in history. Just as there have been various physical transformations in becoming the human species, there have also been changes in society, culture, behavior,

food habits, and habitats of people at different times. However, the changes did not occur simultaneously in different parts of the world.

As humans emerged in the continent of Africa and then spread to different parts of the



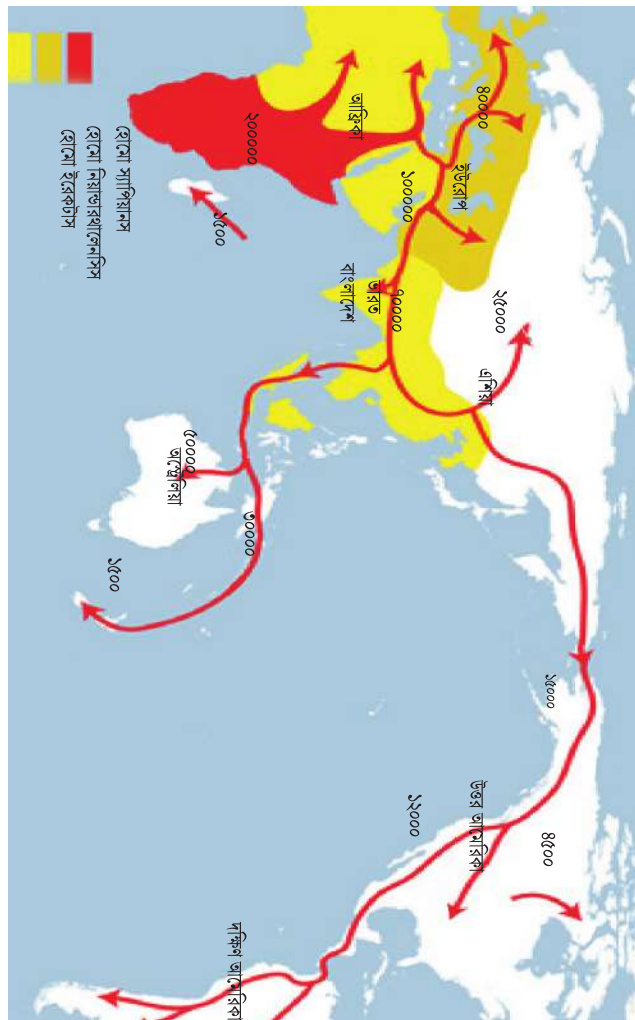
Various phases and ages of prehistory

world at different times, they eventually lived in different places and moved from one place to another. This dispersal of people is called human migration. These migrations took place at different times and places during prehistory. Humans traveled thousands of miles. Prehistoric time is divided into three eras: Stone Age, Bronze Age, and Iron Age. This classification is based on the types of weapons humans used. Later, scientists divided the ages into different periods. Thus, the Stone Age is mainly divided into three periods: Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age). The Paleolithic Age is again divided into three periods: Upper Paleolithic, Middle Paleolithic and Lower Paleolithic. The next age is called Copper Age (Copper-Stone Age). Humans used copper and stone together during this era. At different times, along with stone, humans used wood or tree and bones to do different tasks. Humans gradually discovered new techniques in making stone tools. times. You will get an idea of this migration from the figure below:

Along with this, human life, modes of society and the modes of food collection changed. Along with this, human life, food collection style, society style has changed. You will get a clear idea about the age-wise division in the figure below.

Periods of various phases from the Stone Age to the Iron Age. The Iron Age did not emerge from the Stone Age in the same manner in different parts of the world. This is why this chronology or time sequence cannot be separated by any clear-cut and definite line.

After the emergence of humans in Africa, they were initially confined to the African continent. It was mainly due to natural and climatic reasons. Later, they spread out of Africa to Europe and Asia due to various reasons. The climatic changes, particularly the onset of the Ice Age and the scarcity of hunting-gathering sources were the major reasons. This movement began before the emergence of the species called Homo. Later, people spread out of Africa in groups at different



The extent of dispersal or migration of different species of humans at different times into regions outside of Africa.



## Migration through the ages

**Instructions for the task:** Students in groups of five will do the following task. First, everyone in the class will do the following. Then everyone will sit in their respective groups and discuss and create a written piece combining everyone's ideas. Then a team will offer their evaluative feedback on the work of all other teams.

**Description of the task:** Assume, one of your family members or acquaintances is permanently living in some other country far away from Bangladesh. He/She might have gone for a job or for higher studies. She is no longer a citizen of Bangladesh. But he/she may occasionally visit Bangladesh. She lives in a social environment with other Bangladeshis or other Asians in that foreign country. Those people are the immigrants of this age.

Your book tells the story of the spread of the human species from the continent of Africa to the world through ancient migrations. Find five similarities and five differences by comparing those migrations with the above migration.

## Weapons of Paleolithic humans and their lifestyle

During the Paleolithic Age, humans used to break and rub stones to make smaller pieces so that they could use those for various purposes. The Lower Paleolithic and Upper Paleolithic ages spanned much longer time. When humans learned the technique of breaking stones in a systematic way and applied that technique to make the stones into various shapes, the Stone Age began. However, Homo sapiens did not yet emerge during these eras. Humans continuously struggled to survive against the adverse forces of nature and ferocious animals. Often, they migrated from one area to another like the nomads. At that time, humans spread to the outside of Africa, for example, to different areas of Europe and Asia. They hunted animals and collected fruits in groups. Stone-made hand-axe, as the scientists have named it, was the best invention of that time; they made hand-axe through chipping stones. However, the stone-made hand-axe had nothing in common with the modern-day axe we know today. However, these tools enabled man to hunt various kinds of animals, to grind fruits and to cut anything. During the Lower Paleolithic or early Middle Paleolithic Ages, humans made the second major discovery. The invention of fire brought drastic change to their lives. They started to get benefits from using it. They used fire to cook food, to fry or heat something, to stay safe from the ferocious animals and to keep themselves warm in winter. Fire brought them other benefits as well.



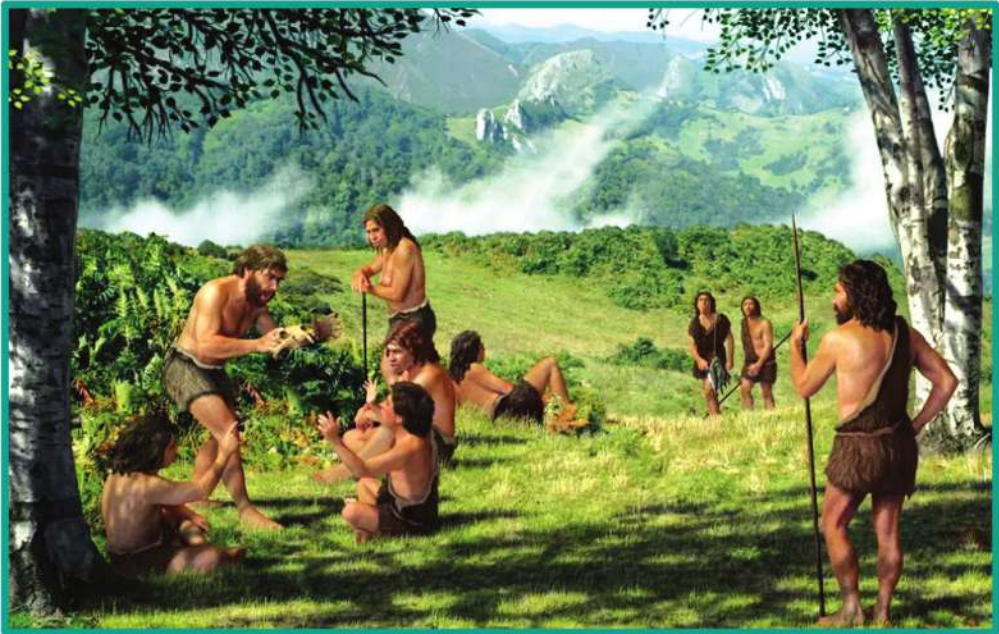
The first major discovery in human history: the Acheulian hand-axe made from stone



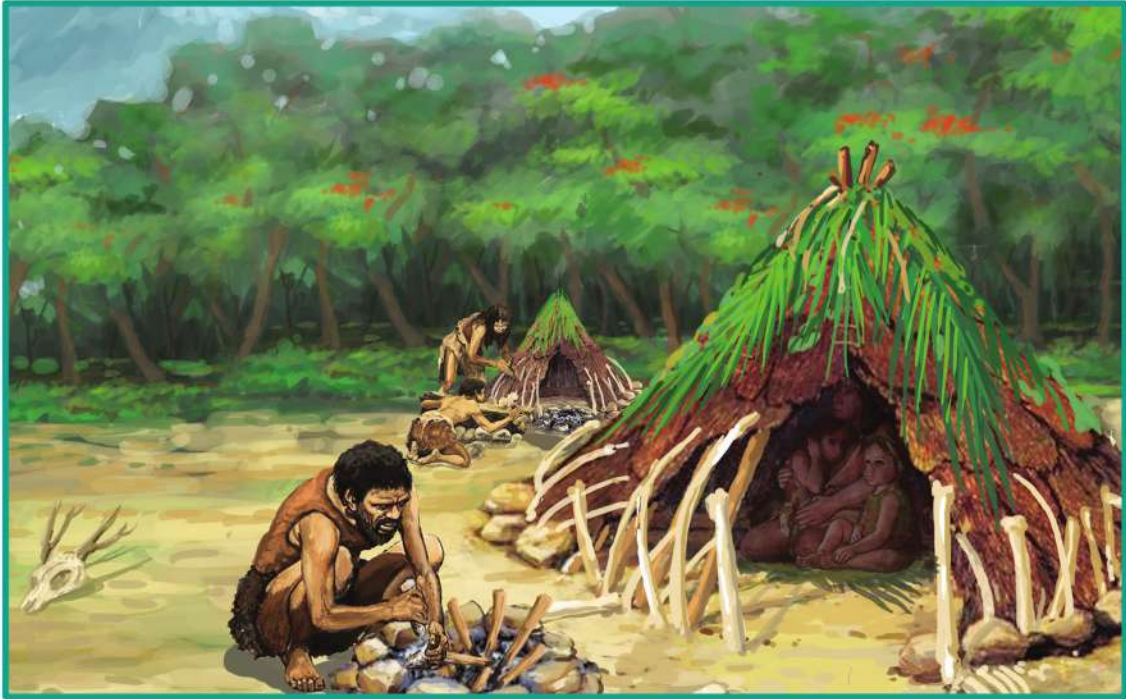
Variety of Paleolithic tools and their various uses



Famous painting of Bison by Paleolithic people found in Altamira cave



Imaginary scene of people's everyday life, living in bands.



Imaginary scene of Paleolithic settlement and humans working

Imaginary scene of humans hunting an elephant (mammoth) during the Stone Age after the Ice Age



Stone made weapons were getting smaller in size during the Upper Paleolithic age. Scientists assume that people started to make more suitable weapons for hunting and food gathering. Moreover, they started using weapons made from stones, bones and woods in their daily life. This means their style of hunting and food habits changed a lot. Then, people used to live in groups and move from one place to another. During this time, their movement in groups increased. At that time, humans also started to make sheds and shelters for living in open spaces. These groups engaged in inter-marriage and later formed clans or tribes on the basis of newly developed kinship. The concept of the family emerged then. The biggest achievement of the Upper Paleolithic Age was the development of people's artistic creativity. It emerged fully at that time, as many hand painted pictures of extraordinary scenes and everyday life as cave paintings bear the instance of it. These cave paintings are assumed to be associated with various rituals and custom of that time in some cases. Humans showed skills in adapting themselves to different environments. Scientists believe that Neanderthals, Denisovians, and modern humans, the Sapiens species, emerged during this era. With the passage of time, approximately 10-12 thousand years ago and immediately after the Ice Age, a warm and humid atmosphere started to develop across Africa, Europe and Asia. People started to roam across continents, began to gather fruits, acquired the ability to cook food and used to hunt different animals. The stone tools began to get smaller in size. Variety grew in the shape and structure of these tools. The use of spears, bows and arrow were also seen. This age is known as Middle Stone



Different types of artefacts made and used by Stone Age and Metal Age people. The above image shows pictures of various objects made of stone, wood, metal, oyster and clay.



Fish hook carved of bone



Imaginary scene of female hunter hunting deer. Based on the evidence discovered.



What are these people in a Stone Age settlement doing? Can you make a list?

Age. As they were using small stone tools and bone-made weapons, this age is also known as Small Stone Age. People started to bury the dead at that time. The primary structure of a family emerged. People started to build temporary residences on plain lands, river banks, and beside lakes. At the end of this age, they started jhum farming (shifting farming). That means people depended on natural sources for food like trees, corn, and fruits before and they had no idea of cultivation. They collected food from wild plants and crops. After that, people started grain sorting and controlled farming. Different types of handmade earthenware of the Mesolithic age have also been found. The foremost change in human history came after this age. The age during which this change occurred has been named as the Neolithic Age or the New Stone Age.



An imaginary picture of Stone Age man fishing



After the Ice Age, settlement of the people of Stone Age and Neolithic Age and their cooking of animal meat.

## The First Major Change in Human History: The Neolithic Age

What did humans do during the Neolithic Age (or the New Stone Age) that brought about huge changes in people's lives, society and thinking? Scientists have identified many features of this change. Humans began to utilise diverse materials to create different tools. Those materials proved more effective in use. The Neolithic humans also made different types of pottery.

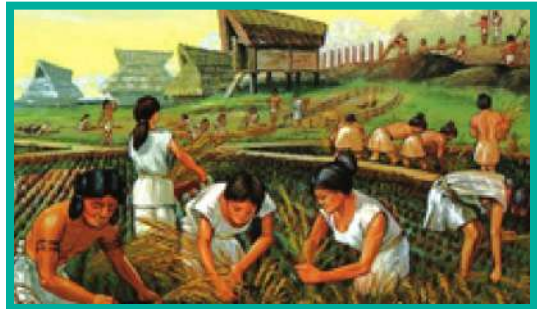
It was during this period when people started cultivating crops and plants of their choice in a completely controlled manner. As a result, the way people used to wander from one place to another ended in many cases. In effect, people started living at fixed places. They also got accustomed to domesticating different types of animals. Besides domesticating livestock, they also domesticated animals like dogs or horses to get assistance in hunting.



A small plow made of wood and cane during the Neolithic period



Various types of artefacts and tools made of Neolithic stone



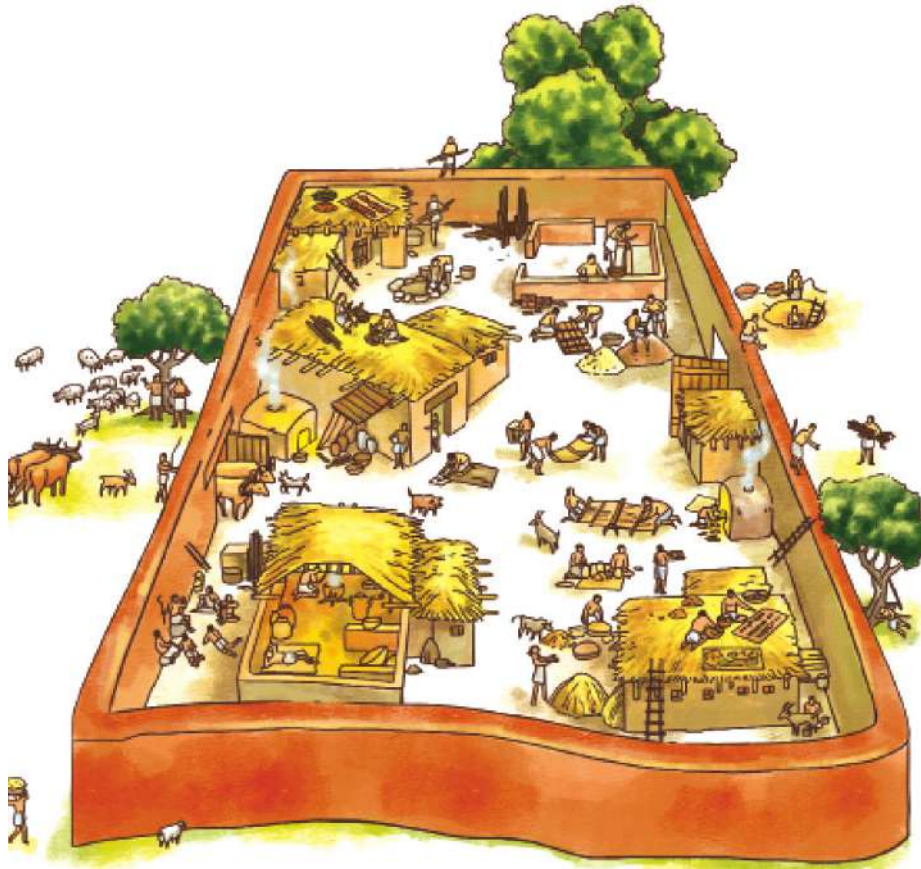
Men and women together are harvesting crops from the field near a Neolithic settlement. Behind is the living room. What are the features of these houses?



An imaginary picture of a Neolithic settlement. Can you say who is doing what by looking at the picture? What type of landform is this settlement located on? What are the sizes of the houses?



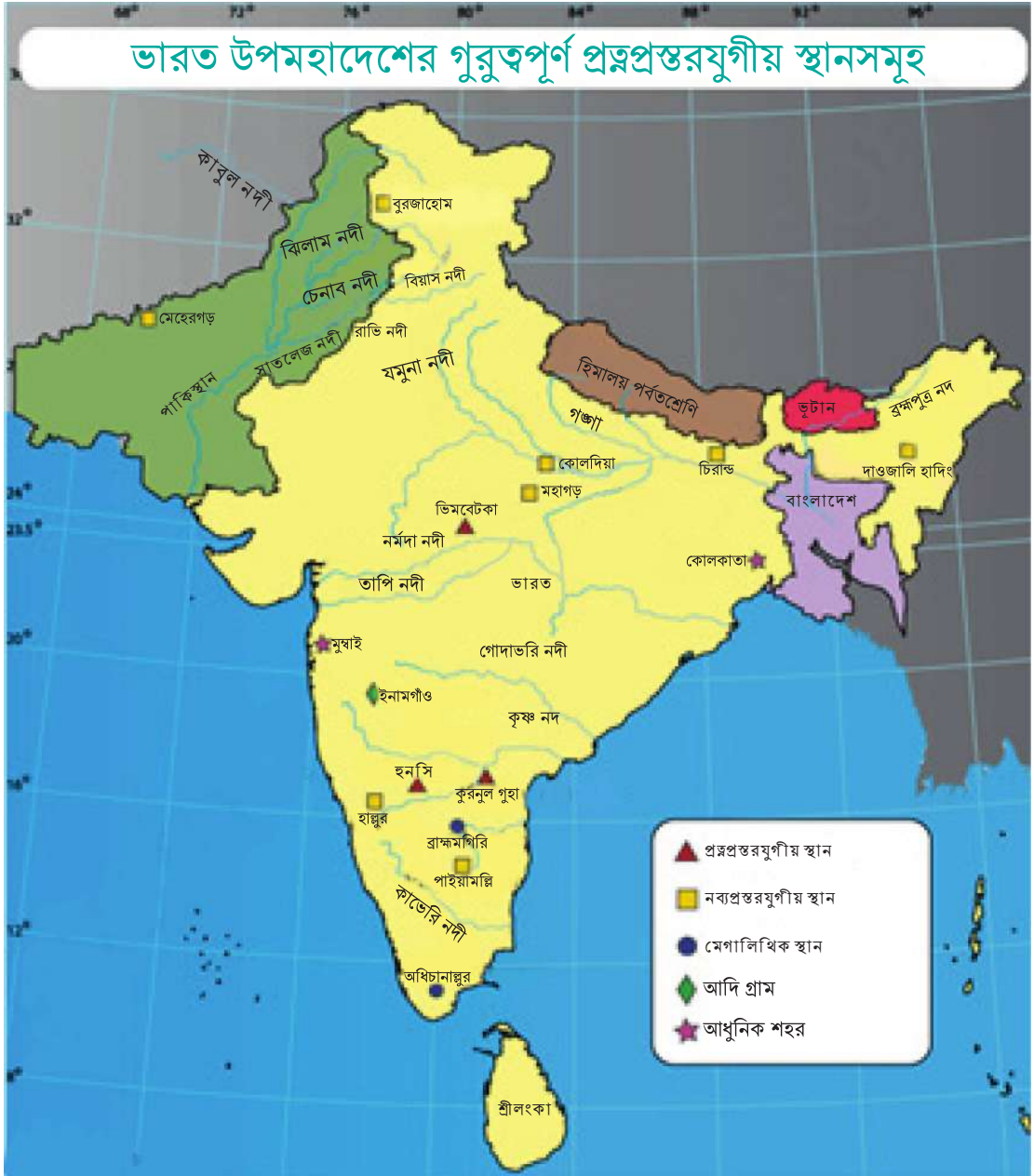
Gobekli Tepe is the oldest religious architectural instance in Turkey. It is of the Neolithic age.



### Walled houses in a Neolithic settlement, human activities, and imaginary depiction of various

As a result, village or almost city-like human settlements also developed in various places.

The Neolithic Age in the Indian subcontinent started around the seventh millennium BCE. Thanks to agriculture, permanent rural settlements were established at various places and in caves too. The cultivation of cereals like wheat, oat and barley began. Evidence for wild rice cultivation in the seventh millennium BCE has also been found. The development of village-centered society began. Different tribes and family lineages were formed. Trade and exchanges between the people of different settlements also came into existence. Evidence of the Neolithic settlement has been found in a present-day place called Mehrgarh in Pakistan. This settlement gradually transformed to give rise to a civilisation. We will later read the story of this civilisation. We should keep in mind that this change in the Neolithic Age did not happen all of a sudden. Activities such as agriculture, establishment of permanent habitats, domestication of various animals, animal husbandry and grazing of animals did not start overnight. All these came into being at a gradual pace. Also, all over the Indian subcontinent, these changes



### Location of major Paleolithic, Neolithic and Megalithic archaeological sites in the Indian subcontinent

did not happen at the same pace, or at the same time. Neolithic features have been found in some places dating as early as 1500 BCE. At least two such places have been found in Chaklapunji of Habiganj district and Lalmai-Mainamati of Cumilla district of Bangladesh. Surprisingly, no stone tools were found at both these sites. Instead, fossils of various types of wooden tools that got hardened like stones have been found.



These wooden tools turning into fossil were probably made and used by prehistoric humans of the Neolithic period in north-eastern Bangladesh, in Assam, Meghalaya, and Tripura of present-day India and in various other places of present-day Myanmar. The tools of the Neolithic Age were much sharp and smooth. A variety of everyday articles, including broken and smooth stone tools, tools for digging the soil and weeding crops, scythe-like tools and plows have been found there. At that time people used to make various articles using clay, bamboo, cane and wood. They also trained themselves to weave clothes for the purpose of wearing those and for other uses. However, you should remember that people did not give up hunting though they were engaged in agriculture. It is assumed that they used to eat meat, fish, fruits, vegetables, rice, and wheat.

Travelling became easier in the Neolithic Age when humans invented the wheel. Due to the improved communication system, humans could use bullock carts and similar vehicles to move from one place to another in a short time. Based on the archeological evidence of different sites, it is believed that people used to perform and celebrate different types of religious rites and festivals. Various types of terracotta, articles and sculptures made from bones, deer horns and stone bear witness to the prevalence of religious rites in the society of that time.

Humans began to grow their own crops by living in Neolithic agriculture-based settlements. They started raising animals. Enough evidence has also been found in various parts of the Indian subcontinent to get an idea of what the houses and homesteads were like at that time. The assumption is that houses were made of bamboo, cane, wood etc. in round or circular or elliptical shapes. Granaries were also built to store crops.



Fossils of Neolithic tools made of glass-like stone found in Chaklapunji in Bangladesh

## Discovery of Metal and Use of Stone-Metal: Copper-Stone Age

Copper was discovered in the last phase of the Neolithic period. This was the foundational stage of civilisation. At that time, humans were not able to collect copper ore from mines. However, they used to collect copper ore from the body of stones they gathered. Then they heated the stones to extract raw copper. Neolithic humans were able to make copper tools. This period is also known as the Chalcolithic Age (from 'khalkos' meaning 'copper' and 'lithos' meaning 'stone') or Copper-Stone Age because humans at this time used copper weapons along with stone weapons.

Between the end of the Stone Age and the rise of urban civilisation, the Copper-Bronze Age was an important addition to the continuity of the progress of human civilisation. In some regions of the world, humans reached the threshold of new inventions at the final stage of Stone Age. At this time, humans used not only solid stones but also metals to make their life dynamic. Bronze was invented following the discovery of copper. Bronze is made by mixing copper and tin. Various Chalcolithic or Copper-Stone Age tools and settlements have been found in the western and southern parts of Indian subcontinent.



Location and names of the Copper Stone Age culture of the Indian subcontinent



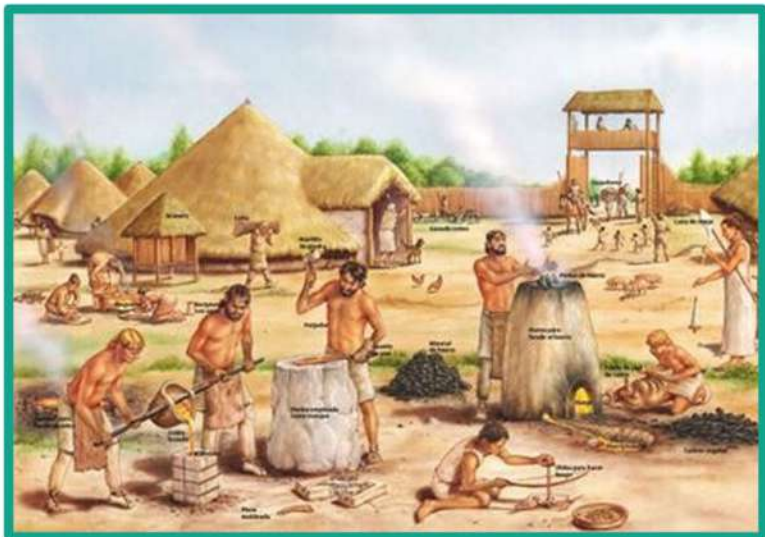
A few Bronze Age tools and specimens found in the northern part of the Indian subcontinent

The rural settlements discovered by archaeologists suggest that the villages were formed of well-arranged houses. A courtyard used to be there in the middle of each house. The granary was built by digging holes on earth. As the discovery of copper became another major event in human history, it brought about a change in the life, production system and social hierarchy of that time and even of later times. Learning to use copper played as an important catalyst in the development of the Bronze Age civilisation.



Spectacular scene of copper extraction

A Neolithic settlement or village. Can you identify what people are doing? What kind of work do people around your village do? .



Çatalhayuk, a planned Neolithic settlement in the Anatolian region of Turkey.



Becoming a human being was never just being so at a physical level. Along with the physiological changes occurring to human beings, changes also took place in society, culture, production system, family, tribe, community, eating habits and behaviour. These changes happened in a gradual manner. The migration of modern humans to the Indian subcontinent took place at around 65,000 BCE. Even before that, the ancestors of the modern Homo sapiens species lived here. However, through the gradual climatic, technological, productive transformation, the Homo sapiens have been able to survive. Other human species have become extinct. At different times, humans from Africa came to the Indian subcontinent in various ways. Then from the Indian subcontinent they went towards Southeast Asia. Over millions of years, in different eras, the arrival of humans in this subcontinent made it possible to mingle with the native human species. This mingling continued for a later time, and has been going on till now. A group of people from present day Iran and the surrounding areas entered India from the north-western direction during 6000-5000 BCE. The already settled large population of sapiens living in this subcontinent mingled with the sapiens coming from Iran and the neighbouring areas. The new mixed species later developed a civilisation here. They formed a society with different class hierarchies. We will talk about this in latter chapters.

### Drama about the life of ancient people

- So far we have read about the various eras regarding the social life of the ancient people during the development of civilisation. Now let us get into groups and choose one period from these eras to work on. Let's decide in advance which team will work on which age.
- Then we will discuss that era in our respective groups. Through discussion, we will identify different aspects of the people's lives of each era. Then each group will write a short drama based on their lifestyle. In it, we will try to keep as much information as possible about how the ancient people gathered food, hunted, how they wore clothes or where they lived.
- Then on a certain day, we will perform that drama in the classroom. Masks, clothes, tools, and other items can be used to portray the period realistically as if people of the era were being presented in the drama.

## Development of Civilisations: Urbanisation and States in Asia, Africa and Europe

The development of civilisation involved the planning of cities with the construction of roads, architectural infrastructures, palaces, religious edifices, and separate areas for ordinary people to live in. All these occurred because of the introduction of agriculture and permanent human settlement, the use of bronze as a metal, the expansion of trade by sea and land, the invention of writing style, the emergence of different classes in society, and the development of professions not directly related to production, such as the rulers-clergies-clerks. In many cases, these cities were individual states. With the development of city-states, urbanisation ensued from the immense changes occurring in the societal-religious-governmental-economic sectors. This type of urbanisation was the foremost sign of the development of civilisation in human history.

Although the development of a civilisation is taken simply as the betterment of human lives, in reality, both good as well as faulty aspects come with any civilisation. For example, people have made technological advances, practiced new types of knowledge, created literature, and developed astronomy. These are the positive aspects. The disadvantages are that there has been an increase in class divisions among the people, an escalation of violence, struggle for the expansion of empires, an increase in competition, and the creation of a class as the ruling class. Let us find out more about the positive and negative aspects of a civilisation:

The more we learn about various civilisations, the more we will think about their advantages and disadvantages. While we learn more, we will be adding to the above list.

	Positive aspects of a civilisation	Negative aspects of a civilisation
1		
2		
3		
4		

Most of the early civilisations originated in the fertile basins of various rivers. These river basins were quite suitable for agriculture. Moreover, rivers offered advantages in communication and trade. You need to remember how these geographic features played important roles in the development of civilisations. We will not be able to talk about all the civilisations in this chapter. You will learn about some of the aspects of the Egyptian civilisation that developed in Africa. Likewise, you will know about the Mesopotamian civilisation developed in Asia, and the Greek and Roman civilisations developed much later in Europe. As you grow old, you will know a lot more about these civilisations. You will come to know about the societies of those times, their politics, and their ways of life.

## The Plains

You have learned about different types of landforms that are natural formations on the Earth's surface. There are some fascinating landforms like the mountains. Again there are some landforms which appear to be flat and not very high (not more than 300m). In fact, all these latter type of landforms are called plain land or plains. Plains are generally large areas that are mostly flat.

Let us know how a plain is formed.

Scientists believe that the plains on Earth were first formed by volcanic lava. The lava hit the Earth's surface and flattened some areas.

Some plains have been formed through erosion. Parts of the land are washed away when wind, ice or water flows over the land. Again, the process of erosion can turn hilly ground into plain land.

Plains are found in every continent and they cover more than one-third of the world's land area.



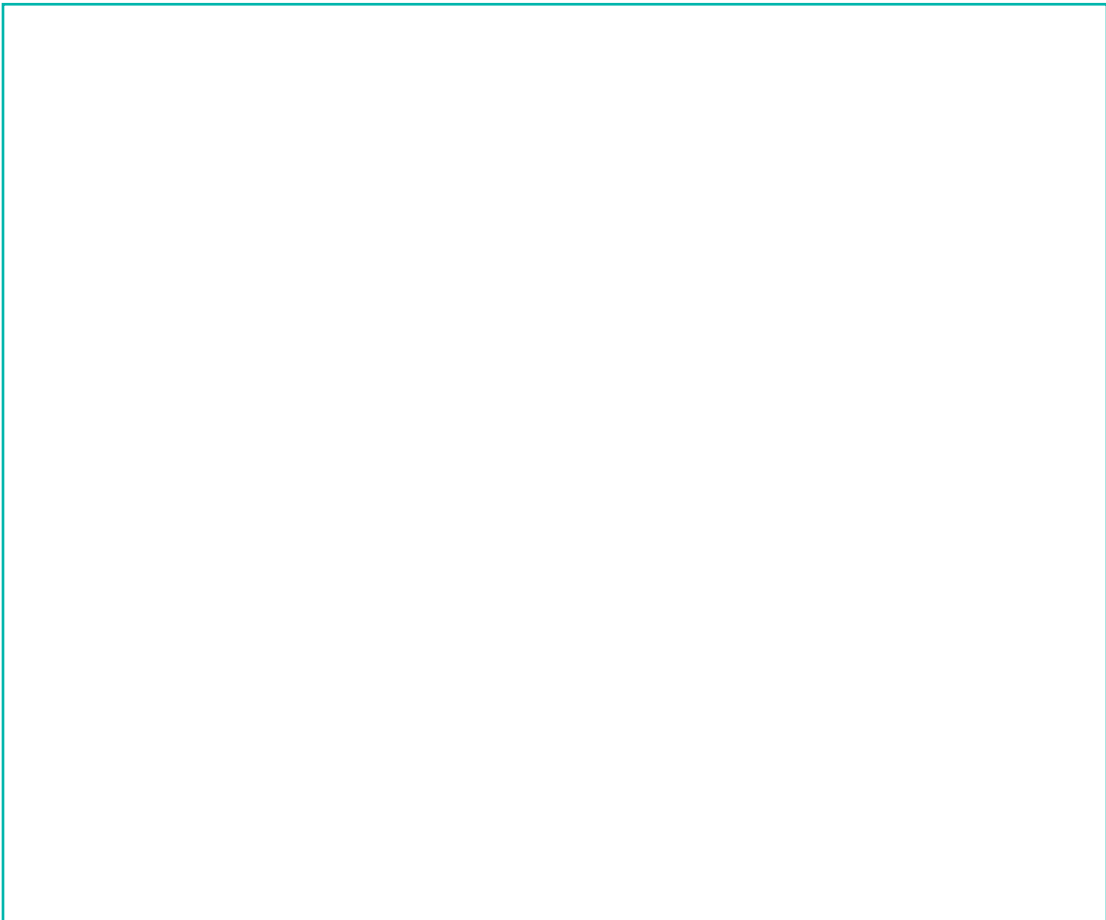
You have learnt about different types of landforms (or natural features) and geographical locations, such as rivers, deserts, deltas, etc. You may have also built an excellent glossary of these terms. While we know the history of different civilisations, we will identify the natural or geographical features affecting each civilisation. We will find out how they have affected the development or even the extinction of any civilisation. We will note down if these features had any other effects.

Name of the civilisation: \_\_\_\_\_

Name(s) of the landform(s) that affected the civilisation: \_\_\_\_\_

The ways it (or these) affected the civilisation: \_\_\_\_\_

Let us imagine how landforms affected the civilisation and then draw a picture of it:



Name of the civilisation: \_\_\_\_\_

Name(s) of the landform(s) that affected the civilisation: \_\_\_\_\_

The ways it (or these) affected the civilisation: \_\_\_\_\_

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Let us imagine how landforms affected the civilisation and then draw a picture of it:

A large, empty rectangular box with a thin black border, intended for drawing a picture related to the text above.



Name of the civilisation: \_\_\_\_\_

Name(s) of the landform(s) that affected the civilisation: \_\_\_\_\_

The ways it (or these) affected the civilisation: \_\_\_\_\_

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Let us imagine how landforms affected the civilisation and then draw a picture of it:



Different landforms may affect the same civilisation. If necessary, you can complete the remaining part of this task in your exercise book.

## Egyptian Civilisation: the gift of the River Nile

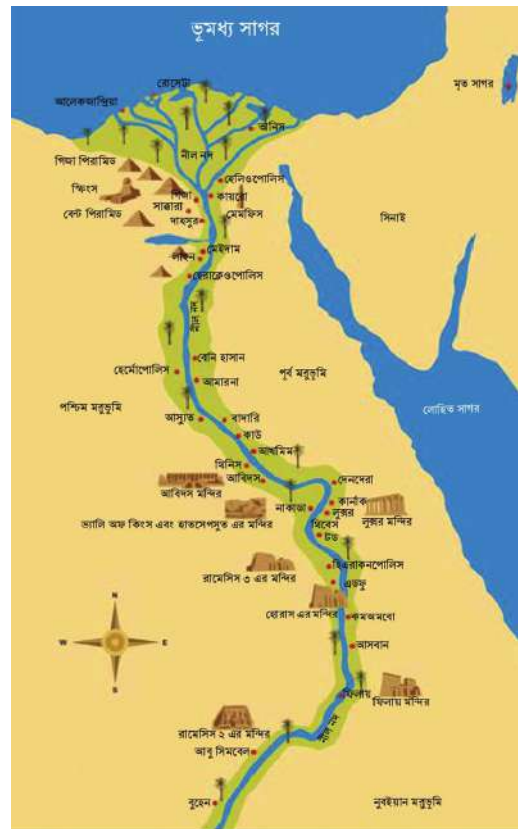
Egyptian civilisation is one of the oldest civilisations in the history of the world. In many ways, this civilisation with its unique characteristics has occupied an important place in the ancient history of the world. Because of the fertile land, various sites of Neolithic culture have also been found in Egypt. For example, a few of the notable archeological sites of the Neolithic culture of Egypt are Merimde, Al-Badari, Fayum etc.

The script of the Egyptian civilisation was in the form of pictograms. The script has been found on various architectural items of this civilisation. At the same time, the script has been found on stone and on the first paper made at that time. This paper was called Papyrus. The name of this script is hieroglyphic. This script has been successfully deciphered when the Rosetta Stone was discovered on which some inscriptions were written in three languages, including hieroglyphics. The general meaning of the word 'hieroglyphic' is 'sacred script'. These were basically pictograms. The Egyptians knew the use of a total of 750 such pictograms. Since a large number of hieroglyphic inscriptions from various sources have been found, it has been possible to learn a great deal about the society, state,

governance, and religion of the Egyptian civilisation.

### Location and duration

Egyptian civilisation developed in the Nile Basin in Egypt on the continent of Africa. It is surrounded by the Nubian Desert to the south, the Red Sea to the east, the Sahara Desert of Libya to the west, and the Mediterranean Sea to the north. The world's longest river, the Nile, originates from Lake Victoria in Africa and then flows through various countries and Egypt and falls into the Mediterranean Sea. Based on its flow, the southern part of Egypt is called the Upper Egypt and the northern part is called the Lower Egypt. The Nile had an impact not only on agriculture but also on the religion, and social, cultural, political and economic



Important cities and archeological sites in ancient Egypt following the Nile ([www.final.ie](http://www.final.ie))

## Rivers and deltas

A river is a natural body of fresh water usually in the form of a stream or a glacial-melt stream formed by natural change and eventually flows into a sea, ocean, lake, or another river or water body. Although rivers hold only a small fraction of the total water resources of the world, they have always been essential to human civilisation. Rivers serve as a source of fresh water for people, plants and animals all over the world. They shape the land by carving out valleys and gorges.

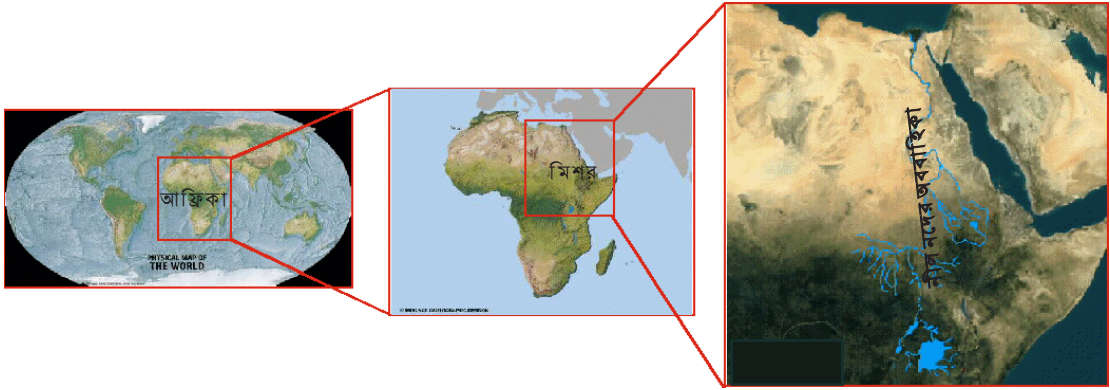
### How do the rivers flow?

A river begins as a small stream on high ground. The water can issue forth from rainfall, melting snow or ice, or from underground through a spring. The river flows fast in the lying course of the high ground. It cuts the land and picks up soil and gravel. Over thousands or millions of years, rivers thus form gorges and deep valleys. The Grand Canyon has been formed by the Colorado River in the United States. The large gorge at the Victoria Falls on the Zambezi River is a proof of what a river can do to the Earth's surface.

In the middle of its course, the river flows down a gentle slope. It then becomes larger and slower. Then the soil, gravel and sand start to sink. Some of these materials can form islands.

Finally, the river flows more slowly in the lower reaches. The heavier materials then begin to sink to the bottom and some materials are carried towards the mouth of the river - where the river meets the sea. One day, these elements combined together form the land called delta. Do you know that our Bangladesh is such a delta?

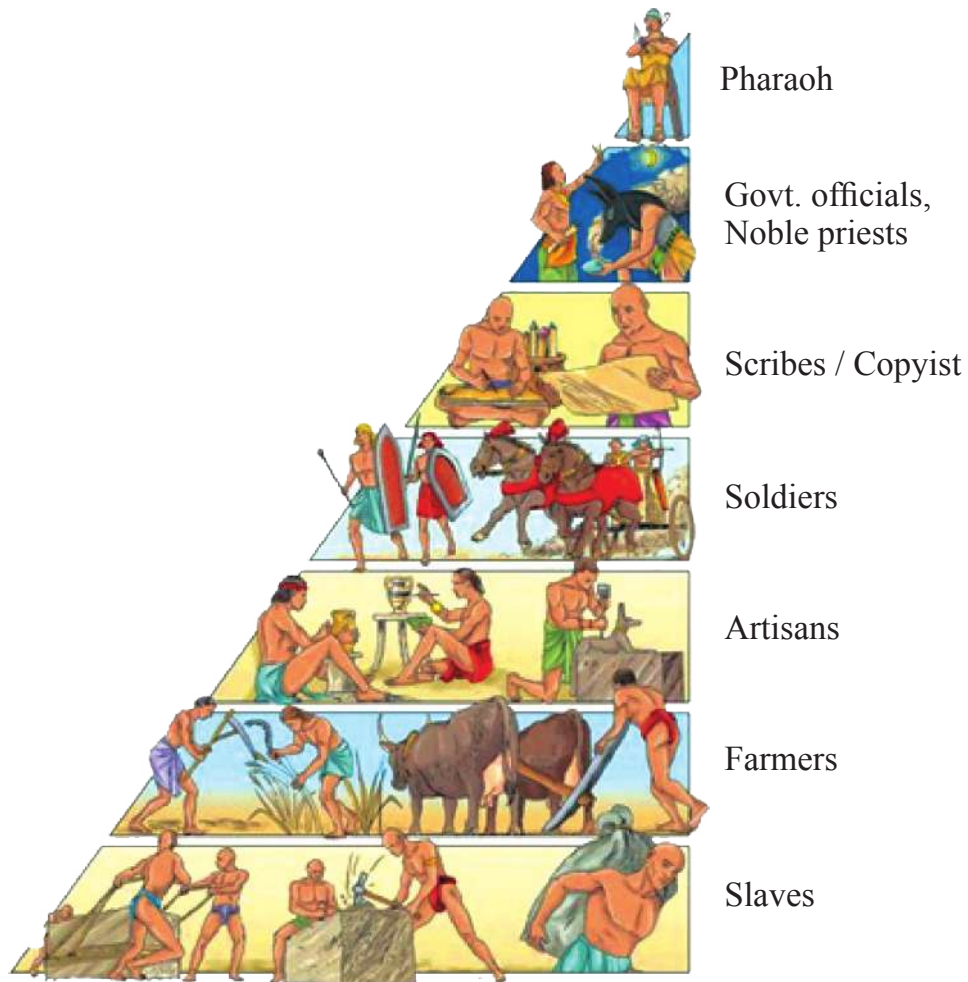




Egypt on the world map (mapsworld.com)

You can see different maps in this book. Let us draw a large map of the continent of Africa and mark what places there are on its north south east and west. Then we can separate the Upper Egypt and Lower Egypt using two different colors.





The Egypt's social stratification. Pharaoh is at the top and below the pharaoh are people of different professions at different levels in a pyramid structure.

life of the Egyptians. Realising this, Herodotus, the father of history, said, 'Anyone who has seen Egypt must have realised that it is a self-acquired country, the gift of the Nile.' The Nile, the lifeblood of Egypt made one of the most prosperous and enduring civilisations emerge in the history of human civilisation.

### Duration:

The Egyptian civilisation lasted for more than 3000 years, from 3150 BCE to 30 BCE.

### Social system:

There were three classes in ancient Egyptian society. These are-

**Upper class:** This class included the royal family, aristocratic group, priests etc.

**Middle class:** This class consisted of merchants and artisans.

**Lower Class:** Mainly farmers and serfs (or agricultural labourers bound to work on their lord's estate) were in this class.

**Women's status:** In ancient Egyptian society, women were held in high esteem. In almost all spheres of society, they were equal to men. Bound by the matriarchal system, sons and daughters mainly inherited property from their mothers. Marriage between brothers and sisters became a custom among the royal family so that the blood of the royal family would not flow outside.

### Political history:

The title of the Egyptian rulers was Pharaoh. They considered themselves the offspring of the Sun God 'Ra' or 'Amun Ra'. Pharaoh proclaimed himself as God's representative and ruled the kingdom. In the pre-dynastic era, small independent city-states emerged in Egypt. However, the Narmer Palette offers evidence that the Egyptians were politically organised during 3500 BCE. The Palette was King Narmer's make-up box. On one side of it, King Menes or Narmer is seen wearing a balloon-shaped crown. It was a symbol of Upper Egypt. On the other side of the palette, he is seen wearing a red crown which was a symbol of Lower Egypt. He was the first to unite the two Egypts and made Memphis of Upper Egypt the capital. In ancient Egypt, 31 dynasties ruled for about 3,000 years.

### Temples and Sculptures:

In later times in the ancient Egyptian civilisation, many religious temples were built instead of pyramids. The Karnak Temple and the Luxor Temple are the most famous among these examples. Other notable Egyptian artefacts include the Abu Simbel temples and the Great Sphinx, a statue in a gigantic shape. The Egyptians also created many other giant sculptures.

### Economy:

The economy of Egypt was reliant on agriculture, animal husbandry and trade. Crops were cultivated on the fertile lands on both banks of the Nile. At that time wheat, barley, linseed, maize, vegetables and flax were produced in large quantities. Their main domestic animals were goats, sheep, cows, pigs etc. The grasslands on both



Goats treading seed and cattle crossing (or fording) a canal

banks of the Nile offered the Egyptians both grazing fields and fodder for the animals. In ancient Egypt pottery and glass industry, textile industry and shipbuilding industry developed. Egyptians traded with countries such as Syria, Phoenicia, and Palestine besides the Aegean Islands and Crete. They used copper and gold coins as a means of exchange in trade. Their main exports were wheat, linen cloth, gold ornaments and attractive earthenware and so on. Noteworthy among the imported goods were ostrich feathers, ivory, metal weapons, spices, wood, gold, silver etc.

### Religion:

The influence of religion was immense in every aspect of Egyptian life. Although they believed in ‘monotheism’ for a short period of time, they were basically believers in ‘polytheism’. The chief deity of the Egyptians was ‘Ra’ or ‘Amun Ra’. There were many gods and goddesses besides Osiris, the goddess of the Nile, and Isis, the goddess of motherhood. A notable literary work of the ancient Egyptians was The Book of the Dead. This type of literary works written on papyrus has been found next to the buried corpses. These books contained discussion on witchcraft, religious verses and prayers, and medicine.

### Calendar:

Ancient Egyptians first invented the lunar calendar based on the position of the moon. Later, they also invented the solar calendar.

### Pyramids and mummies:

Costume making, wearing those costumes and role-playing activity  
Notice the costumes of different classes of people in ancient Egypt presented in the picture. Try to know about their political and social status. Read this textbook or read some other books or use the internet to gather information. Now use cloth paper paint etc. to make clothes ornaments and other items for different classes of people in ancient Egypt. Then think of a fictional event of that time and act it out. Remember to think of an event that represents the lives of all classes of people.



picture of hunting hippopotamus painted on limestone, Sakkara, Egypt

The pyramid is one of the outstanding architectural monuments of ancient Egypt. During the reign of Pharaoh Djoser, the architect Imhotep first built the Egyptian pyramid on the tomb of Djoser. The largest pyramid in Egypt is the Khufu Pyramid which is also called the Great Pyramid of Giza. Some other famous pyramids are Sneferu Pyramid, Menkaure Pyramid, Tutankhamun Pyramid etc. The undamaged mummies of Egypt have been a wonderful challenge to modern science. Through the experience of making these, they gained the knowledge of physiology. The corpses of elite people including the pharaohs were mummified and preserved in a special way. The pyramids were built in the belief that the pharaohs would enjoy amenities after death as if they were alive. Pyramids also gave them an opportunity to preserve mummies. In addition to the pyramids, various other objects, such as murals and utensils were offered to the mummified corpses.

## Mummy

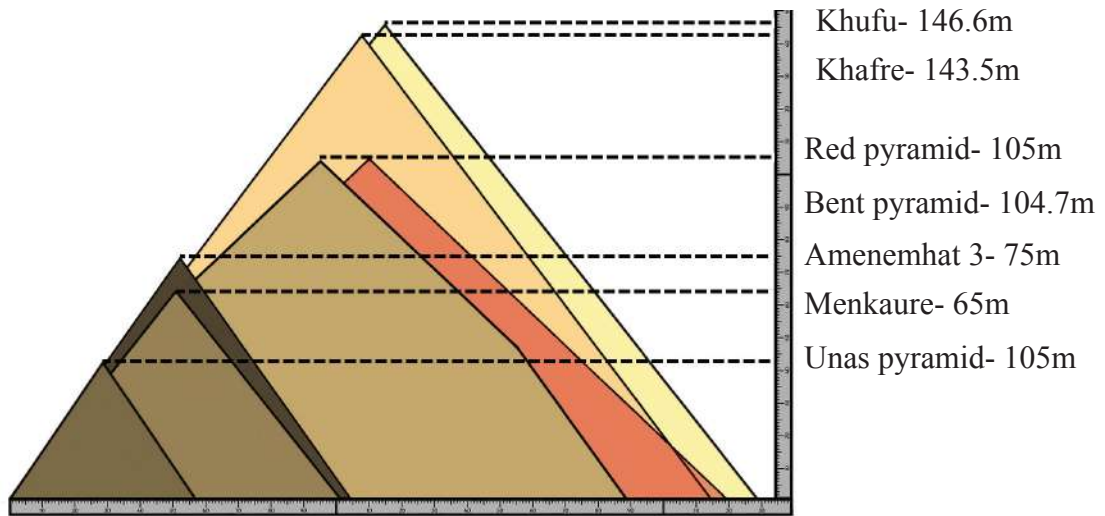
### Science

In ancient Egypt, much progress was made in various branches of science such as



An imaginary picture of a time when the pyramids were a part of public life in Giza, Egypt. Artists have imagined how the settlement was at that time. They thought of the Nile, settlements, various infrastructures including temples and pillar-like structures (or obelisks).





List of pyramids according to their height. The two tallest pyramids were built in memory of Pharaoh Khufu and Pharaoh Khafre. The pyramid of Pharaoh Unas is the smallest.

mathematics, astronomy, medicine etc. The Materia Medica or the listing of drugs was a remarkable contribution to medical science by the Egyptians.



There were various stages in the process of mummification of corpses and placing them in coffins. The coffin was made of various materials according to the class and authority of the deceased. The same way decorations and rituals were done. The coffin was then placed in a box. In most cases that was a stone box. Such a box is called a sarcophagus. Finally, the box was kept in the burial chamber.

The method of making mummies is presented in pictures in this book below. Let us look at the pictures and try to write down the steps involved in this process.

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The corpse was transformed into a mummy in several steps and it took a long period of time. Various processes such as transformation, alteration, use of chemicals, wrapping it in cloth were used. The image above shows several steps that have been reconstructed through research.



Scientists and historians have been conducting diverse research on how mummies were made in the Egyptian civilisation, and why these mummies have survived for so long. Many mummies have been found. However, the most famous among these mummies is the mummy of Pharaoh Tutankhamun or King Tut. He became pharaoh at only 9 years of age in 1433 BCE and reigned until 1423. He died at the age of 19. Researchers have analysed the remains and the skeleton of his mummified body. They concluded that one of Tut's legs was congenitally bent. He suffered from malaria several times. This picture shows the complete picture of Tutankhamun's coffin discovered in 1922 from Tutankhamun's tomb. The coffin was made after his bust.



Archaeologist Howard Carter entered Tutankhamun's burial chamber in 1922 and recovered his coffin and numerous valuable artefacts dedicated to the tomb.



The Book of the Dead or the Book of the Hereafter is a depiction of the journey to the afterlife on papyrus. Written in hieroglyphic script. (pixels.com)



Tutankhamun

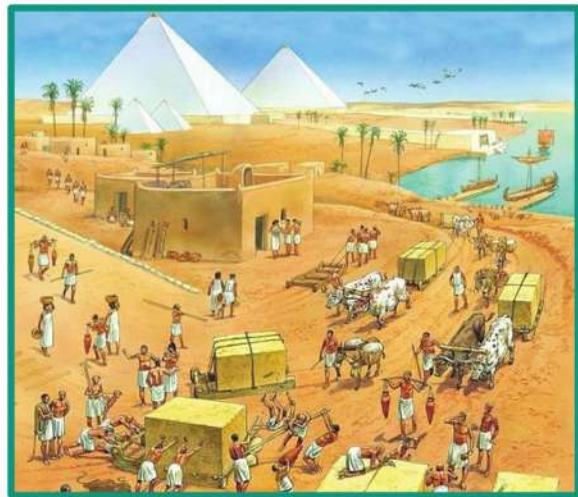


Tutankhamun's burial chamber and coffin

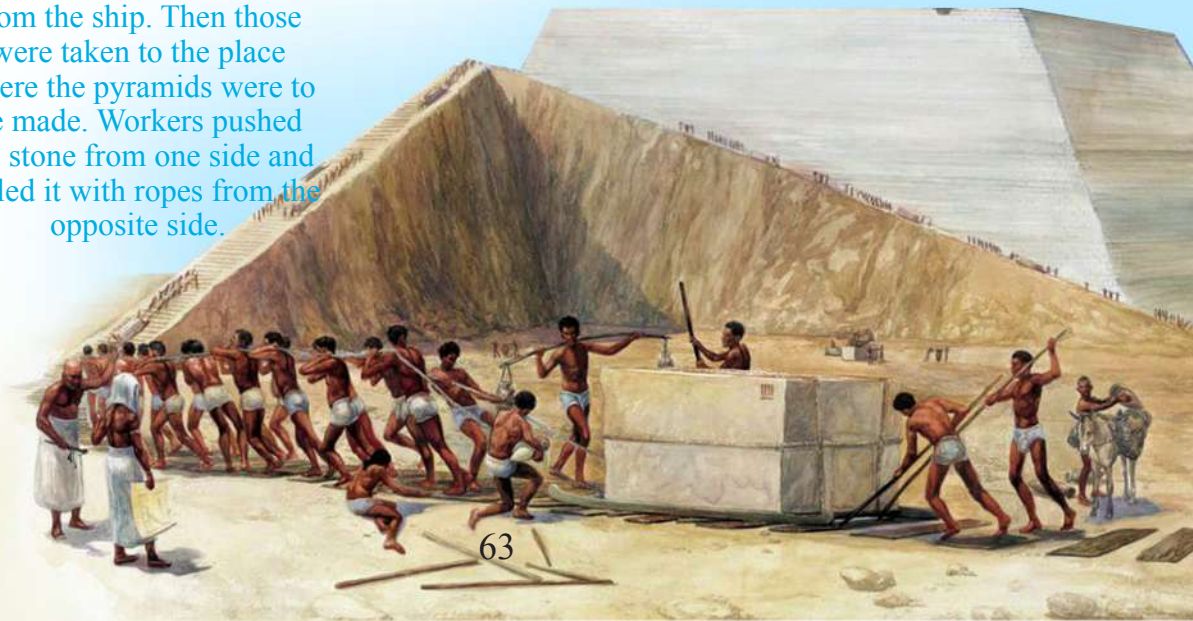


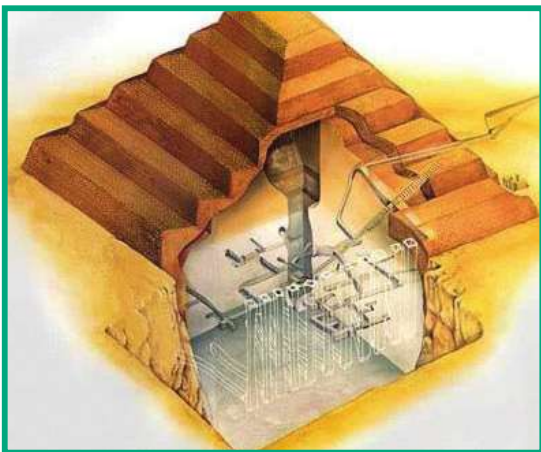
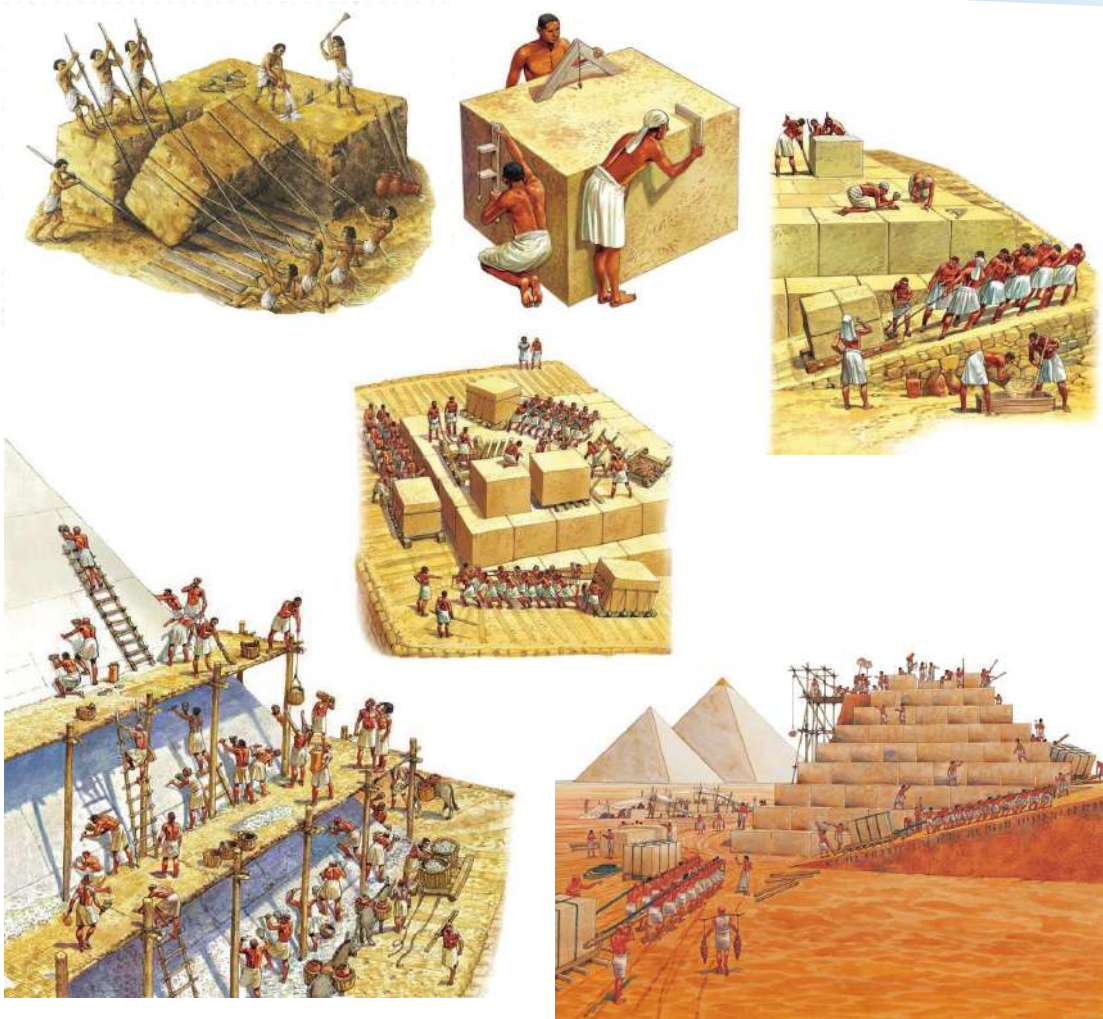
There was no source of stone nearby. There was no machine or modern technology. How did the Egyptians build the pyramids anyway? Archaeologists have tried to understand the process of building these complex structures by explaining them in many different ways. At first, stones were brought by ships through the Nile to build the pyramids.

How were the pieces of stone brought from the ship to the place where the pyramids were built? Can you explain it by looking at the picture above?



The pieces of stone were first placed on wood slabs from the ship. Then those were taken to the place where the pyramids were to be made. Workers pushed the stone from one side and pulled it with ropes from the opposite side.



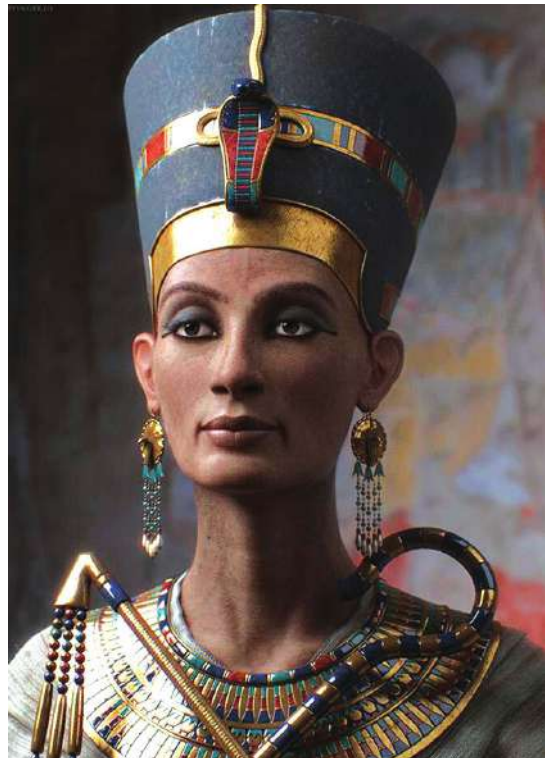


What was the inside of a Pyramid like?

Different steps of building a pyramid: Stones were measured, cut and shaped first to build the pyramids. A piece of stone was placed on top of another. The pieces of stone were lifted upwards by pulling them with ropes. Then one piece of stone was placed on top of the other. This process of building the pyramids required many labourers. Researchers assume that 25,000 to 30,000 workers were needed to build a large pyramid. Accommodation and meals for these workers were arranged near the site. The pictures above have been drawn after visualizing the various steps of this process



The famous sculpture - Sphinx at Giza, Egypt. The meaning of this sculpture changed during the reigns of different pharaohs of the Egyptian civilisation. The sphinx is an imaginary creature with the head of a human male and the body of a lion. It was considered the guardian of this life on earth and the afterlife. The Sphinx of Giza was buried under the sand several times during the Egyptian civilisation. Then the pharaohs excavated and recovered this sculpture. Historians and archaeologists believe that this mythical creature was once considered the protector of the empire. This sculpture was attributed the same powers as that of the pharaohs. As the guardian of the city and empire, and as a form of the sun god, the Sphinx was a symbol of the supernatural and heavenly powers of the pharaoh kings.

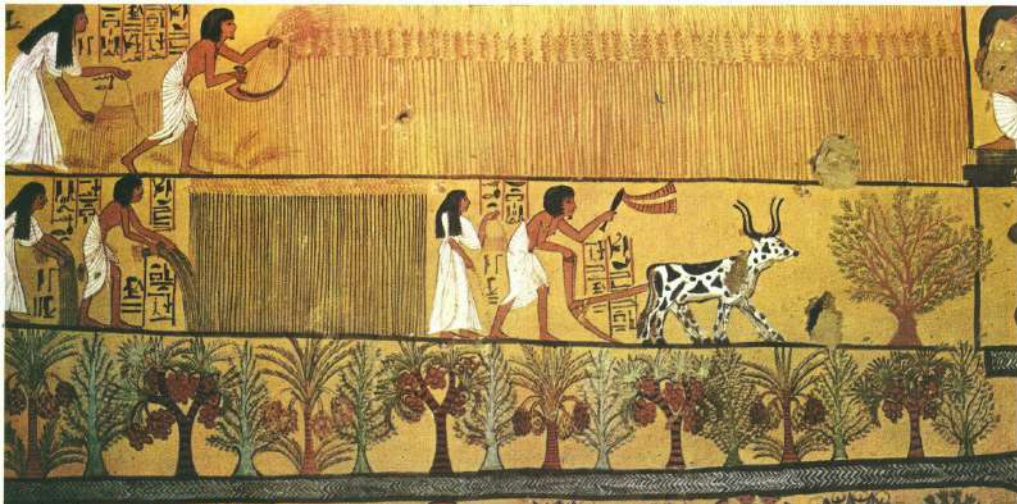


King Akhenaten and Queen Nefertiti brought major changes to the Egyptian life. The Tomb of Nefertiti is a very famous architectural landmark. Above left is Nefertiti's bust sculpture and on the right is an artist's recreation of Nefertiti's bust.

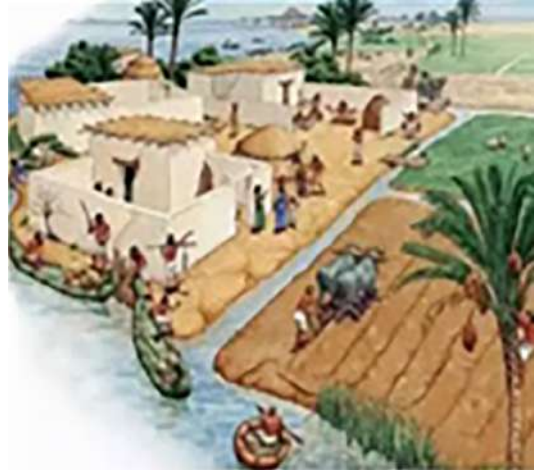




Painting on the walls of the Tomb of Nefertiti shows her seating on a chair and playing a game called Senet. Presumably, the game was one similar to the modern game of chess.



How was agricultural farming done in Egypt? How was the crop harvested? Date palm trees were planted. The above pictures were painted on the walls in Egypt in the past. We see cultivation is going on using ploughs. Seeds are being sown. Crops are being harvested. There are date palm trees with bunches of dates. Can you identify the similarities and differences between the agriculture of Egypt about 4000 years ago with the agriculture of our country?

































Egypt is called the gift of the Nile. People used the vast fertile plains created by the flow and flooding of the Nile to cultivate crops in various ways. This cultivation was one of the major catalysts in the development of Egyptian civilisation. The above images show a picture of plowing by oxen, and another of sowing seeds. The above imaginary pictures show how crops were produced in the land around the settlements near the Nile. They also show how small canals or ducts were cut to irrigate lands by using baskets or pots.



The Egyptian writing system was based on pictographs. This script is known as hieroglyphics. Historians could not read this script unless they discovered this script on the stone. Inscribed on stone, this edict, issued by King Ptolemy V Epiphanes in 196 BCE, contains three different scripts: hieroglyphic, demotic, and ancient Greek. The stone block became the key to understanding hieroglyphics because the same commandments were written in three scripts. Interesting thing is this stone script was later used as a construction material in various architectural edifices. In 1799, the script was rediscovered by a French soldier during Napoleon's campaign to conquer Egypt.



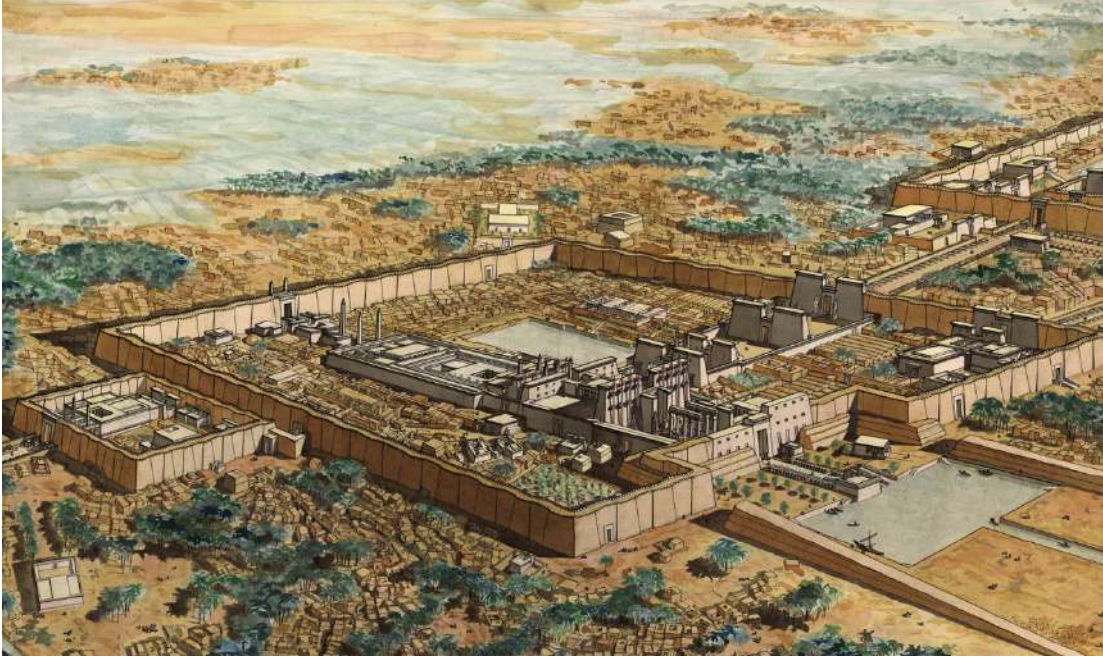
Hieroglyphic script engraved on stone and written on Papyrus.

A		EAGLE	V/E/Y		REED	S/Z		CLOTH
A		ARM	J		COBRA	SH		POOL
B		FOOT	K/C		BASKET	T		LOAF
C/K		BASKET	L		LION	TH		ROPE
D		HAND	M		OWL	U/W		CHICK
E/V/Y		2 STROKES	N		WATER	V/F		VIPER
F/V		VIPER	O/U/W		LASSO	W		CHICK
G		JAR	P		DOOR	X		BASKET/ CLOTH
H		HOUSE	Q		SLOPE	Y		2 REEDS
H		FLAX	R		MOUTH	Z/S		DOOR BOLT

Meanings of a few hieroglyphic pictographs are given in English. You can match the written text with the carved pictographs.



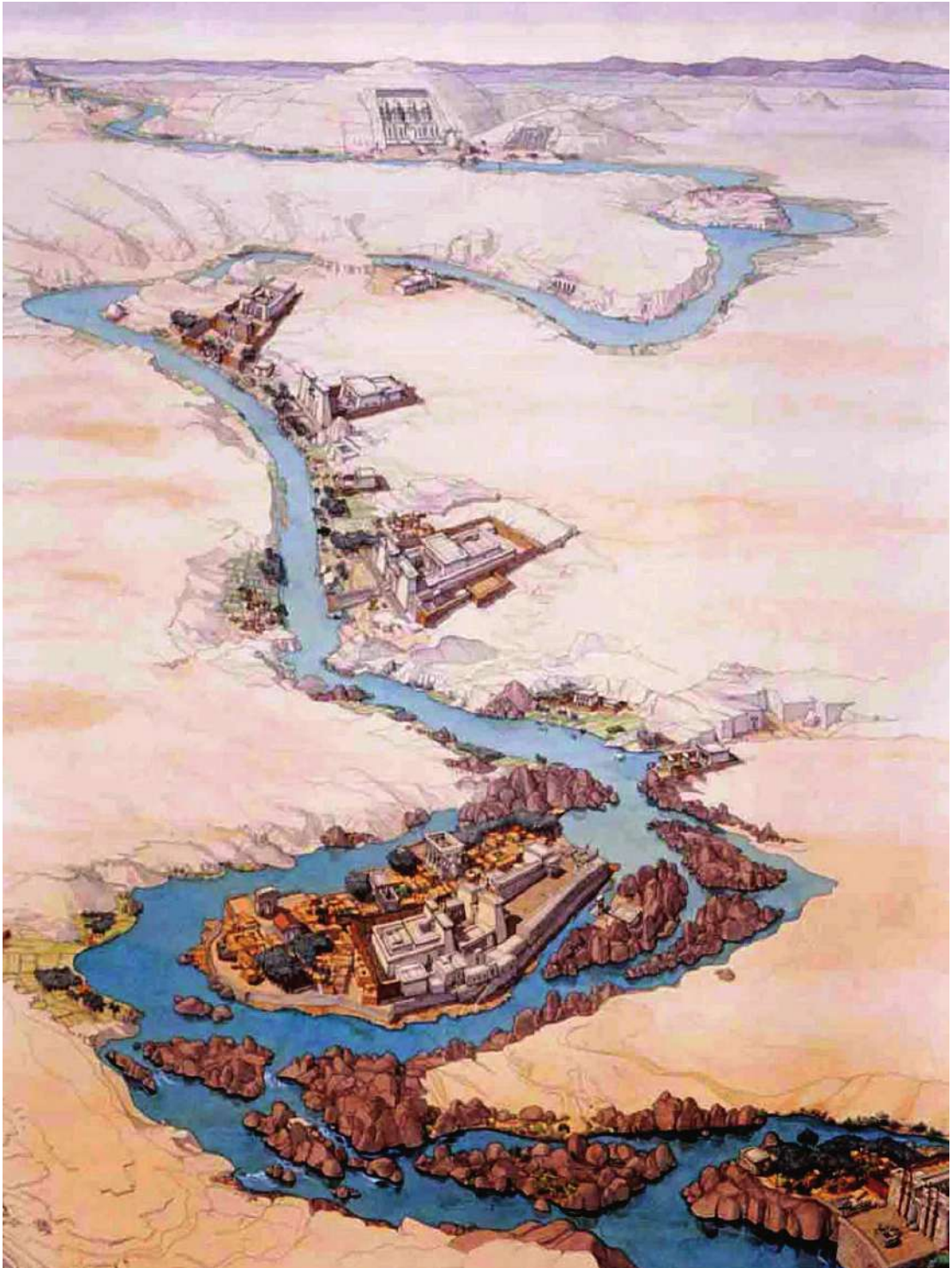
A kind of residence in Egypt. People of different classes and cities used to live in different types of houses. Artist and copyright: Gustav Nordgreen (<https://www.artstation.com/artwork/JINzwz>)



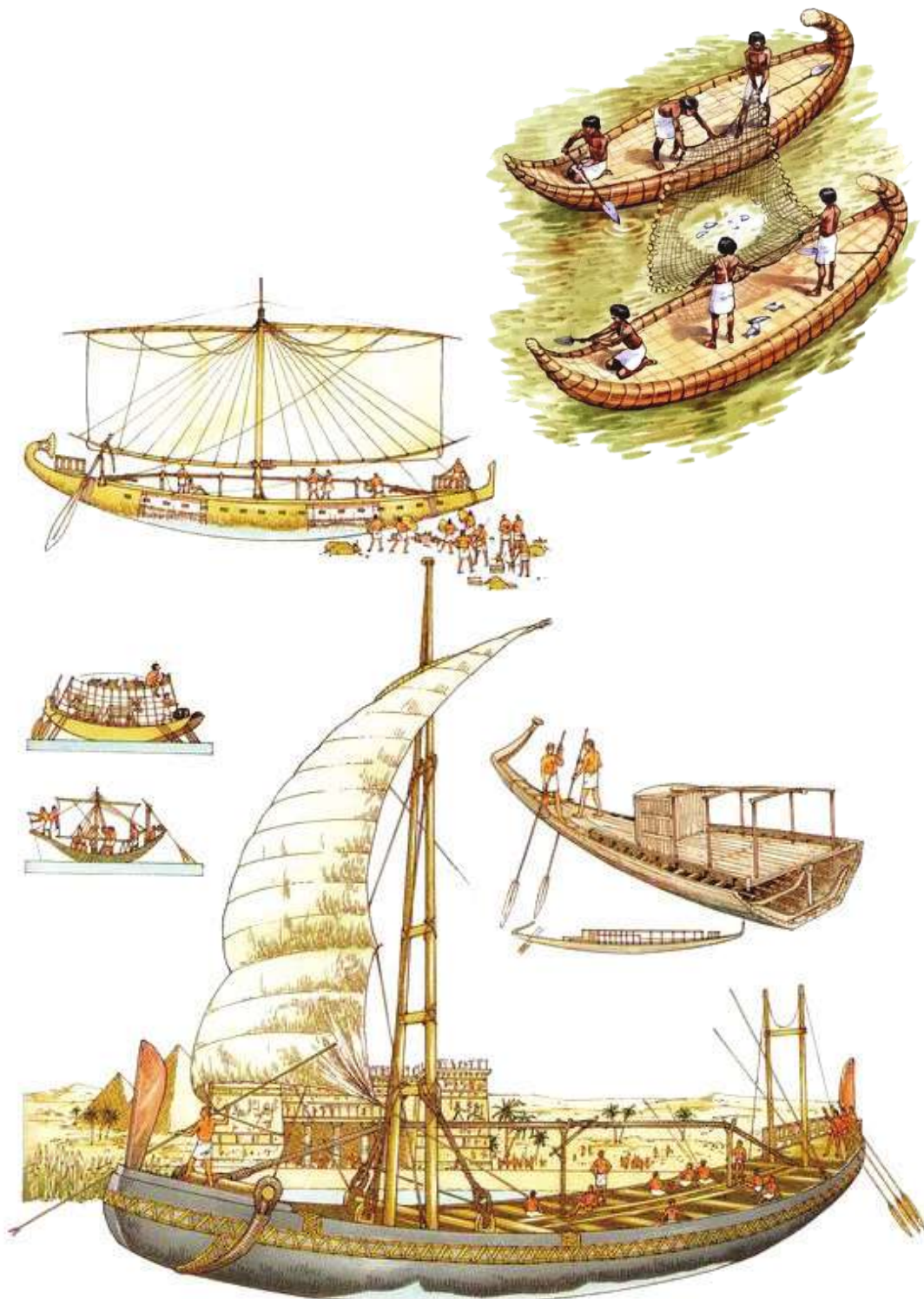
Karnak is an urban area adjacent to the city of Thebes. An imaginary picture. Source and copyright: Jean-Claude Golvin (<https://jeanclaudegolvin.com/en/karnak/>)



Kharga City, adjacent to Kharga Oasis. The city built around this oasis was an important trading center at that time. An imaginary picture. Source and copyright: (<https://jeanclaudegolvin.com/en/karnak/>)



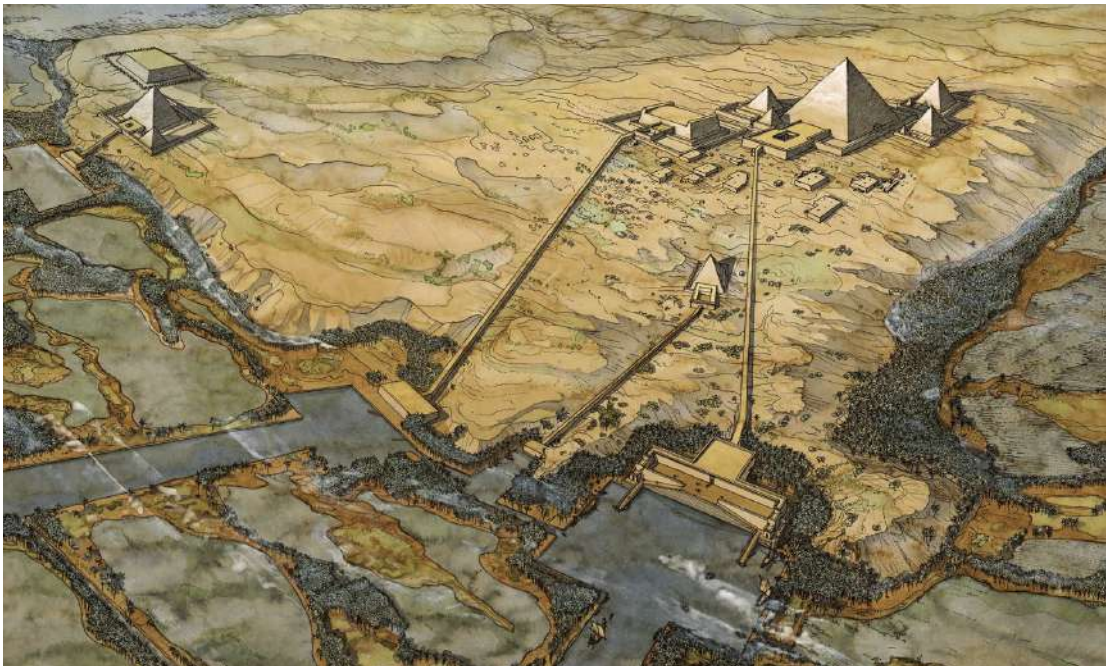
Imaginary depiction of temples and structures along the banks of the Nile and the city Thebes Source and copyright: (<https://jeanclaudegolvin.com/en/karnak/>)



Ships and boats used during different periods of Egyptian civilisation



The famous Luxor Temple. An imaginary picture. Source and copyright: (<https://jeanclaudegolvin.com/en/karnak/>)



How did the pyramids of Giza look like at one time in the past? An imaginary picture. Source and copyright: Jean Claude Golvin (<https://jeanclaudegolvin.com/en/karnak/>)





Ships and boats used during different periods of Egyptian civilisation



Abu Simbel Temples



Wall painting on a small temple inside the Abu Simbel temples



What did the Valley of Kings or the famous kings' valley look like? Through an artist's imagination. Source and copyright: <https://www.deviantart.com/ecystudio/art/The-valley-of-the-kings-454986534>

## If I ever travel to Egypt

Have any of you ever been to Egypt? Discuss with your friends about what you have seen, and what you have enjoyed in there and why.

If you ever get the opportunity to travel to Egypt in the future, what places would you like to visit? What artefacts would you like to see? Make a wish list now.

The cities I want to visit	The special places I want to visit	The artefacts I want to see	The things I want to do
Thebe	Simbel temples	Mummy	Boat trip or cruise travel on the Nile
Because:	Because:	Because I like the process of making it	Because:

You can discuss your wishes with your friend sitting next to you.

## Mesopotamia: A combination of Several Civilisations

Mesopotamia is a Greek word which means 'land between two rivers'. Some ancient civilisations grew in the lands between the rivers Tigris and Euphrates in the Middle East. Sumerian, Assyrian, Chaldean civilisations all combined to form a large geographical area to be known as Mesopotamian civilisation. Now-a-days, it is believed that not only the civilisation was just built in the land between the two rivers, but also many kingdoms and city-states were established within a broader geographical location. Those areas now belong to countries like Iraq and Kuwait. These civilisations and city-states had similarities in their writing method, religious beliefs, mainly in the common gods and goddesses. For this, the Mesopotamian civilisation can be considered a combination of several civilisations.

In different ages, many different cities acted as states. The chief or the ruler of the city was the head of the state too. There was a temple at the centre of the city. These temples were dedicated to the supreme gods of those cities. These temples were known as Ziggurat. These temples remained in the centres of the plans to establish roads, forts, residence for common people and other structures. Many historical events took place for the first time in these city-states of Mesopotamian civilisation. For example: first written legal codes, first legal assembly, equal rights of women for the first time for divorce, inheritance of property and business contract, first medical policy, first agriculture report, first literary debate, concept of professional job for the first time etc.

Mesopotamian civilisations were the oldest in Asia. These civilisations grew with their cities and settlements in Iraq, Iran, Kuwait, Turkey and Syria. These civilisations were in 'the land of fertile half-moon.' To its north there is the hill tracts of Armenia; the Arab Desert is to the south and west and the Zagros Mountains is to its east.

Highlands refers to hilly regions, usually with a significant height from the sea, rough, very slightly plain or with downwards slopes. The elevated lands can be up to 650 metres. It is commonly found that one percent of the total land of this world is highlands with slopes and almost 27% belongs to hilly regions

The writing system that developed here is known as Cuneiform. During excavations of different cities, evidence of this script has been found on stone and terracotta. Poems and epics (such as Gilgamesh) were written in this writing system. The development of agriculture and the production of surplus crops in the fertile basins of the Tigris and the Euphrates were also the main basis for the development of other contemporary civilisations. At the same time, various centres of Egyptian civilisation and those of the Harappan civilisation had trade relationships with the centres of these contemporary civilisations. These civilisations were connected by land and sea.

## Periods of different civilisations

Different civilisations developed in the Mesopotamian region under the rule of different ethnic groups. You can see the names of these civilisations, the periods and the names of the major city-states in the table below.

Period	Ethnic group	Locality	Major city
3200-2320 BCE	Sumerian	Elam mountains at the north-eastern region	Ur
2320-2130 BCE	Akkadian	Akkad region, to the north of Sumer (with the Semitic speaking nomadic tribes)	Akkad
2130-2000 BCE	Sumerian	Elam mountains at the north-eastern region	Ur
2000 BCE	Elamite	Eastern highlands	Ur
1800 BCE 1600 BCE	Amorite (Semitic speaking Nomadic people)	Arab desert	Babylon
1600 BCE 1300 BCE	Kassite and Hittite	Asia minor and Anatolia	
1300 BCE 612 BCE	Assyrian	Small plateaus on the high lands of the Tigris	Assur and Nineveh
612 BCE 538 BCE	Chaldean (Semitic speaking nomadic people)	South-east parts of the Persian sea	Assur and Nineveh

## Sumerian Civilisation

The Sumerians were the pioneers of the Mesopotamian civilisations. The main centres of their civilisation were Lagas, Kis Iridu and Uruk. The famous ruler Sargon united all the city-states of Sumer. In the later period, the famous ruler was the Emperor Dungi who for the first time developed written legal codes.

### Social class and beliefs

In the Sumerian society, the rulers and priests belonged to the upper class, the common people to the middle class and the slaves to the lower class. Their supreme god was 'Nargal'. Besides, there was 'Shamash' – the sun god, Enlil - the god of rain and wind and 'Ishta' – the goddess of women.

### Various inventions and creations of Sumerian Civilisation

The Sumerians wrote the epic 'Gilgamesh' in 2000 BCE. In 3000 BCE, the Sumerians invented for the first time a writing system named 'Cuneiform'. Pictures were drawn and pressed on the clay to express the ideas. The Sumerians introduced transports on wheels for the first time. Their best sculpture was the temple named Ziggurat.



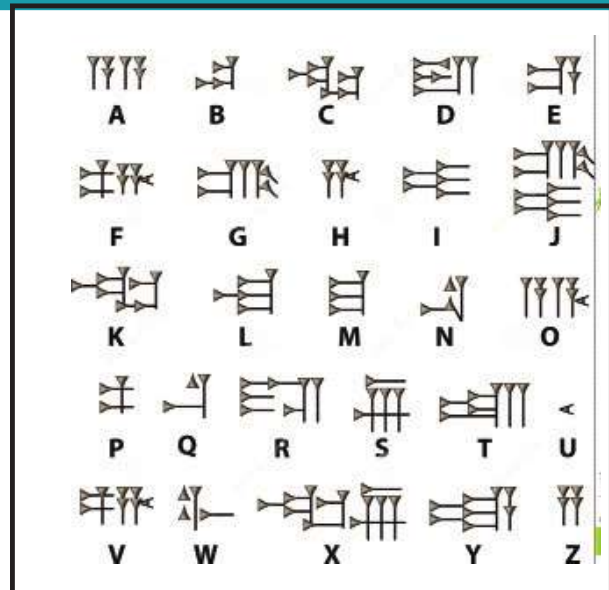
Cuneiform is a wedge-shaped writing method

	3200 BCE	3000 BCE	2400 BCE	1000 BCE
sag 'head'				
gin 'to walk'				
su 'hand'				
še 'barley'				
ninda 'bread'				
a 'water'				
ud 'clay'				
mušen 'bird'				

Fully developed cuneiform  
(etsy.com)

### Transformation of Cuneiform alphabets

You will understand how this alphabet was used to express different meaning. You can try to use such alphabet to write on soft clay with a stick. You can get them dried or burnt.



Cuneiform alphabets according to English alphabets

## Babylonian Civilisation

Babylonian civilisation was built by the Amorites who were Semites in terms of race and culture. Babylon became a powerful city during this time. Hammurabi, the great emperor of the Semitic nation, became the first law maker of human history. 282 written laws were inscribed on a pillar that is now stored in the Louver Museum of France. Babylonian people used to devote to their favourite god 'Marduk'. They also worshipped 'Ishta', the goddess of love and 'Marous', the god of wind and many others. They were the people who divided a month into thirty days, a week into seven days and a day into twenty-four hours. They contributed significantly to science, astrology, mathematics and art.

## Assyrian Civilisation

After the death of Hammurabi, 'Asur' and 'Nineveh' gradually became the two major cities as the majority of the Semites started living there. With the passing of time they came to be recognised as the Assyrian.

The true founder of the Assyrian civilisation was the king Tiglathpileser III who founded the provincial government. During the rule of Sennacherib, the whole area of the Fertile Crescent came under his rule. He turned Nineveh the best city of Asia. He failed to conquer Egypt but his grandson Ashurbanipal became successful. Ashurbanipal established the first library of Asia in Nineveh which owned more than 22000 written resources on clay pieces.

## Chaldean Civilisation

In 612 BC, the Assyrians were defeated. Nebopolassar led to reestablishing a capital and a civilisation in the destroyed city of Babylon. It is known as the Chaldean or Neo-Babylonian civilisation. After Hammurabi, the greatest king of the Near East was Nebuchadnezzar, the son of Nebopolassar. In Babylon, 56 miles long roads were constructed with 100 feet height. In the centre of the city, along with a procession road, the Ishtar gate was established as a memorial for the goddess Ishtar. The Ziggurat temple was dedicated to the god Marduk. For its height, this temple became renowned as the 'Tower of Babel'. Nebuchadnezzar made the hanging gardens on the city walls to please the queen. This extraordinary spot is considered one of the seven ancient wonders.

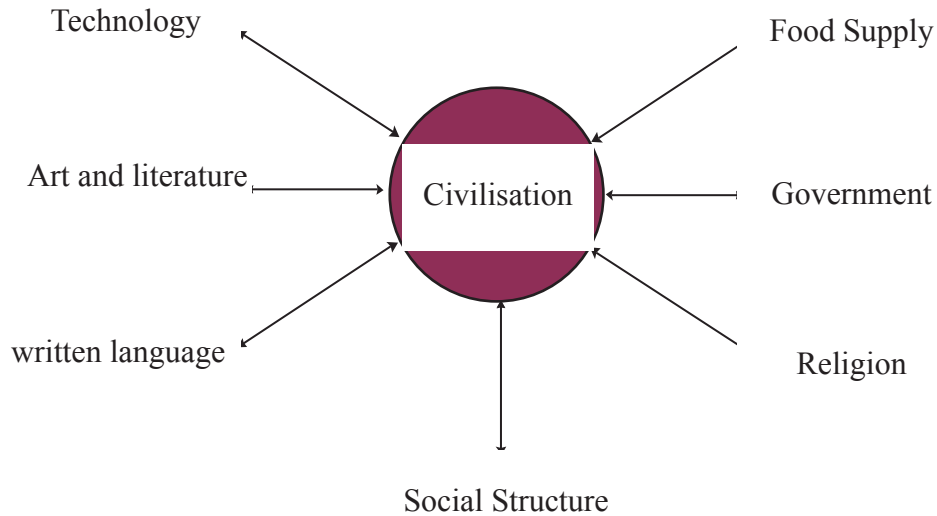
In the world history, the civilisations after the Mesopotamian were largely influenced to contribute to education, literature, science, art and sculpture. So, these contributions are noteworthy in the development of world civilisation

## The societies, politics and government system of the civilisations

The written sources make it possible to access the information about the state, society or people of these ancient civilisations. In many cases, the cities were sovereign. Chief of Governor and Priest of the main temple along with other people collectively developed the written laws and penal codes. Laws were different for adults and children. But the main role was assigned to the King. Citizens were involved in different jobs. There was the concept of upper and lower classes. There were a variety of jobs in the society. This brought similar types of discrimination and inequality in the society like other cities and civilisations. At the

beginning, the priests used to dominate the government but later on the king or the Chief of Governor became more powerful. The first record of chariot or horse driven wheel was found in the Mesopotamia. Although agriculture was the main profession there, people also worked as builders, priests, teachers, doctors, tanners etc.

Let us use the following diagram to write a summary of seven major features of the Greek civilisation:



**Topic for Debate:** “The Egyptian civilisation was more advanced than the Mesopotamian civilisation.”

Let us get divided into two groups and showcase our arguments in favor of and against the motion. Friends and Khushi Apa will be the judges. We can write down some points in favour and against the topic.

In favour of the motion	Against the motion



**Let us make some questions using important and interesting information:**

We have read many important and interesting stories about the Mesopotamian civilisation. Now we will make five questions for each of the four civilisations that can be answered in one word or in one short sentence. We need to find out the answers and to write them. The friend sitting next must prepare similar questions. Both of us should now try to answer each other's questions. Let us check how many answers are correct. If the answer is wrong, let us check with the friend.

The Sumerian  
civilisation

Which ruler brought all the city-states under one government?  
Answer: Sargon Sumer

The Babylonian  
civilisation

The Assyrian  
civilisation

The Chaldean  
civilisation



Many civilisations flourished one after another in the basin of the river Tigris and Euphrates. These civilisations are collectively called the Mesopotamian Civilisation. In the map, we can see the location of some important city centres of the Mesopotamian Civilisation. (<https://www.ancient-civilizations.com/mesopotamian-civilization/>)



Location of important cities of the Mesopotamian Civilisation (Source and copyright: <https://kmjantz.wordpress.com/2013/04/25/early-civilizations/>)



Ziggurat, the temple of the Sumerians. It was customary to dedicate a temple in the city centre of each city centre. How did the Ziggurat of Ur city look like? Here are two imaginary pictures of the temples. Copyright: Jean-Claude Golvin (<https://jeanclaudegolvin.com/en/project/middle-east/>)



Use of transport wheels in the images found in Ur

For Video <https://www.khanacademy.org/humanities/history/ancient-medieval/Ancient/v/standard-of-ur-c-2600-2400-b-c-e>



Clay tablet of Sumerian Civilisation mention the crops barley and wheat.



Akkadian King Sargon (left) and Neo-Assyrian King Shalmaneser II (right)



The inscription on this stone is one of the oldest penal laws. Hammurabi, the Babylonian king (ruled from 1792 to 1750 BCE) declared these penal laws. In the above sculpture, Hammurabi standing at the left side is found collecting the scepter from the god Shamas (or Marduk). All the regulations of the law have been written in cuneiform underneath. Different punishments are described here for different offences.



The lion hunt of King Assurbanipal



The city of Babylon is a destroyed one now. After excavation some ruins were discovered. The scientists and the historians are trying together to guess how the city looked like. (uruk-uarka.dk)



The hanging garden of Babylon was recorded as one of the seven wonders of the ancient world. But no practical evidence was found in favor of this garden during the archaeological research in Babylon. Some people think that a garden was mentioned with the King's palace of a contemporary city named Nineveh. That garden was mistakenly thought to be located in Babylon. (uruk-uarka.dk)



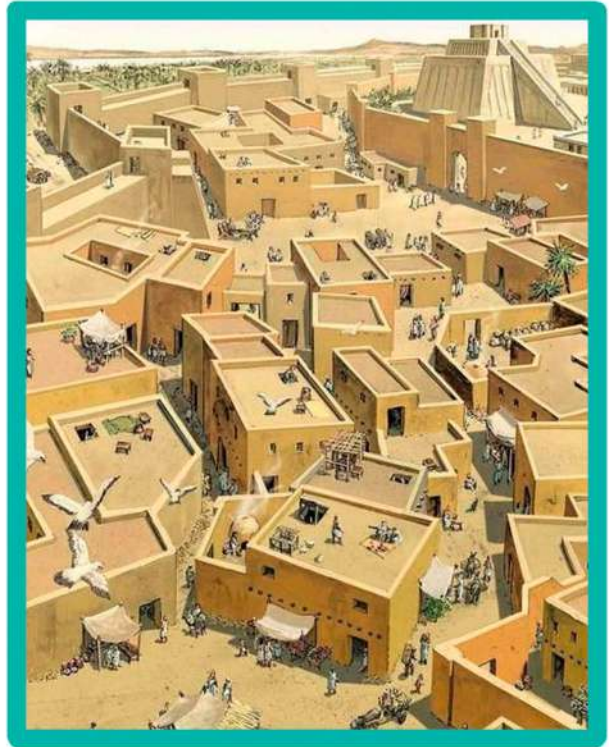
The main entrance to Babylon, also known as 'Ishtar'. The artists analysed in detail and imagined this picture ([uruk-uarka.dk](http://uruk-uarka.dk))

An imaginary view of another city – Nineveh. Among other structures are Ziggurat of the city, palace of King Assurbanipal and the first library established by the king.



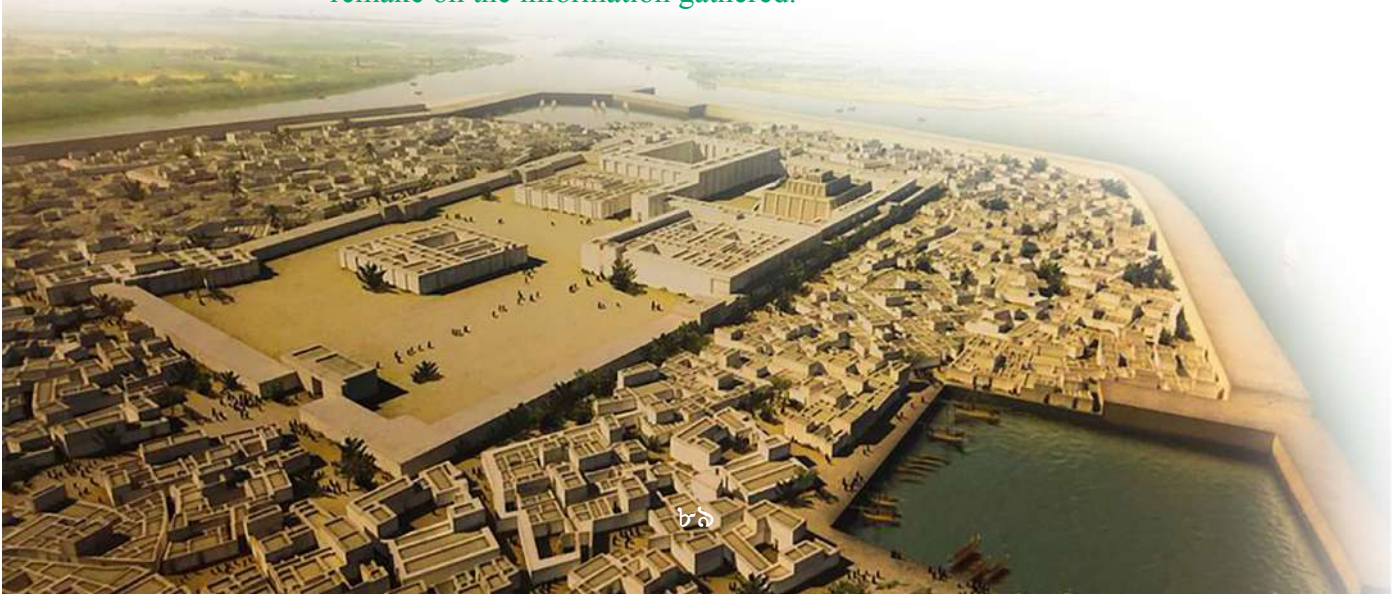


The map and description of the Earth in Mesopotamian view (uruk-uarka.dk)



The household of the common people was something like this as the historians think. At present the vast Ur city is a ruin only.

How did Ur, another important city of Mesopotamia, look like? The historians' remake on the information gathered.







The historians and computer scientists reorganise a picture based on the information of the ruins of another city names Uruk. Source and copyright:

[https://www.researchgate.net/publication/280134491\\_City\\_of\\_Uruk\\_3000\\_BC\\_Using\\_genetic\\_algorithms\\_dynamic\\_planning\\_and\\_crowd\\_simulation\\_to\\_re-enact\\_everyday\\_life\\_of\\_ancient\\_Sumerians\\_-\\_Best\\_Poster\\_Award](https://www.researchgate.net/publication/280134491_City_of_Uruk_3000_BC_Using_genetic_algorithms_dynamic_planning_and_crowd_simulation_to_re-enact_everyday_life_of_ancient_Sumerians_-_Best_Poster_Award)



One type of Mesopotamian sea vessel



Another type of Mesopotamian ship

## Greek Civilisation: Different city-states adjacent to the sea

The archeologists excavated the mass of wreckage of Troy and a hundred more cities. They got the clues from the epics 'Iliad' and 'Odyssey' by Homer. The Minoan civilisation of Crete Island and the Mycenaean civilisation of southern Greece were united to be known as the Aegean civilisation. The Greek civilisation flourished on this development of the Aegean civilisation. That's why the Aegean civilisation is also known as the pre-classical Greek civilisation. Seas contributed to the Greek civilisation while it is commonly found civilisations are mainly river backed. Mountains and islands on the seas are the main geographical features of ancient Greece. In fact, Greek civilisation was a combination of the island states. These

### Mountains

Mountains refer to an elevated portion of the Earth's crust, generally with steep sides. Usually, an earth crust with a height of more than 1000 meters is called a mountain. This height can be thousands of meters from the sea surface like the Himalayas or the Kilimanjaro.

### How are mountains formed?

Some mountains were formed by volcanic activity. Scientists believe that most volcanic mountains are made of molten rock deep within the Earth. The rock rises through the Earth's surface or crust. It then flows to the surface in the form of lava. Mountains are then formed from lava and volcanic dust. Volcanic mountains are usually steep and cone-shaped. Mount Fuji in Japan, Mount Kilimanjaro in Africa, and Mount Rainier in the United States are examples of volcanic mountains.

Other mountains were created through the movement on the Earth's surface. In future, when you will study in the senior grades, you will get to know about a theory called 'plate tectonics.' This theory explains this type of changes. In brief, our earth crust consists of huge plates. They are floating on the magma and moving very slowly. The continents are on the top surface of the plates and move with them. Sometimes the plates collide, earth crust goes upwards and mountains appear. The Himalayas of Asia is an example of this. The plate carrying India collided with the Asian plates and brought this result.



island states got involved in internal conflict as well as worked together in different ventures. In this way, small city-states grew up in Greece. This country was surrounded by Adriatic, Mediterranean, and Aegean Seas from three sides. The rivers here were narrow like canals, shallow and not navigable. The land was not fertile at all. As a result, Greek civilisation was backed by the seas and not by the rivers.

Started approximately in the 13th to 12th century BCE and the Greek civilisation had its full flourish in the 6th and 5th centuries BCE. Athens was the main city of the mountainous island state of Greece. Democracy originated there for the first time. The small city-states of Greece were called Polis. Sparta of Peloponnesus was dominated by military rules. The much-secured fort regions were known as Acropolis. The busy areas were called Agora.

### Social condition

There was class division in Greek society. The elite people belonged to the upper class. The slaves and the working people were the oppressed class. The elites were the owner of huge properties and occupied important positions in the administration. Hence, in politics also they got the advantages. In Greek society, the traders were the most solvent people. During the Hellenistic time, there was economic development and the rulers and the traders along with the rich people enjoyed the benefits. The slave did laborious jobs.

### What types of home did the Greeks have?

Greeks used to build their home with large yards at the center. These yards remained the center for various activities. Usually, there was a well for water supply, an altar for veneration of gods, and playground for the children. The rooms adjacent to the yards were the working place, storeroom, and bedroom. In most houses, there was a room called 'Adorns' where the male members along with their friends and colleagues used to pass time and chat.

### Agriculture and trade

Agriculture and trade were the main foundation of the Greek economy. Since most of the land was barren and mountainous, they had to import corns. The farmers generally belonged to the poor class. Wheat and barley were the chief agricultural products. The overall economic progress was dependent on the rich and the traders.

### Religious beliefs

Ancient Greeks were worshipers of nature and believed in different gods and goddesses. Zeus was the prime god in Greece. But in separate cities, there were separate gods. Zeus was named the god of heaven and also the god of thunder and rain. Aras was the god of war. While Apollo

was the sun god Poseidon was the god of the sea. Spinster Athena was the goddess of wind and wisdom.

### Architecture

The famous Parthenon Temple was built for the goddess Athena in the Hellenistic period. This period marked a significant growth of architectural and sculptural arts in Greece. The great Greek sculptor Fidias made 70 feet high idol of the goddesses Athena and it got a remarkable place in history. The wreckages of Greek civilisations and palaces with huge pillars in the Acropolis of Athens still amaze us. Dorian, Corinthian, and Ionian-style pillars are still followed.

### Philosophy, sports, and literature

Greeks contributed greatly to the development of knowledge, philosophy, sports, and literature. The father of history Herodotus wrote a historical book about the war between the Greeks and the Persians.

We can find great philosophers like Thales, Socrates, Plato, and Aristotle in Greek civilisation. Famous mathematician Pythagoras and medical scientist Hippocrates are immortal in history. In 776 BCE, the Greeks introduced the Olympic Games. The first world atlas was also drawn by the Greeks. The Greek civilisation led not only Europe but also the whole world to the path of light.



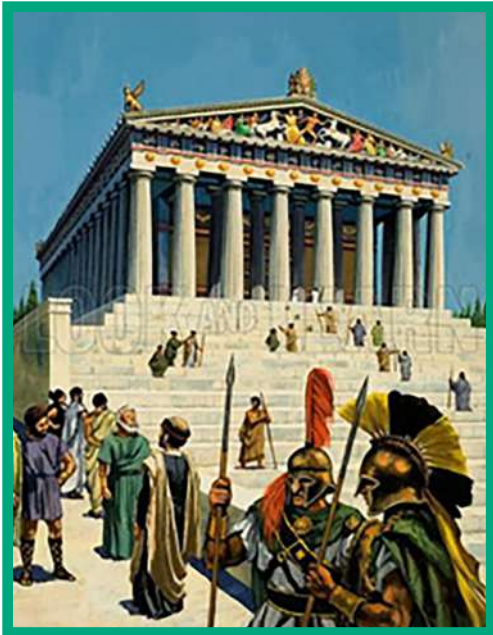
The present condition of Acropolis, the city centre of the main city-state of that time- Athens (Source: [history4kids.co](http://history4kids.co))



The Athenian Acropolis, the Parthenon temple of goddess Athena (Source: [history4kids.co](http://history4kids.co))



The location of the city states in Greek civilisation (Source: britannica.com)



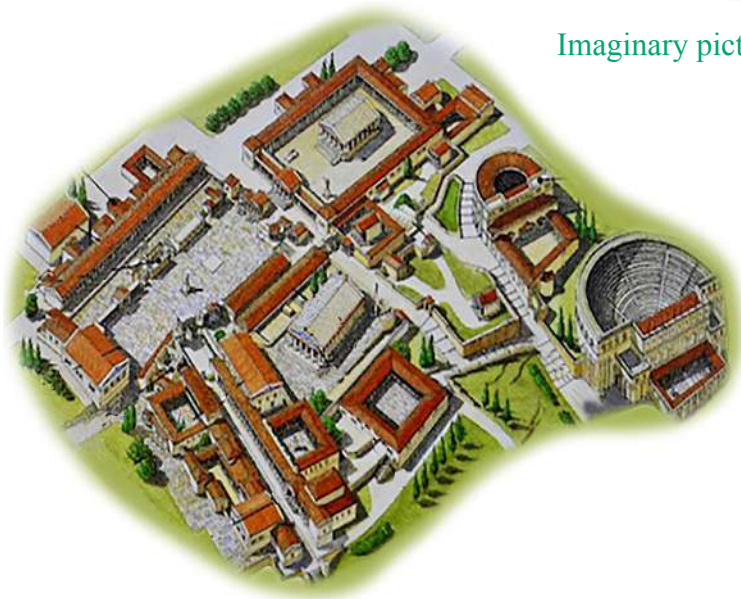
Imaginary picture of Persepolis of that time



The different parts of the ruins of Acropolis



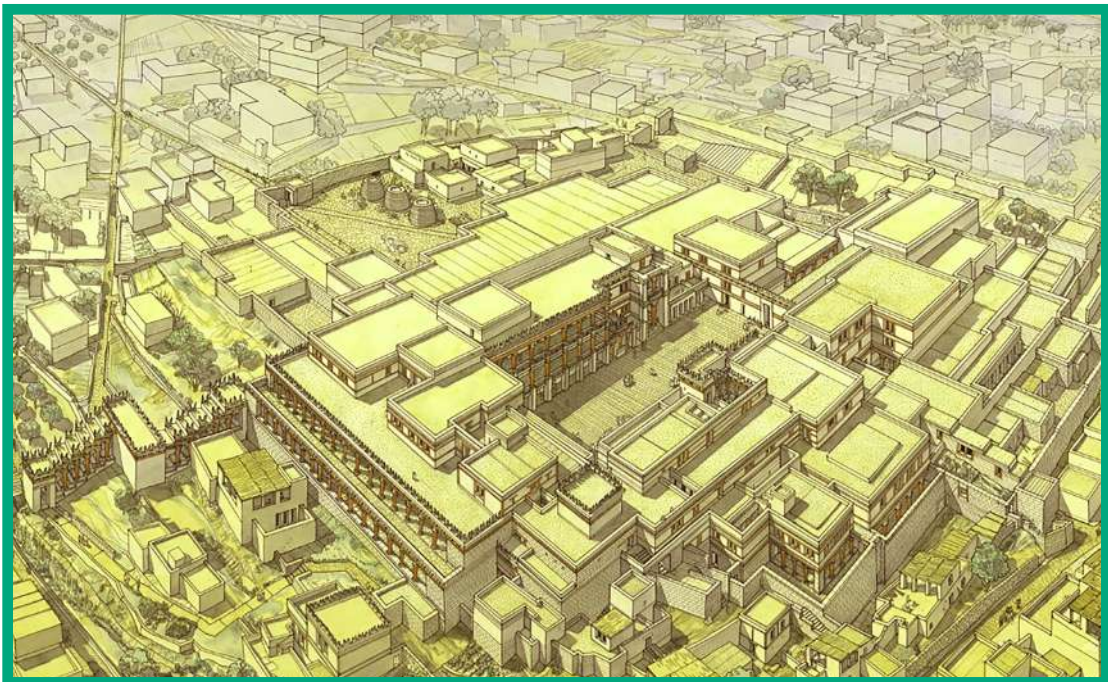
Imaginary picture of Olympia city



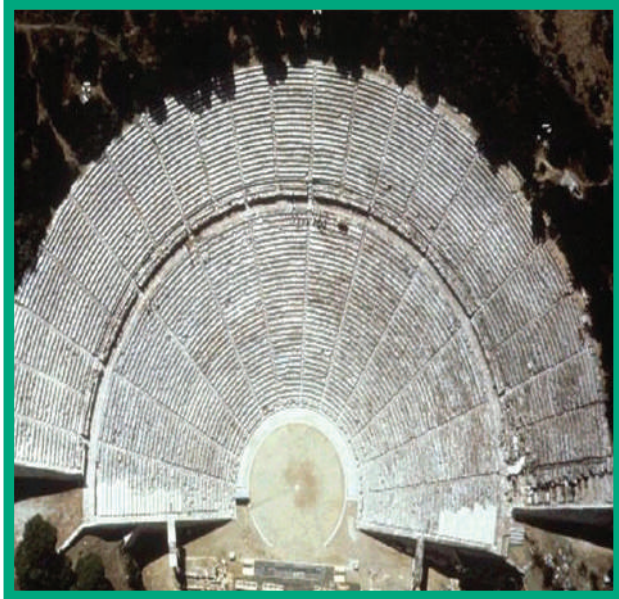
How did the city-state Corinth look like during that time? The historians try to remake the image



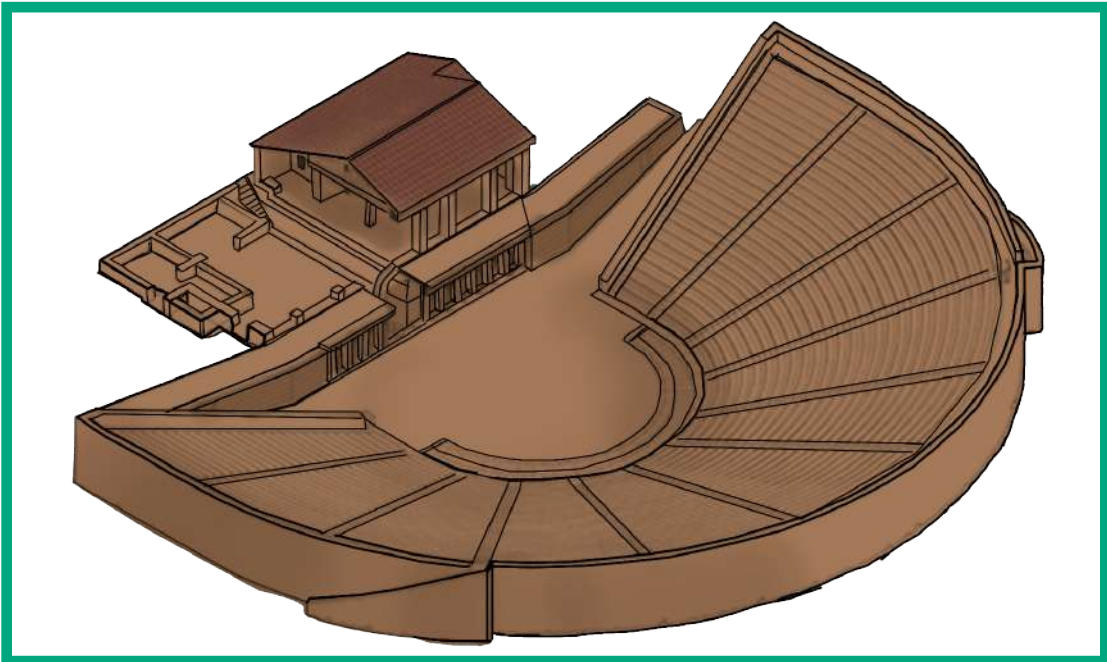
Imaginary picture of another city-state of Greek civilisation – Mycenae



Imaginary picture of another city-state of Greek civilisation – Crete. Sourec and copyright: <https://jeanclaudegolvin.com/en/>



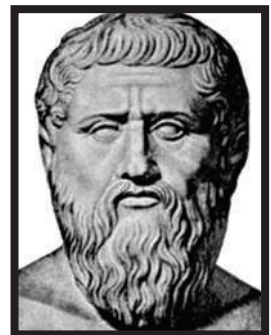
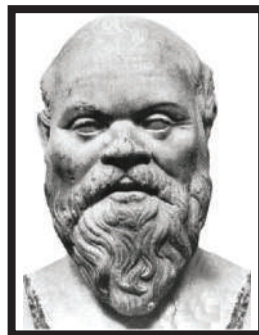
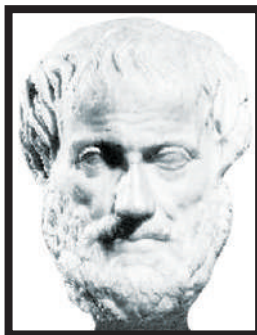
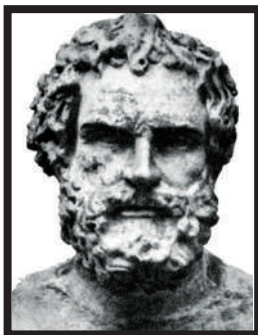
The Greek theatre (Source: worldhistory.org)



The section drawing of the Greek theatre (Source: theaterseatstore.com)



Pottery was common in Greece. One of the earthenware was very famous and was called Amphora. These were used to store liquid and other substances. The people from the upper class used those for other purposes too. These Amphoras used to have images inscribed on them. These pictures provided many important details of Greek life and society of that time. The Amphora given above shows a picture of running a race. These Amphoras were used to export products through sea routes. Such Amphoras or their ruins were found in many places of Indian subcontinent too.



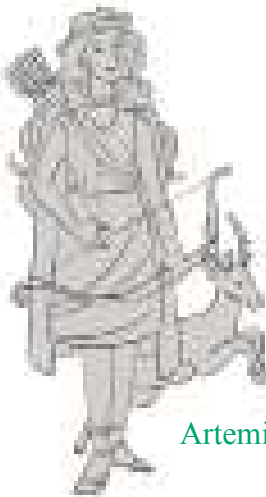
Acquiring knowledge was common in Greece. We got significant influence from Greek thinkers on mathematics, philosophy, science, astronomy and medical science. They are unforgettable. From left to right: Thales (623 -545 BCE), Aristotle (384-322 BCE), Socrates (470-399 BCE), and Plato (427- 347 BCE)

In Greek civilisation, there were many stories written about the gods and goddesses. Many images were also drawn. In Homer's Iliad and Odyssey, we find that these gods and goddesses are interacting and in conflicts with the human beings. As you grow up you might watch some movies based on the stories of these gods and goddesses. Some images of such gods and goddesses are given here.

According to Greek mythology, twelve gods and goddesses are there on the Olympus Mountain. They are Zeus – the sky, thunder, law and judgment god and God of the gods; Hera – the goddess of marriage, women, child birth and family; Poseidon – the god of sea, water, storm and earthquake; Demeter – the goddess of fertility,



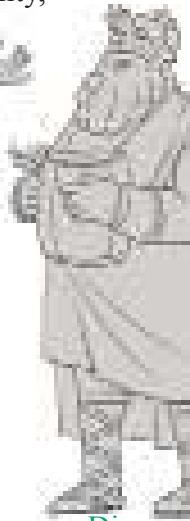
Zeus



Artemis



Apollo



Dionysus



Hera



Athena



Ares

If you want to see the Greek gods and goddesses in the form of cartoon figures or animation characters, you may look at these figures.



Hades



Aphrodite



Hephaestus

nature and harvest; Athena – the goddess of wisdom, handicrafts, war and chivalry; Apollo – the god of art, philosophy, truth, poetry and medicine; Artemis – the goddess of safety, hunting, archery and plague; Ares – the god of war, rivalry and bloodshed; Aphrodite – the goddess of beauty, love, creation and desires; Hephaestus – the god of technical and technological knowledge, fire and invention; Hermes – the god of trade and commerce, diplomacy, sports and travel; Hestia – the goddess of health, domestic chores and family; and Dionysus – the god of fertility, pleasure, recreation and rebirth. Of these twelve gods and goddesses, pictures of some of their sculptors are given here.

We will not be able to fully comprehend the history of Greek civilisation without acknowledging their close relationship with the sea. They established connections among the islands through sea routes and invented maritime war techniques and warships. Also, for trade and commerce, they connected other parts of the region through marine vessels. The Greeks were skilled making ships and navigation. Ships were called 'Trireme'. A number of written historical evidences prove that different ships were named after different gods and goddesses, places, animals or concepts (for example, liberty, pride, courage etc.) You can see some pictures of the Greek ships below. Can you make such ships with papers? You can also try to make such ships with other materials available around you.



Naval war



Fleet of warships

### Commercial cargo ships



Small and large ships in a fleet



While the civilisations brought positive changes in life-technology, architecture and views, the rulers of these civilisations tried to capture other regions. Kingdoms were in severe conflict with each other. Kings or the emperors used to be brutal and inhumane to get control over other regions and communities. They used to massacre thousands of people and destroy their habitats. In many cases, the rulers used to enslave the defeated communities. These slaves had no freedom. They were forced to do the hardest works. In a number of civilisations, the great establishments were set up by the slaves. Wars were also common among the city-states in Greece. In the above picture we see an imaginary depiction of the war between the Greeks and the Persians

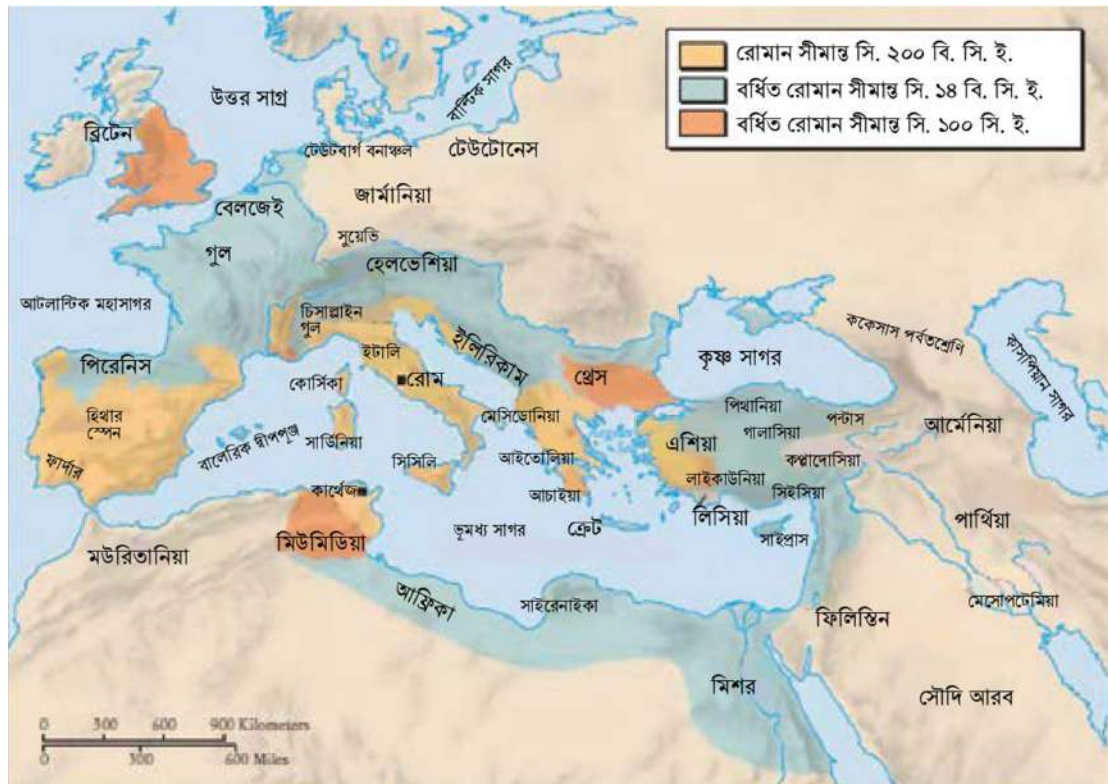


## Roman Civilisation: Empire and its Destruction

Roman civilisation was one of the strongest and most magnificent civilisations in the history of human civilisation. The Roman Empire retained its power and reigned for more than 1000 years. According to historians, in 753 BCE the exiled princess Romulus and Remus reclaimed the crown and rebuilt the city. Rome was named after the name of Romulus. Rome was established in the southern part of the European continent in Italy on the bank of the river Tiber. The Tiber is Italy's second longest river, and it started from the Apennine mountains and fell into the Tyrrhenian Sea. Three sides of Italy are surrounded by the sea. On the northern side of Italy, there is the river Alps, in the south Mediterranean Sea, in the east Adriatic Sea, and in the west Etruscan Sea.

### State

Roman rulers adopted the principle of expanding the empire in different areas of Italy with the help of military power. The Roman emperor held supreme authority in the state. Senate held less power than the emperor. At the end of the sixth century BCE, the republic replaced the monarchy. Roman people were divided into two classes namely



The extension of the Roman Empire(till 100 CE) (Source: Adler, P. J. & Pouwels, R. L., 2010, World Civilizations, 6th ed.)

Patricians and Plebeians before the termination of the monarchy. Patricians were the upper-class people and the Plebeians were lower-class people in Rome. The republic had lasted about five hundred years in Rome and the monarchy reigned for the next fifteen hundred years.

## Society and the Economy

After the establishment of the Roman city, people started to live there and trade and commerce expanded gradually. Generally, the Roman people had successfully established a unique and unified social and economic view of life. Therefore, people from Britain to Egypt and Spain to Romania accepted the lifestyle of the Romans. From the first and the second centuries CE, at the time of the expansion of the Roman empire, much information can be gathered about the then economic and cultural life of the Romans. This time trade and production increased notably. Trade and commerce mainly ran inside the empire; however, it was expanded through Silkroad to India, Africa and China

## Agriculture

Rome was a suitable place for the expansion of the empire. River Tiber contributed to the development of agriculture in ancient Rome. For this reason, Rome was dependent on agriculture. River Tiber supplied fresh water and fertile soil. Their popular agricultural crops were grapes, olives and food grains. They produced wine from grapes and edible oil from olives. To meet the demand for milk, meat and cheese, they reared cows, goats and sheep.

## Architecture

Roman civilisation had a bright architectural heritage. The ancient Roman architecture had distinct features which had not been seen before. The use of arches, vaults, and domes made their architecture more successful. Roman emperor Hadrian built the temple 'Pantheon' which was considered their largest architectural emblem. Built in Rome, the Colosseum was the largest amphitheater in the world and it could hold an estimated 56,000 spectators. The Roman Forum is a rectangular forum or plaza surrounded by the ruins of several important ancient government buildings at the center of the city of Rome. The Forum unified the day-to-day life in Rome. It was the venue for public speeches, criminal trials and gladiatorial matches. Many shops and open market places surrounded it. Roman empire, after transformation, became the centre of religious and secular programs and at that time many temples and monuments were built. Besides, Romans built an artificial watercourse with arches to supply water to the centre which was known as Aqueduct. In Rome, the length of the aqueduct was 260 miles. Bath Spa was another architectural emblem of ancient Rome. It was used at the same time as the bathing and leisure complex. The Appian Way, Roman-built, is still visible. The architectural patterns and designs of these structures were so much unique

that these artistic patterns were called Romanesque. Maximum buildings were made of stones, woods and marbles. Tuscany was the closest source of Roman marbles.

### Arts

Paintings, sculptures, and mosaic works were popular in the Roman arts. Sculptures and other artworks were mainly made of metals, rubies, ivory and glass. The success of Roman sculpture and arts is the making of full-body and half-length portraits of human beings. Roman arts were very much affected by the Greeks. The object of Roman paintings are animals, steady life, everyday life activities and mythology.

### Roman religion

Ancient Roman religion was pantheistic, that is, they believed in many gods. However, their main god was Jupiter, the god of sky. Though the Roman people believed in many gods, they mainly believed in 12 gods among them. They are Jupiter, Juno, Saturn, Neptune, Pluto, Mars, Venus, Mercury, Apollo, Diana, Minerva and Ceres. With the passage of time, Christianity spread all over Rome and in the 4th Century CE, the Roman emperor Constantine accepts the Christian religion and Christianity achieved the status of the state religion.

### Law

In the History of Roman civilisation, their finest contribution was law making. In 450 century BCE, 12 laws were inscribed on a bronze plate and hung in public places. This written law was known as Habeas Corpus. In Roman law, all men were equal. Therefore, Roman laws are considered the basis of modern western law.

### Philosophy and literature

Rome was not far behind in practicing literature. Roman playwright Plutarch wrote 12 plays which resembled the manners and culture of Roman people for the past three centuries. The most famous philosophy of the Romans was stoicism. Philosophers of this school believed that discipline, creating a peaceful society and being honest are essential to gaining happiness in life.

### Fall of Roman civilisation

The clash between ancient Roman residents and the intruders was a common and usual matter. Through many ups and downs, and hits and resistance, Roman civilisation was ultimately defeated at the hands of barbaric German nations in 476 CE.





The Pantheon



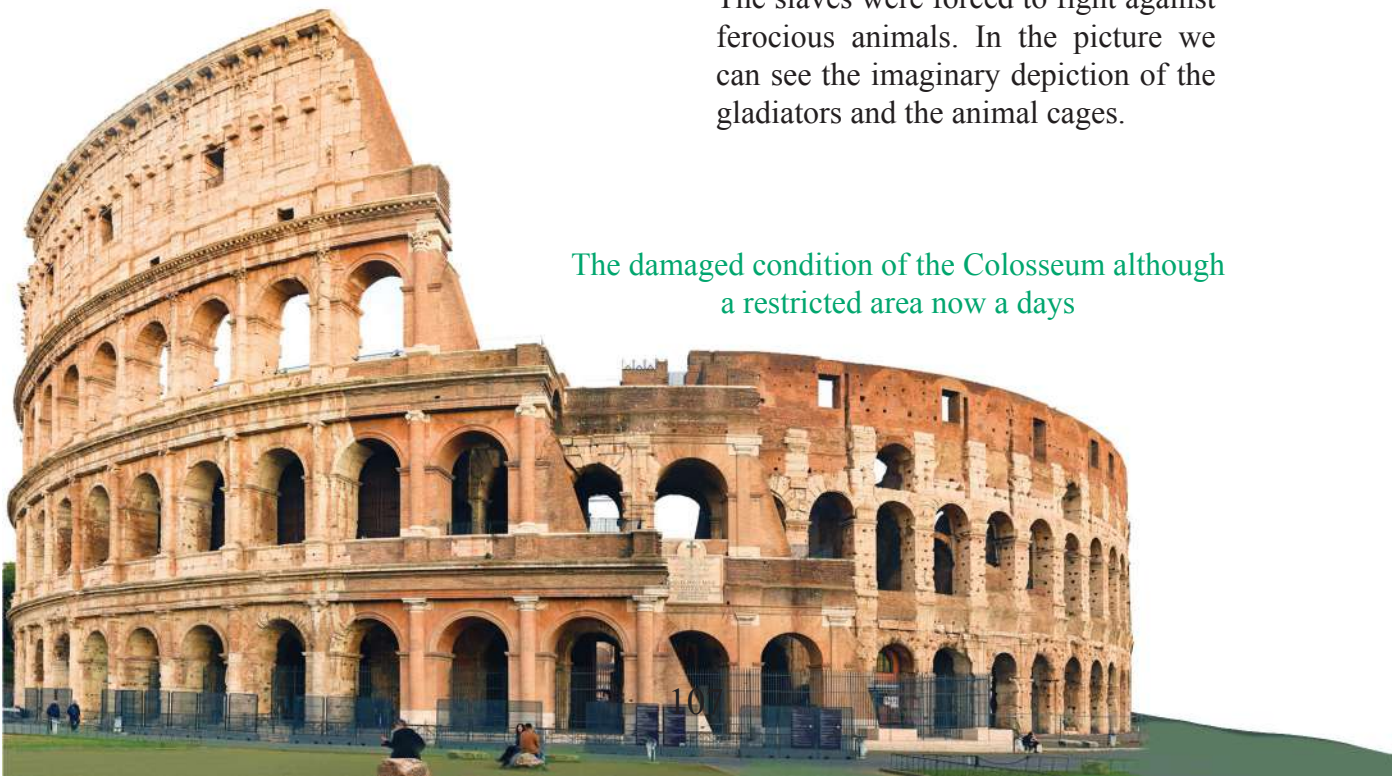
How did the Pantheon Temple look like at its primary stage? This is an artist's imagination. After the Pantheon was built, it was used as a temple. Later on, this temple was converted to a church. The dome on top of it was the largest one before the modern era.

The establishment that is regarded in the modern time as the representation of the Roman civilisation and empire is the Colosseum. Colosseum is a large yard surrounded by a gallery. The gallery had steps. Such an establishment is called Amphitheatre. But Colosseum had more specific features. Below we can see the present condition and the ancient look of the Colosseum in the picture. It was built following the orders of the Roman emperors, and one hundred thousand slaves worked for that. It was a centre of entertainment for the Romans. People used to gather to watch the wrestling or duel between the slaves or a slave's fighting against a tiger or a lion or similar ferocious animal. Great number of people died in such entertainment. One of such slaves named Spartacus revolted against such unfair recreation and led the slave rise for their freedom.



How was the Colosseum at that time? The slaves were forced to fight against ferocious animals. In the picture we can see the imaginary depiction of the gladiators and the animal cages.

The damaged condition of the Colosseum although a restricted area now a days

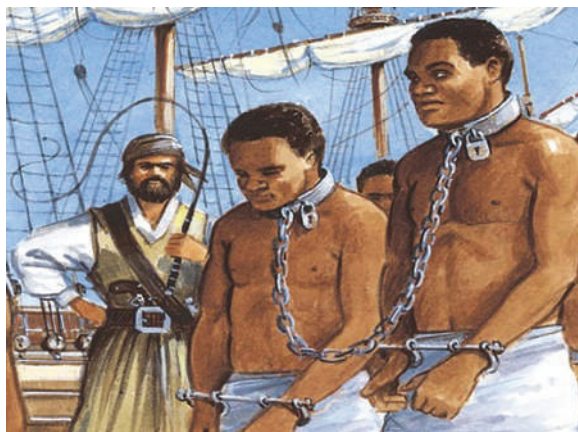




In the Colosseum, the slaves had to fight till death. People used to enjoy that from the gallery. An imaginary scene of a fight.



Hostage men and women are being sold in the market, an imaginary picture



Slaves were brutally treated to work against their will



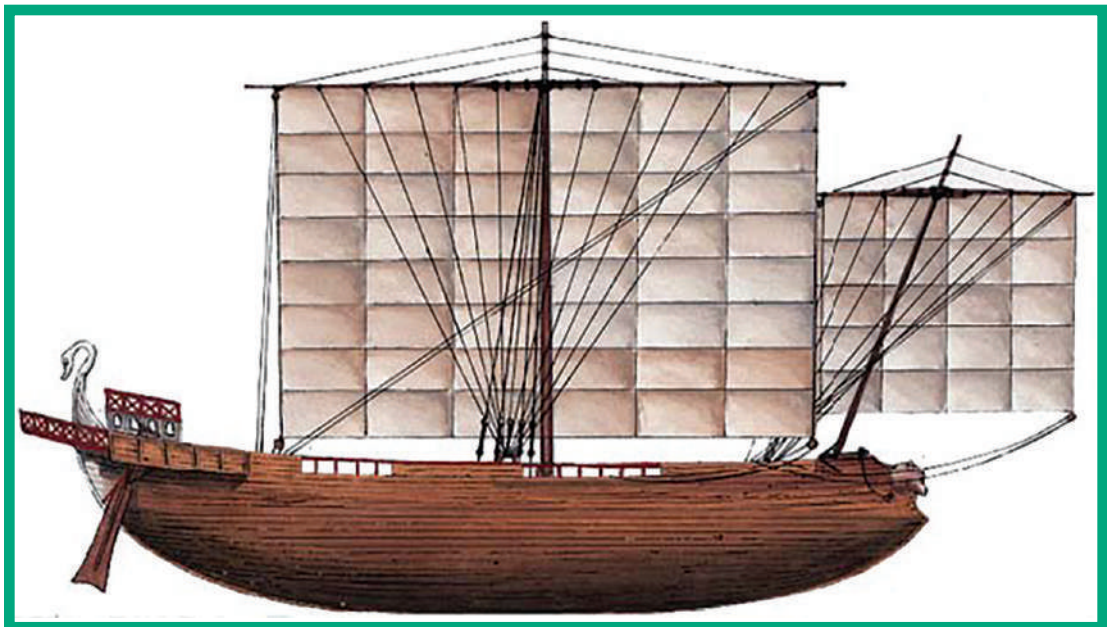
Spartacus, the leader of the slave rise against the government torture and enchainment of the Romans



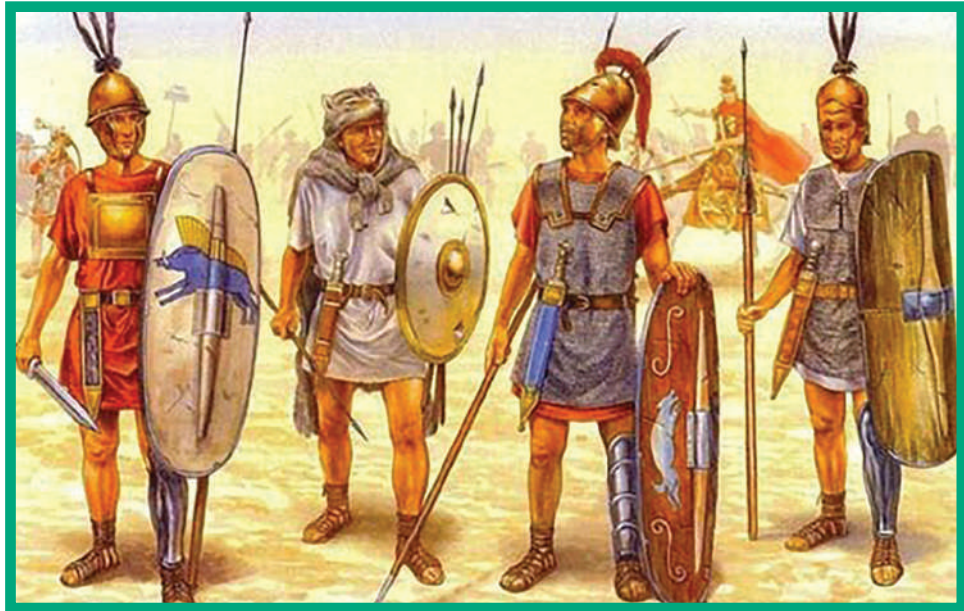
Image of Julius Caesar – the army general and later the emperor of Rome, created though computer analysis (right) and his sculptor (left)



Images of some Roman emperors developed through computer analysis



A model of one type of Roman cargo ship



Soldiers of different ranks from the Roman army (Imaginary picture)

The Roman army was a controlling force in the Roman civilisation. This army with a structure of different levels used to regulate the various regions of the country. Attacking new lands and brutal killing were their regular duties. They used to enslave the defeated people and were brought for the service of the Roman government, emperors and aristocrats. The Roman civilisation could not have existed or flourished without the help of this army.



Imaginary pictures of Roman army attack and killing



Imaginary picture of Roman naval fleet



One of the Roman warships. The slaves were forced to oar the ship



The naval war of the Romans (Imaginary)

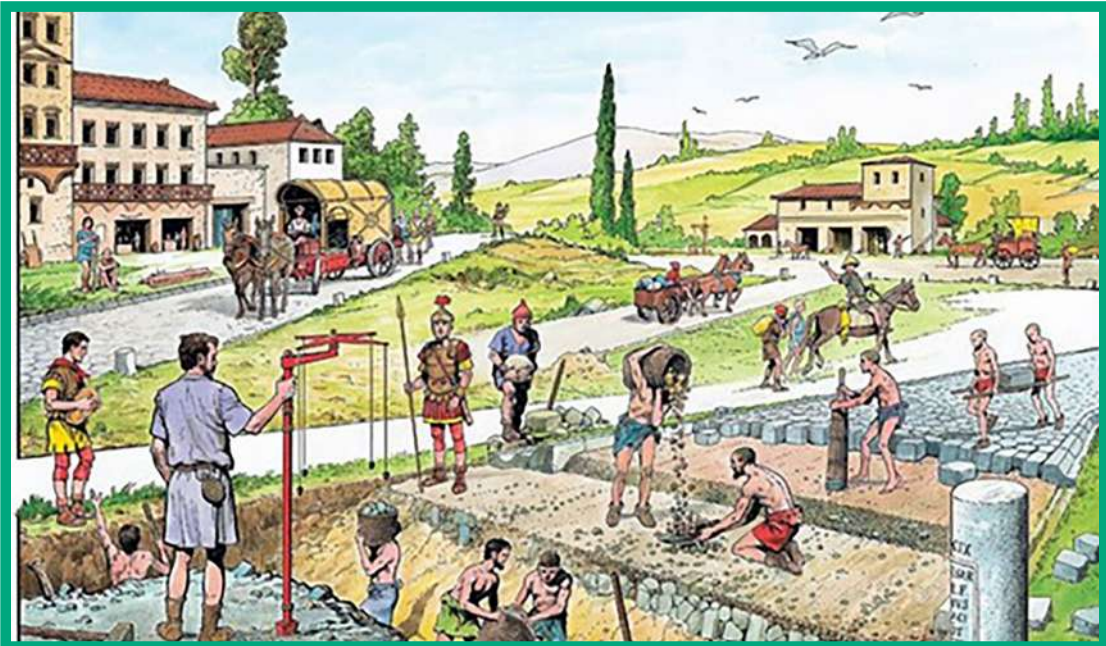


Different vessels at a Roman port. We can see warships and cargo vessel and other boats (Imaginary picture)

## Roman highway system



Highway built by the Roman engineers-craftsman and labourers was the centre of transportation. It was really significant in war, travelling and transportation. The Roman state gave priority on this. They forced the slaves for the construction. (<https://i.redd.it/i19603y0pvz51.jpg>)



The Roman engineers and craftsmen used to build roads with layers of mud and stones (Imaginary pictures)





The Appian road of ancient Rome (Source: [britannica.com](http://britannica.com))



The Romans built separate establishment and system to supply water to the Roman cities and buildings. A complex and modern water supply system was developed with pipe, canals, drains and bridges. The bridge like establishment on the river Gardon in present France was a part of Roman water supply system. (Source: [britannica.com](http://britannica.com))



The archeologists have made a Roman model after researching for thirty-five years.

Bird's eye view of Rome in the centre of the Roman Empire. (Source: [https://penelope.uchicago.edu/~grout/encyclopaedia\\_romana/imperialfora/model.html#:~:text=To%20commemorate%20the%20birth%20of,had%20reached%20its%20greatest%20size.](https://penelope.uchicago.edu/~grout/encyclopaedia_romana/imperialfora/model.html#:~:text=To%20commemorate%20the%20birth%20of,had%20reached%20its%20greatest%20size.))



Carthage, a Roman city (Imaginary picture) (Source and copyright: <https://jeanclaudegolvin.com/>)

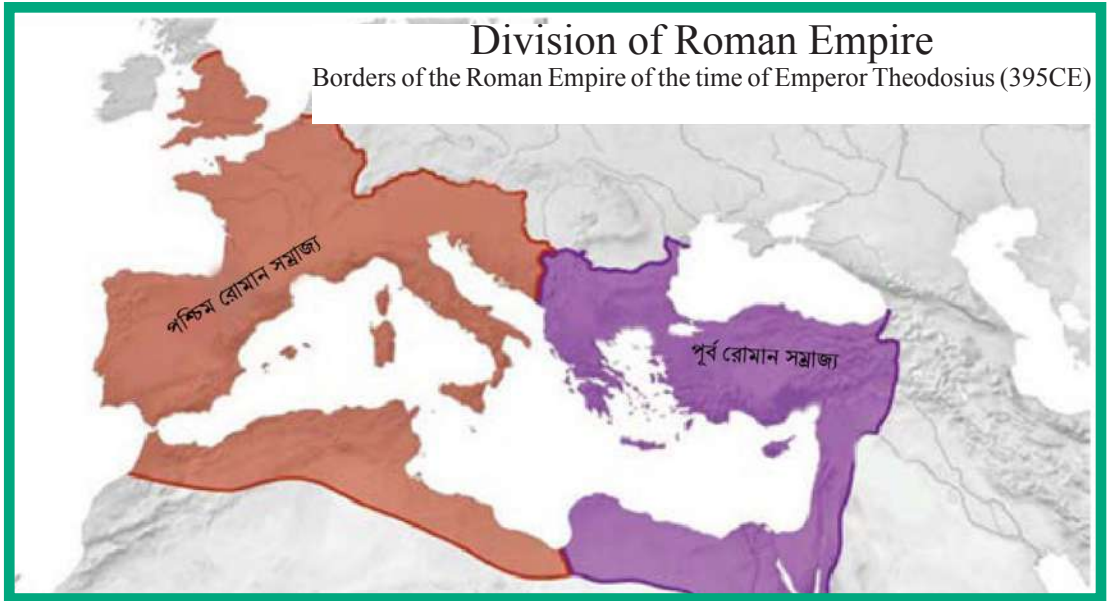


View of a main road in Alexandria. Alexandria was famous as a city and trade centre during the Egyptian, Greek, Roman and Byzantine period (Imaginary picture) (Source and copyright: <https://jeanclaudegolvin.com>)



Alexandria was not only a large trade centre or a junction among the regions for a long time; it had two great libraries that collected the most of manuscripts (known as books at that time). Later on, both of the libraries were destroyed.

<https://peripluscd.files.wordpress.com/2014/01/libraryofalexandria.jpg>



Two parts of the Roman Empire: Eastern and Western



Eastern Roman Empire or the Byzantine Empire



Constantinople city (present day Istanbul of Turkey) (Imaginary picture)



Hagia Sophia, a wonderful architecture of Byzantine period

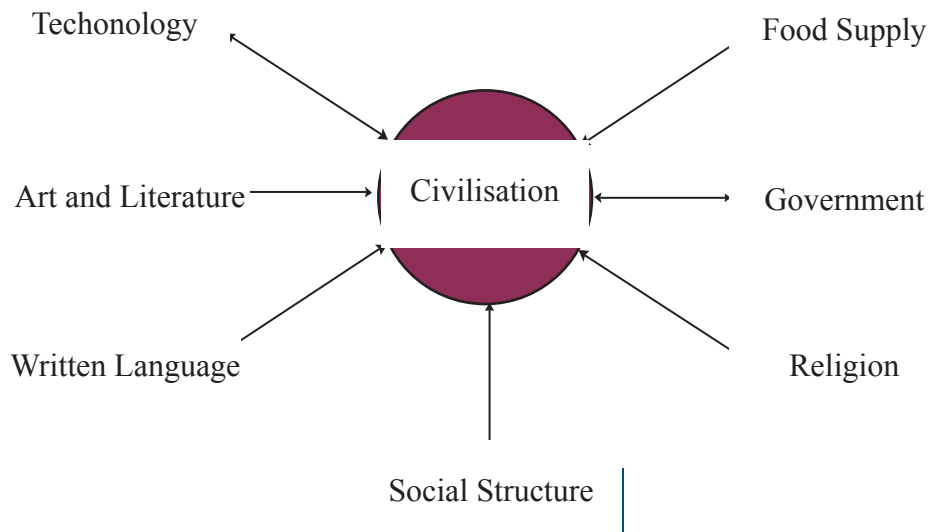
Let us find the similarities and dissimilarities of Roman and Greek civilisations.

similarities	dissimilarities

### Games: Advancing Civilisation step by step

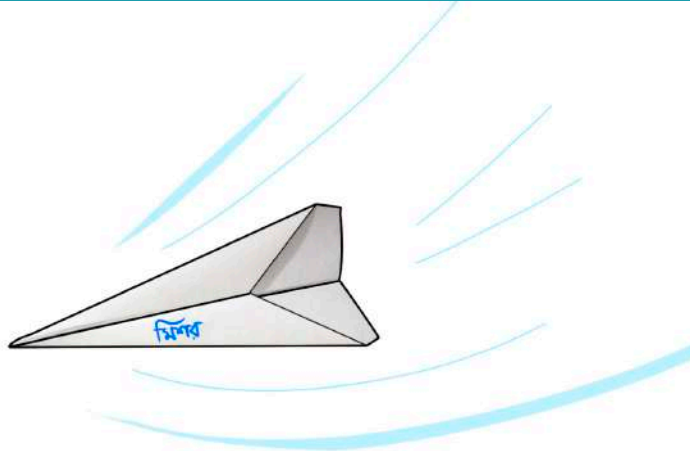
This game can be played on the classroom veranda or in the field or in an open space. Divide the class into seven groups through a lottery. Let us select one civilisation. Now, one representative of each group stands in a separate straight line. Straight lines are drawn parallelly. Each representative writes in large font the name of the civilisation which they get through the lottery and hold the placard in their hands. Then, Khushi Apa asks questions to the representatives about the particular civilisation. The question can be answered in a word. After group discussion, the representative answers the question. If the answer is correct, they advance one step. If the answer is incorrect, they stand in the same place. This way, every group is asked 10 questions. Let us see, which civilisation advances the most in this activity.

Use the diagram below and write 7 (seven) important aspects of Roman Civilisation in brief:



### Emblem of civilisation in a paper airplane

Take a piece of white paper and then draw an image or write a piece of information and make a paper airplane with it. Tell your friends to do the same. Now, throw the paper airplane at each other. Everyone will try to catch at least one of the thrown airplanes. Then, unfold the paper and read. Which civilisation does it indicate? Write the answer in a paper. Now, paste unfolded papers on the wall. Let us examine them; if they contain mistakes, correct them.



### Making Timeline

We have already learned about many civilisations. They were developed at different times. Let us organise the civilisation chronologically (arranged according to the order of time) from the beginning. Besides, we will mention the region from where civilisation developed.

Later, if you learn about any new civilisation, you may add it to the timeline. You may use a little piece of paper to make a timeline and paste it on the classroom wall.

### Let us point out the foremost events that happened first

In different civilisations, you have come to know about the first inventions or discoveries or the first event that has occurred. Let us find them:

First	Name	Civilisation	Place	Time
Paper	Payrus	Egyptian	Egypt	

At first let us write the information on a small piece of paper. Then, we can arrange them chronologically. We will try to understand which discovery happened first. In the meantime, what new inventions took place? What new items were discovered in the same place?





Let us try to locate different civilisations on a world map. We can specify which continent each civilisation belongs to.



## History of the Identity of the People of Bangladesh: Transformation, Diversity and Integration

Suppose you have been asked: ‘What is your identity?’ or ‘Who are you?’ – what would be your answer? In a similar way, we may ask one another, ‘What is your name? Where are you from? What are the names of your parents? What is your home address? Which country are you from? What is your religion? What is your home district? What is your ethnicity? What is your father? What does your mother do? What is your friend’s name? What do you like to eat? What games do you like?’

When you answer all these questions, all the things you or we say, construct our identity. Our name and address, place of residence, names of parents, occupation, names of relatives, their addresses and occupations, family status etc. also form our identity. Sometimes even the names, occupations and lineages of our neighbours also form our identity. When we talk about the identity of others, we introduce them to other people. The people of Bangladesh live in different districts. Sometimes they move from one place to another. Some live in villages while some others live in small towns in mufassil (suburb) areas. Of course, some live in big cities too. Many of our people live, work or study abroad. Many of us travel from one place to another. Everyone’s identity remains the same while they move from one place to another but sometimes the identity gets changed as well. Our names remain the same while our addresses change. Our food habits may change. These happen when we move from one place to another. The same may happen when we grow up. Others may describe us in many different ways. They may refer to our appearance, spoken language, dress, gender, age, occupation etc. Just as we feel proud of the identity of our parents, so do the orphans or those whose parents have both died in the war. Again, an orphan can be adopted by a person according to adoption laws. If any of your parents get transferred to a new place, you may have to move to the new location. There you may have to be admitted to a new school. You will have new friends there. Then the identity of your school, friendship and address will change for you. When you grow up, some of you will work in agriculture, some will be in jobs, some will run businesses, some will be scientists, some will be artists, and some others will be players. Then your professional identity will change. Your address will change as well.

So, we understand that human identity is made up of various characteristics and aspects. We get some identities by birth. Similarly, some identities change with the change of places or over time. We can comprehend the fact that sometimes our identities change with the change of place and time. We can learn about these identities if we study the history of our national and individual identities. For example, today we are the citizens of independent Bangladesh and so the identity of our citizenship is Bangladeshi. Many of us speak in Bangla and so we are Bengalis. Again, many people in this country may not speak Bangla. They may speak Mandi, Santali, Chakma, Marma and Oraon

languages. Their ethnic identities are Chakma, Marma, Oraon, Santal, Mandi etc. Some of us are male while some are female. Some are of the third sex. Gender identity is formed accordingly. Some are Muslims, some are Hindus, some are Buddhists, some are Christians, and some have other religious identities. Some people like to eat rice while some others like to have sweets; some people like to eat rice-meat-pulses while some others like to have mashed food and vegetables. Ethnic identity, religious identity, the identity of one's locality, and familial-personal habits help form our food habits, clothing, language, speaking style and pronunciation. The way we speak, our pronunciations, food habits and dresses change from one place to another, and over time. What we wear in summer is not the same as what we do in winter. Then, we wear different clothes. Some are tall; some are a bit less tall; and our complexion varies from person to person. The clothes we wear at home have to be sometimes changed when we go outdoors. Our financial conditions, and the customs, manners and festivals of the locality where we live in some ways determine our languages, our dresses, our behaviors, and our food habits. Sometimes even our complexion gets affected. Many of us may get injured in accidents and thereby lose any limbs. Some people may live a different life that may not match ours. Some people cannot do a lot of work properly. Some easily forget things or they face some sort of weaknesses and limitations due to physiological reasons. These can often form a new identity or change our identity. These

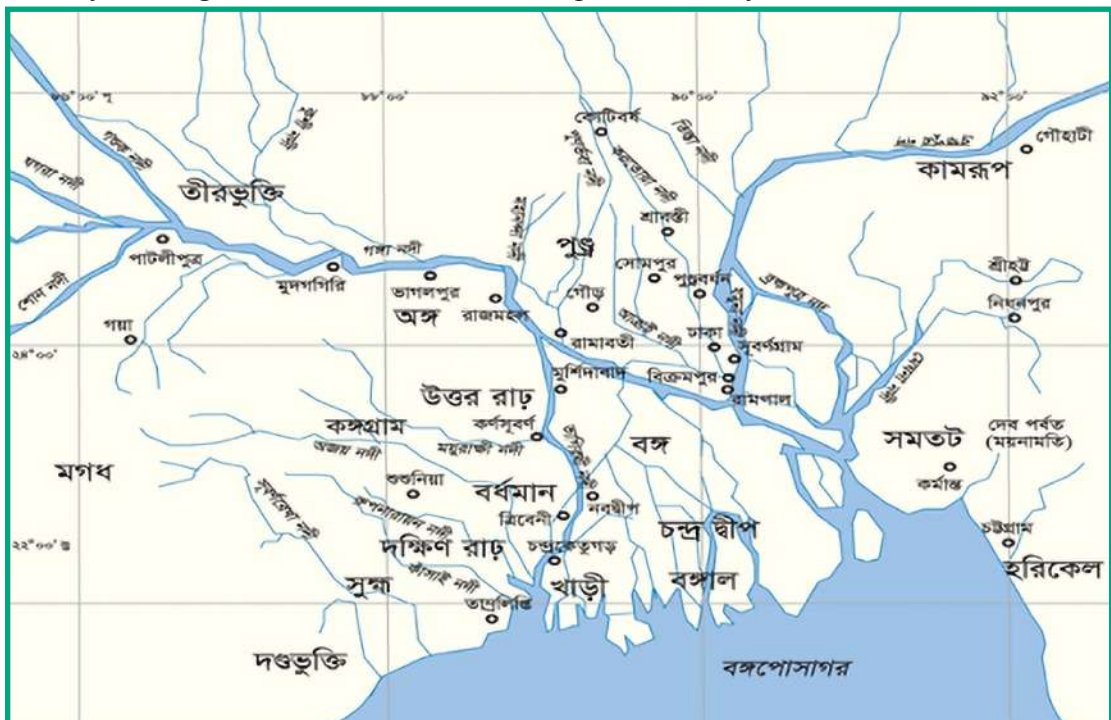
Now you can work in groups to find out how you can determine the identity of different people you have met. Then present your findings below:

Human identity	Elements of identity

diversities, the differences, the different languages, the dissimilar ethnicities among us, all these are a great beauty of our country. Diversity is not a bad thing. Having different languages and dissimilar appearances are no weaknesses. These are not a matter of cutting jokes. That some people should be avoided, hated or envied is such a thought or behaviour that it belittles our identity as human beings. We are humans – this is another identity that we all possess. We have read about the history of different eras of Bangladesh before. However, we have learned that present-day Bangladesh was known by other names thousands of years ago. We do not yet know what the name of our country was in prehistoric times. It is very difficult to know about the ethnic identity of the people who lived in this land at that time. However, historians and scientists assume that after the emergence of the human species in Africa, humans spread to different parts of the world millions of years ago. At that time the environment, sea, rivers and climate were also different from those of the present time. Later, humans

settled in this region and scientists named them using various identities. Some say they were Dravidians while some others say many of them were Mongoloids. Later, people from different parts of Europe and Asia also migrated to this region. The history of people's moving from one place to another is very old. It started millions of years ago. This movement is called migration. We cannot say for sure who the people were in our country before and during the development of the Harappan civilisation. We do not even know about the people who lived here when the Harappan civilisation became extinct with the rise of other new settlements. We do not know in detail what their religion was. The Harappan civilisation emerged in the western and north-western parts of the Indian subcontinent. You may have noticed that the territory of our country is to the east of the present-day Indian subcontinent. You have already known that historians are still trying to distinguish the identity of these people.

During the colonial period, scientists from Britain and other imperialist countries introduced a new term 'race' to categorise human beings. In Bangla, it can be termed 'Narabarna'. It measures the various limbs of a human body. It operates surveys on the different nations throughout the world. They consider some features like human complexion, height, the shape of nose and face, skull structure, hair, etc. to compare and classify human beings into different races. From the very beginning, their research and classification were based on defective scientific ideas. It was a biased one. It is believed that the variations in men are related to their variation in strength, courage, bravery, intelligence, behavior, habits, and practice. They defined themselves as the



superior and developed race. They demanded that they built the early civilisation since they are the most intelligent, the bravest, and the greatest. Others are inferior to them in terms of intelligence, strength, and knowledge.

They introduced themselves as the Aryan. They gave different names to the others. In the nineteenth century and even after that in different areas of the world, this racist idea was used to continue the British or American dominance. Since the Aryans were the superior and the greatest, the non-Aryans and others would also develop soon under their control. It was their standpoint and many people supported this viewpoint. Among them who set colonies in the Indian Subcontinent did the same thing of dividing people into different races. People got divided into many classes. One of those classes was given the name the Aryan. It was said that

### Stay Away from Racism and Communalism:

From the above discussion, you must have got ideas about racism. Now get divided into several groups. Each group will talk about a particular topic. After discussion each group will present a poster:

1. How can racism and communalism be identified?
2. How does racism and communalism create conflict in the society?
3. How to denounce racist and sectarian mentality?

they emigrated from outside of India during the Harappa civilisation. They became dominant in the Harappa civilisation and later in the whole Indian Subcontinent through their bravery and superiority. The descendants of these people came to be known as the Indo-Aryan. They used to speak in Indo-European languages. On the other hand, the people of the Harappa civilisation were named as Non-Aryan and Dravid. Their language was considered inadequate and not developed to express meaning.

People from outside of the Indian Subcontinent came here in groups of different ages. They started to live permanently. They also came before the Harappa period. Another large community came gradually in different terms and settled. They had marital and family ties with the local people. These outsiders used to talk in different languages or had different cultures. But, they were not superior to the indigenous people in merit, appearance, strength, and intelligence. Even at that time, there was no common community from the same nation with the same language, behaviors, rituals, and food habits in the Indian subcontinent.

In different regions, in different areas, there were people of various cultures, languages, and food habits. The difference does not mean someone is superior or inferior. There could be differences in appearance, complexion, height, and stature. But it does not mean these differences ensure someone's superiority. It also does not mean someone is inferior, more intelligent, someone is better or someone is worse. Good and bad, less or more intelligence, doing good deeds and bad deeds, good or bad behavior do not depend on physical features, blood group, or family lineage. After birth, people get different identities in different circumstances. The idea of race created so much conflict, rivalry, and hostility that later on it turned into racism. This racism based

on the superiority and inferiority of people was later termed as wrong, biased, and unequal by historians. They said that although there could be some differences, these differences cannot be universal ones. Differentiation among men leads to inequality, exploitation, and conflict in society.

If we look at the history, we can trace the different identities of the people of this region at different ages. As we can have multiple identities at the same time in the present age, in the same way this present identity could be different from the past ages. Let us explore an example. At the beginning of the historical age, the people in the Indian Subcontinent were classified as the Aryan and the Non-Aryan. But, actually, that classification resulted in some speakers of the Indo-European language (those who used to speak Sanskrit). They used to call the people of this region at that time as non-Aryan, robbers or slaves who spoke some savage languages. They claimed themselves as the most civilised, advanced, and learned. They considered people of different languages, appearances, and cultures from the huge geographical areas of south India, present Bangladesh, and north-eastern India as the lower class.

During that time, there were separate regions known as the Mahajanpads (great realms) with separate names: Magadha, Gandhar, Mithila, Kuru, etc. People from those realms came to be known by names of that realm (Janapada), clan, or the city they lived in. They were introduced in different languages also. Today's Mahasthangar was then known as Pundra. The southern part of Bangladesh was called Gangaridai. The north-eastern region was known as Kirat. Some parts of the middle and southern part of Bangladesh were known as Banga. People were identified with the name of those regions. Besides, people were also identified with culture, way of talking, or religious beliefs.

At the later stage of history, clear distinctions between the people of present Bangladesh and the people of the combined regions of West Bengal and Bihar in present India would be traced. Historians came to know about the separate states (great realms) that existed in the 7th and the 8th centuries of the Common Era.

In 7th-8th century present-day Bangladesh and north and western parts of Bangladesh, many regions originated based on the differences of languages, customs, and state systems. The notable regions are: Barendra, Banga, Samatat, Horikel, Raro, Kalingo, Bideho, Anga, Kamrup, etc. At that time, the northern part of present-day Bangladesh (it was known as Barendra and Pundrabardhwan) and the northern part of West Bengal, India were known as Gaur. People outside call the administrators as 'the Administrator of Gaur'. People of this province were known as Gaurea, Barendra, Pundradeshea. We have got the trace of identity of the then people based on their occupation and class. Besides, administrators' identity was also different. Some people were specially addressed with respect. To demean someone sometimes different identity was shared by high-class people. In some written sources, we have found that the lower-class people were addressed as Shudro or Osprishoo or Doshyu or Chandal and by calling them the same upper-class people avoided contact with them. Sometimes people of one region introduce the people of other regions differently. For example, Purbadesheo, Pochchhimdesheo. To demean the people of other regions, names like Jaban (heb), Mlechchho (𑂣𑂗𑂢𑂰) are used. Administrators or the people of the higher class used different names to demean the lower-class people, people of other localities, nations, or communities and at the

same time, they expressed their own superiority. Besides, people of all communities, regions, and people of different opinions were asked to love each other, respect each other's opinions, and avoid conflicts. From emperor Ashoka to emperor Akber, numerous administrators have urged the people of different identities to live with love and harmony. Sanskrit, Prakrito, Arabic, Farsi (Persian), Tamil, and even the Bangla poems of the Middle Ages or the literature of other languages have expressed the stories of friendship, love and sympathy of the people of different regions, identities, and nations.

In the Mughal era, Bangladesh together with some parts of India formed an administrative unit also known as Suba Bangla. Suba was each of the administrative units. Then Bangladesh was known as Bangla or Bengala. In the Middle Age many businessmen, travelers, and ambassadors came from Europe and they have also called Bengala or Banglah. Sometimes people's identity in different regions was named after the name of the community or region or religion or nation or the language and accent they belong to. Besides, every person had a unique name. Apart from their individual names, the name of the region they belong to was also mentioned.

Earlier this region was known as Banga. After that, it was known as Bengala or Bangala and from that, we have got the name Bangla. Considering the western, northern and eastern parts of Bangla or according to river and landscape types, sometimes people's identity was defined. Some of them were called Bhatir Desher Manush (people of downstream regions). Again, some of them were called Uzaner Manush (the people of upstream regions). People on one side of a river used to know people from the other side differently. From that Banga or Bangala, we have got the name Bangali. On the contrary, people who speak different languages are named differently.

In the past, these types of various identities were there for the people of our country. Till now, we have various identities. Identities can be based on names, addresses, religion, sex, and customs. In addition, it can be based on nation and citizenship. Including all these identities we have got our individual and collective identities which have gone through different changes. Every identity bears paramount significance. It is essential for our existence. Varieties of our identity and its difference were there in the past and are present now. Only for their identity, we should not demean anyone or hate someone or force someone or oppress someone. Earlier, this attitude was considered a crime. In the constitution of Bangladesh, this type of discrimination and oppression is also considered a crime. With various types of identities, we are human beings. If we all are alike, the beauty of differences and enrichment will disappear. Today's Bangladesh is comprised of identity differences and varieties.





শরণার্থী: ১৯৭১

১৯৭১ সালে মুক্তিযুদ্ধ চলাকালে পাকিস্তানের সেনাবাহিনী এবং তাদের স্থানীয় দোসরদের নৃশংসতার হাত থেকে রক্ষা পেতে এদেশের মানুষ বিভিন্ন পথে শরণার্থী হিসেবে ভারতে আশ্রয় নেয়। ভারত সরকার মুক্তিযুদ্ধ চলাকালীন প্রায় ১০ মিলিয়ন (এক কোটি) শরণার্থীকে আশ্রয়, খাদ্য ও চিকিৎসা সহায়তা প্রদান করে।



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- মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

একতাই বল

তথ্য, সেবা ও সামাজিক সমস্যা প্রতিকারের জন্য '৩৩৩' কলসেন্টারে ফোন করুন

নারী ও শিশু নির্যাতনের ঘটনা ঘটলে প্রতিকার ও প্রতিরোধের জন্য ন্যাশনাল হেল্পলাইন সেন্টারে  
১০৯ নম্বর-এ (টোল ফ্রি, ২৪ ঘণ্টা সার্ভিস) ফোন করুন



Ministry of Education

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