



SOCIAL STUDIES

Class - 4



Introduction

Millat Foundation for Educational Research and Development (MFERD) is an organization conceived with the vision of providing a common platform for the networking, co-ordination, collaboration and co-operation among Muslim educational institutions, thereby complementing the efforts of individuals and organizations in achieving excellence in education within the boundaries of Islamic Shariah. MFERD aims to address the various challenges faced by these institutions and find solutions through research and development.

One of its major program is to design a value based curriculum for school to nurture and culture our future generations with excellence.

Curriculum is the sum total of all learning experience a child undergoes including academics, activities, learning environment, assessment and interaction with teachers, students, parents all together from the moment a child walks in the school until he/she steps out.

After years of research in child psychology, education from Islamic perspective, and review of various curricula, a value based curriculum has been designed in accordance with National Curriculum Framework and International standards to focus on all round development of the children so that they identify their identity, realize the need and become leaders of tomorrow.

This curriculum is comprised of:

- **Objectives** - as per Islam psychology, education and stakeholders
- **Syllabus** - as per age group and government standards
- **Methodology** - child centric and appropriate to the subject and objectives
- **Resources** - including teacher training, teaching aids manuals and more
- **Assessment** - formative, summative, self, co-scholastic, behavioral and long term
- **Activities** - curricular, co-curricular and extra curricular with guidelines for events
- **Scheduling** - calendar, day-year plans, workload, period split and competitions
- **Observation** - feedback and research

Central Academic Development department has been setup to plan, train and monitor the implementation of this curriculum in various schools at all the levels.

Preface

Social studies is the study of people in relation to each other and to the world in which they live. It comprises the disciplines of history, geography, civics and economics. As a study of human beings in their physical, social and cultural environment, social studies examines the past and present and looks towards the future.

It helps students acquire the skills, attitude, knowledge and values that will enable them to become engaged, active, informed and responsible citizens and contributing members of their communities, locally, nationally and globally. It encourages to develop their sense of self and community, enthusing them to affirm their place as citizens in an inclusive and democratic society.

Life and stories of the Prophets of Allah as mentioned in the Quran and Hadees are the best medium to introduce Islamic history to young Muslims. We believe in developing a historical perspective where historical materials are not merely used as a chain of events, dates and names, rather they become basic fountain of learning through which students are able to relate their own life experiences in the perspective of social studies.

Students should be acquainted with the relationship between obedience to Allah's command and Allah's rewards and the consequent punishment of not doing so. Gaining insight into these processes will enable the learners to be receptive to the teaching of the Quran and Sunnah and identifies his identity.

Knowledge and comprehension of geographical concepts of locations, time, space, distance and direction have also been accorded in lucid manner.

It is to ingrain in the minds of young that Allah has created the heaven and the earth and he has made land and water bodies with the specific light thrown on our country India and its states with a great variety of foods eaten and the clothes worn therein.

We hope that the book would prove to be a rich source for learners to enrich their knowledge of the world in Islamic perspective and social studies.

Excerpts from National Curriculum Framework 2005

An overall summary of the National Curriculum Framework 2005

The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion, the present NCF proposes five guiding principles for curriculum development

- (i) connecting knowledge to life outside the school;
- (ii) ensuring that learning shifts away from rote methods;
- (iii) enriching the curriculum so that it goes beyond textbooks;
- (iv) making examinations more flexible and integrating them with classroom life; and
- (v) nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

National Curriculum Framework 2005 on the perspective of education

Education must be able to promote values that foster peace, humaneness and tolerance in a multicultural society.

The National Curriculum Frame document seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have. In order to realize educational objectives, the curriculum should be conceptualized as a structure that articulates required experiences. For this, it should address some basic questions:

- (i) What educational purposes should the schools seek to achieve?
- (ii) What educational experiences can be provided that are likely to achieve these purposes?
- (iii) How can these educational experiences be meaningfully organized?
- (iv) How do we ensure that these educational purposes are indeed being accomplished?

National Curriculum Framework 2005 on the Guiding Principles of education

Children acquire varied skills naturally while growing up in their environment. They also observe life and the world around them. When imported into classrooms, their questions and queries can enrich the curriculum and make it more creative. Such reforms will also facilitate the practice of the widely acknowledged curricular principles of moving from 'known to unknown', from 'concrete to abstract', and from 'local to global'.

The MFERD books are designed to adhere to the guiding principles laid down in the National Curriculum Framework 2005. We want the followers/students to abide and fulfill the educational objectives framed by the NCF so that they not only become honest and faithful citizens but also to be a part of the ever growing global world and economy. We sincerely believe that by following this curriculum the students will develop their personality which will be a beacon of light for others to reflect and ponder and be like one.

For MFERD's approach to address these perspectives please refer to the back cover page.

Contents

History

IV. History of Mankind

- | | |
|-----------------------------------|----|
| 11. Sources of History | 1 |
| 12. The Beginning of Civilization | 6 |
| 13. Why Civilizations Perished | 12 |
| 14. How Civilizations Prospered | 18 |

V. History of India

- | | |
|--|----|
| 15. Indian Heritage and Culture | 24 |
| 16. Ancient History of India | 32 |
| 17. Medieval History of India (Part I) | 39 |
| 18. Medieval History of India Part II) | 48 |

Civics

- | | |
|------------------------------------|----|
| 19. Civic Sense and Our Government | 55 |
|------------------------------------|----|

Unit - 4

History of Mankind

11

Sources of History



The Beginning
of Civilization

12

13

Why Civilizations
Perished



How Civilizations
Prospered

14

Sources of History

Have you seen or met your great grandparents or great great grandparents? Possibly you might have only seen their photos or heard about them from your parents. Your parents might have told you how they were, about the time, clothing, and food habits which defines our culture. This information helps you to know the customs, traditions and conditions of that time. These narrations will look like stories from the past. The stories of the past events or the development of a region is known as history.

Let us learn :

Sources of History
Timeline

Muslims were the first who recognized history as a source of knowledge. They did this to understand the conditions as per the time and learn lessons from the past in order to shape the present and live appropriately. They learnt this from the Quran and hadeeth.

The Quran taught the Muslims the rules of history and how the history was at a particular time. The Quran also describes the civilizations, their development and the warning from Allah, for the people who followed and those who ignored the consequences.

(The stories of) Many practices (by which Allah had dealt with the people) have passed before you so travel on the earth and see what were the end of those who rejected Imaan. [\(Surah: Al-Imran chapter 3 verse: 137\)](#)



Numerous stories of prophets, people and historical events are mentioned in the Quran. For this reason Muslims studied Quran deeply; Quran and its verses taught these people how to write history. This was to evoke the human thought process.

Now, there are people who study the past and tell us about it. These people are known as historians. Historians study various objects such as manuscripts written on stones, bones, leaves, vessels, paintings, old books, coins, utensils, farming implements, furniture, weapons, remains of old buildings and palaces from the past to know the history of a particular place. These things mentioned are the sources of history.



Abdul Rahman Ibn Khaldun was one of the most famous and influential Muslim historian. He was born in the North African country Tunis in the year 1332.

Khaldun is the father of sociology. He contributed to the understanding of civilization. One of his famous document is 'Muqaddimah Ibn Khaldun' which he wrote in twelve volumes. It took him fifteen years to write this document for which he also toured many countries. The document reflects his wisdom. He discussed a variety of topics in this. He was also known for his knowledge about chemistry and alchemy. The document that he wrote is his greatest legacy that he left for all humanity and the generations to come.



Ibn Khaldun

Some other famous Muslim historians are Ibn Ishaq, Ibn Hisham, Tabri, Al-Masnudi and Ibn Kathir.

Tap your knowledge

1. _____ tells us about the past.
2. _____ are people who study the past.
3. _____ are the things which tell us about history.
4. _____ was the father of sociology.

Time line

When the different events are placed in the correct order or sequence, it is known as time line. History is represented on a time line which puts dates and events in the correct order. Time line shows when an event happened, where it happened and how it happened. It also helps us to analyze why it happened and what we should learn from it. Time line helps us to remember things better while learning about the past. In short a graphical representation of a period of time on which important events are marked is known as time line.

Let's take an example

Azra became Hafiz-e-Quran in 2009 C.E. What do we mean by these two letters C.E? Here, in this sentence C.E. stands for Christian Era. This is how C.E. came into the usage. The penultimate prophet sent on Earth was Prophet Isa (عليه السلام). The Christians call him Christ and the period after him is termed as Christian Era or Common Era. Following this standard, the time before Christ is known as B.C.E. the full form of that is Before Christ Era or Before Common Era.

This is Azra's time line.

2009	Azra became Hafiz-e-Quran.
2008	
2007	Azra started offering Namaz.
2006	
2005	Azra entered school.
2004	
2003	Azra learnt to say Allah.
2002	Azra started speaking.
2001	Azra was born.

Therefore, the events that took place before Christ are written as 100 B.C., 200 B.C. which means that these events took place 100 or 200 years before the birth of Prophet Isa (عليه السلام). Similarly, the events that took place in 2011 mean that it happened 2011 years after Prophet Isa (عليه السلام). So, remember that when we talk of C.E. we move forward and when we talk of B.C.E. we move backward.

When we talk of something which happened in 500 B.C.E., it means that the particular event happened 500 years before the birth of Christ. So, if we want to know in total how many years before that event happened from year 2015; we have to calculate like this.

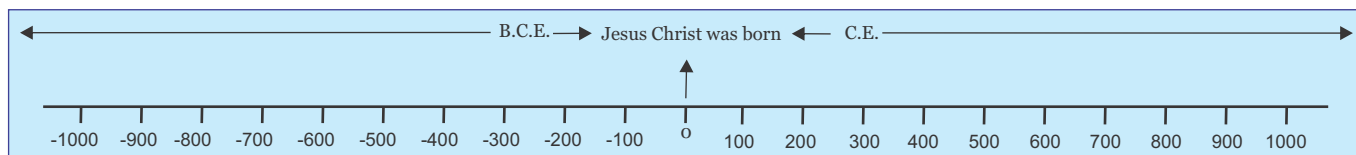
How many years before C.E.? 500.

How many years after C.E.? 2015.

$$500 + 2015 = 2515 \text{ years}$$

In total 2515 years have passed after the incident. So, remember when we write C.E. we move forward and when we say B.C.E. we move backward.

Let us draw a timeline.



Tap your knowledge

- _____ is represented on a time line which puts date and events in the correct order.
 - History
 - Geography

Keywords



sources

something that gives information

time line

when different events are placed in the correct order or sequence.

Summary



- History is the story of the past.
- Historians study various objects such as manuscripts written on stones, bones, leaves, paintings, old books, coins, utensils, farming implements, furniture, weapons, remains of old

buildings and palaces from the past to know the history of a particular place.

- Time lines help us to understand when an event took place.
- We use the words C.E. or Common Era and B.C.E. or Before Common Era to count the years.

1. Answer the following questions.

- Name some sources of history.
- What is time line?
- Who was Ibn Khaldun, and when was he born?
- From where did the Muslims learn the rules of history?
- Why did the Muslims start writing history?
- Why is it necessary to know about the past?

2. Fill in the blanks.

- _____ was one of the most famous Muslim historian.
- C.E. stands for _____.
- The famous document written by Ibn Khaldun is _____.
- When we write C.E., we move _____ and when we say B.C.E we move _____.

3. Unscramble these letters to form correct words.

- The study of the past _____ (TYHSIRO)
- They tell us about the past _____ (SSOCERU)
- We use it to see the dates _____ (ACDALENR)
- The order of events _____ (INELMETI)

4. Write true or false.

- The stories of the past events or development of a region is known as history. ()
- We come to know about history through various sources. ()
- Geography is represented in a time line. ()
- When we talk about CE we move backward. ()



Activity

Collect the pictures of sources of history and paste them in your note book.



Give a thought

You are given a choice to select a toy used in the olden days. Which one would you choose?

Finding Information

Find out in which verse Allah has used the word time and said that neither it can be put back nor be forwarded.

The Beginning of Civilization

In Class 3 you studied about 'The First Man – Adam (آدم)' and 'The First Civilization – the early people' who were the sons of Adam (بنو آدم). As population grew, the people spread in different directions and settled in places where the land was fertile and also for the availability of water.

Let us learn :

Civilization

Beginning of civilization

Time passed, along with time society and social life of people also developed. Allah taught them how to cultivate crops, domesticate animals, make fire, weapons, houses, etc. Centuries passed and these societies reached an advanced stage of social development known as civilization.

These civilizations had developed form of government, culture, industry and common social norms.



Tap your knowledge

1. The first man was _____.
2. The first civilization the early people were the _____ of Adam (آدم).
3. As the population grew the people spread in different directions and settled in places where the land was _____ and there was availability of _____.