

# UNIQUE STUDY POINT

By Sumeet Sahu

[www.uniquestudyonline.com](http://www.uniquestudyonline.com)

Unique Study Point, Amitesh Nagar, Indore, MP | Contact: 8103405051

<b>Class:</b> VI	<b>Subject:</b> Social Science	<b>Session:</b> 2025-26
<b>Chapter:</b> 04 - Timeline and Sources of History	<b>Time:</b> 1½ Hours	<b>Max. Marks:</b> 40

## General Instructions:

1. All questions are compulsory.
2. This question paper contains 20 questions divided into five sections A, B, C, D and E.
3. Section A contains 10 MCQs of 1 mark each.
4. Section B contains 4 questions of 2 marks each.
5. Section C contains 3 questions of 3 marks each.
6. Section D contains 1 question of 5 marks.
7. Section E contains 2 Case Study Based questions of 4 marks each.

## SECTION A - Multiple Choice Questions (1 mark each)

**Q1.** How long ago did Homo sapiens (modern humans) first appear on Earth?

- (a) 100,000 years ago
- (b) 300,000 years ago
- (c) 500,000 years ago
- (d) 1,000,000 years ago

**Q2.** What is a decade?

- (a) A period of 5 years
- (b) A period of 10 years
- (c) A period of 50 years
- (d) A period of 100 years

**Q3.** Which of the following is an example of excavation as an archaeological source?

- (a) Newspapers
- (b) Mounds containing buried remains
- (c) Folklore
- (d) Travelogues

**Q4.** In which year did pottery technology begin to develop in the Indian Subcontinent?

- (a) 12,000 BCE
- (b) 8,000 BCE
- (c) 6,000 BCE

(d) 4,000 BCE

**Q5.** What does the term 'auspicious' mean?

- (a) Unlucky
- (b) Favourable or bringing luck
- (c) Dangerous
- (d) Confusing

**Q6.** Which branch of biology studies how features get passed from one generation to the next?

- (a) Botany
- (b) Zoology
- (c) Genetics
- (d) Ecology

**Q7.** When did the world's first cities emerge in Mesopotamia?

- (a) 6000 BCE
- (b) 4000 BCE
- (c) 2000 BCE
- (d) 1000 BCE

**Q8.** Which of these is an example of foreign accounts as a source of history?

- (a) Vedas
- (b) Copper plates
- (c) Travelogues by foreign visitors
- (d) Rock paintings

**Q9.** Early humans communicated using:

- (a) Writing systems
- (b) Languages that are now lost
- (c) Modern English
- (d) Sign language only

**Q10.** How many years are there in a century?

- (a) 10 years
- (b) 50 years
- (c) 100 years
- (d) 1000 years

## SECTION B - Short Answer Questions (2 marks each)

**Q11.** Differentiate between palaeontologists and anthropologists.

**Q12.** If someone was born in 150 BCE and died in 50 CE, how many years did they live? Show your calculation.

**Q13.** What role did rock shelters and caves play in the lives of early humans?

**Q14.** How did surplus food production change early agricultural societies?

### SECTION C - Short Answer Questions (3 marks each)

**Q15.** Explain three ways in which historians and archaeologists work together to understand the past.

**Q16.** Describe the progression of human societies from bands to towns. What factors contributed to this growth?

**Q17.** Why is it important to study rock paintings found in caves? What information do they provide?

### SECTION D - Long Answer Question (5 marks)

**Q18.** Discuss the various categories of sources of history (archaeological, literary, oral, artistic, foreign accounts). Give two examples of each category and explain their significance in historical research.

### SECTION E - Case Study Based Questions (4 marks each)

**Q19.** Read the following case study and answer the questions:

*Scientists studying ancient climate change have discovered through ice core samples that around 12,000 years ago, Earth's temperature began to rise significantly, ending the last Ice Age. This warming led to the melting of glaciers, which caused rivers to swell and created more fertile lands. At the same time, many large animals that early humans hunted became extinct. Archaeological evidence shows that shortly after this climate change, human settlements near rivers began to appear, and people started cultivating wild grains that grew in these regions.*

- (a)** How did climate change affect the food sources of early humans? (1 mark)
- (b)** Why did humans settle near rivers after the Ice Age ended? (1 mark)
- (c)** What connection can be made between climate change and the beginning of agriculture? (1 mark)
- (d)** How do ice core samples help scientists understand ancient climate? (1 mark)

**Q20.** Read the following case study and answer the questions:

*Your class is organizing a project called "Timeline of Our School." Students need to collect information about the school's history from its establishment to the present. Sources available include: old photographs in the principal's office, interviews with retired teachers, newspaper clippings about school events, the school's foundation stone with a date carved on it, old student registers, and stories passed down by senior students.*

- (a)** Which source would give you the most accurate information about when the school was established? (1 mark)
- (b)** Why would interviewing retired teachers be valuable for this project? (1 mark)
- (c)** How are old photographs useful as historical sources? (1 mark)
- (d)** If you find contradictions between the stories told by seniors and the information in old newspapers, which source should you trust more? Why? (1 mark)

Unique Study Point, Amitesh Nagar, Indore, MP

Website: [uniquestudyonline.com](http://uniquestudyonline.com)



SECTION A - Answers to MCQs

**Q1. (b) 300,000 years ago**

Modern humans (Homo sapiens) have walked the planet for about 300,000 (three lakh) years, which is only a tiny fraction of Earth's history.

**Q2. (b) A period of 10 years**

A decade is a period of ten years. For example, 2010-2019 is a decade.

**Q3. (b) Mounds containing buried remains**

Mounds containing buried remains are examples of excavation sites. Archaeologists dig up these mounds to find tools, pottery, bones and other remains.

**Q4. (b) 8,000 BCE**

Pottery technology in the Indian Subcontinent began to develop around 8,000 BCE, as shown in the timeline of important events.

**Q5. (b) Favourable or bringing luck**

Auspicious means favourable or bringing luck. For instance, many people consider certain days auspicious for starting new ventures.

**Q6. (c) Genetics**

Genetics is the branch of biology that studies how features and characteristics get passed down from one generation to the next in plants, animals or humans.

**Q7. (b) 4000 BCE**

The world's first cities emerged in Mesopotamia around 4000 BCE, marking an important milestone in human civilization.

**Q8. (c) Travelogues by foreign visitors**

Travelogues written by foreign visitors who came to India are examples of foreign accounts, which provide external perspectives on Indian history.

**Q9. (b) Languages that are now lost**

Early humans communicated with each other using languages that are now lost. We do not know what these languages sounded like.

**Q10. (c) 100 years**

A century is any period of 100 years. For example, the 20th century CE runs from 1901 to 2000.

SECTION B - Answers to Short Answer Questions

### Q11. Difference between palaeontologists and anthropologists:

#### Palaeontologists:

- Study the remains of plants, animals and humans from millions of years ago
- Work with fossils - impressions preserved in rocks and soil
- Focus on very ancient life forms, including dinosaurs and early life on Earth

#### Anthropologists:

- Study human societies and cultures
- Examine human behavior, social structures, and cultural practices
- Study humans from the oldest times to the present

### Q12. Calculating lifespan across BCE and CE:

**Given:** Born in 150 BCE, Died in 50 CE

**Formula:** BCE year + CE year - 1

**Calculation:** 150 + 50 - 1 = 199 years

**Answer:** The person lived for 199 years (though this is impossibly long, it demonstrates the calculation method).

*Note: We subtract 1 because there is no year zero between 1 BCE and 1 CE.*

### Q13. Role of rock shelters and caves:

Rock shelters and caves played crucial roles in early human life:

1. **Shelter and Protection:** Provided natural protection from weather, wind, rain and extreme temperatures
2. **Safety:** Offered refuge from wild animals and predators
3. **Living Spaces:** Served as temporary or semi-permanent homes where groups could rest and sleep
4. **Cultural Centers:** Became places where early humans created art, as evidenced by rock paintings

### Q14. Impact of surplus food production:

Surplus food production transformed early agricultural societies in several ways:

- **Population Growth:** More food supported larger communities and allowed populations to grow
- **Specialized Occupations:** Not everyone needed to farm; some people could become craftsmen, traders, or leaders
- **Trade Development:** Surplus food could be exchanged with other communities for goods they didn't produce
- **Social Complexity:** Led to more complex social structures with different roles and hierarchies
- **Settlement Stability:** Communities could stay in one place permanently rather than moving in search of food

## SECTION C - Answers to Short Answer Questions

### Q15. How historians and archaeologists work together:

### **1. Combining Physical and Written Evidence:**

Archaeologists excavate physical objects like tools, pottery, and buildings. Historians then study written records (inscriptions, manuscripts) found at the same sites. Together, they can verify if the physical evidence matches the written accounts, providing a more complete picture.

### **2. Dating and Chronology:**

Archaeologists use scientific methods to date artifacts and remains. Historians use this dating information along with written sources to create accurate timelines of events. For example, if a coin is found at an excavation site, archaeologists date it scientifically while historians identify which ruler issued it based on inscriptions.

### **3. Cultural Context:**

Archaeologists discover physical remains of daily life (houses, tools, ornaments). Historians study texts that describe social customs, religious beliefs, and political systems. Together, they can understand not just what objects people used, but why they used them and what these objects meant in their culture. For instance, pottery designs discovered archaeologically can be connected to cultural practices described in historical texts.

## **Q16. Progression from bands to towns:**

### **Progression of Human Societies:**

#### **Stage 1 - Bands (Small Groups):**

- Early humans lived in small bands of hunters and gatherers
- Nomadic lifestyle, constantly moving
- Population: typically 20-50 people

#### **Stage 2 - Hamlets (Small Settlements):**

- After agriculture began, people started settling down
- Small permanent settlements with a few families
- Beginning of collective farming

#### **Stage 3 - Villages:**

- Hamlets grew into sizeable villages
- More families, larger population
- Developed trade with neighboring settlements

#### **Stage 4 - Towns:**

- Some villages grew into small towns
- Complex social organization with specialized occupations
- Became centers of trade and culture

### **Contributing Factors:**

1. Development of agriculture leading to stable food supply
2. Population growth due to better nutrition
3. Development of technologies (pottery, metallurgy)
4. Establishment of trade networks
5. Specialization of labor and occupations
6. Settlement near rivers providing water and fertile soil

### Q17. Importance of rock paintings:

Rock paintings found in caves are important sources of history because they provide direct visual evidence of early human life.

#### Information Provided by Rock Paintings:

##### 1. Daily Life and Activities:

- Show hunting scenes, revealing what animals were hunted
- Depict gathering activities and food collection
- Illustrate how early humans lived and worked

##### 2. Social Organization:

- Group hunting scenes show cooperation and teamwork
- Indicate that early humans lived and worked in communities
- Suggest communication and planning abilities

##### 3. Artistic and Cognitive Abilities:

- Demonstrate that early humans had developed artistic skills
- Show ability to create colors and pigments
- Prove capacity for symbolic thinking and representation
- Indicate desire to communicate or record experiences

##### 4. Environment and Animals:

- Reveal which animals lived in the region thousands of years ago
- Show climate and environmental conditions of that time
- Help us understand how environment has changed

##### 5. Cultural and Spiritual Life:

- Some paintings may have had religious or ceremonial significance
- Suggest beliefs about nature and animals
- Indicate development of culture beyond mere survival

## SECTION D - Answer to Long Answer Question

### Q18. Categories of sources of history:

#### 1. ARCHAEOLOGICAL SOURCES:

These are physical remains discovered through excavation and exploration.

##### Examples:

- **Coins:** Provide information about rulers, kingdoms, economic systems, and trade. Dates and inscriptions on coins help establish timelines.
- **Pottery and Tools:** Reveal technological capabilities, artistic styles, daily life activities, and trade connections between regions.

**Significance:** Archaeological sources are tangible evidence that cannot be easily altered. They help verify written records and fill gaps where no written sources exist.

#### 2. LITERARY SOURCES:

These are written or inscribed records from the past.

**Examples:**

- **Manuscripts:** Ancient books and documents written on palm leaves, paper, or cloth. Contain religious texts, scientific knowledge, poetry, and historical accounts.
- **Inscriptions:** Written on stones, copper plates, temple walls, or monuments. Provide direct information about rulers, events, donations, and laws.

**Significance:** Literary sources provide detailed information about thoughts, beliefs, policies, and events that physical objects alone cannot reveal. They help us understand the language, literature, and intellectual development of ancient societies.

**3. ORAL SOURCES:**

These are traditions, stories, and information passed down verbally through generations.

**Examples:**

- **Folklore:** Traditional stories, songs, and legends that preserve cultural heritage and historical memories.
- **Genealogical Accounts:** Family histories and lineages preserved through oral traditions, especially important in societies without writing systems.

**Significance:** Oral sources preserve history in societies that had no writing. They provide perspectives of common people, not just rulers and elites. However, they need to be verified with other sources as details may change over time.

**4. ARTISTIC SOURCES:**

These include visual representations created by people in the past.

**Examples:**

- **Paintings:** Rock paintings in caves show hunting scenes, animals, and daily life of early humans. Miniature paintings from later periods depict court life, battles, and social customs.
- **Sculptures:** Stone and metal sculptures found in temples and monuments show religious beliefs, artistic styles, clothing, ornaments, and physical appearance of people.

**Significance:** Artistic sources provide visual evidence of past life. They reveal artistic capabilities, religious beliefs, social customs, and aesthetic sensibilities. They often show details not mentioned in written sources.

**5. FOREIGN ACCOUNTS:**

These are records written by foreign travelers, traders, or diplomats who visited the region.

**Examples:**

- **Travelogues:** Travel accounts by foreign visitors like Megasthenes, Fa-Hien, Ibn Battuta, who described Indian society, politics, economy, and culture from an outsider's perspective.
- **Historical Chronicles:** Accounts written by foreign scholars and historians about events they witnessed or learned about during their stay.

**Significance:** Foreign accounts provide external perspectives and comparisons. They often describe aspects of daily life that local sources take for granted. However, they may contain biases or misunderstandings about local customs. Comparing foreign and local sources helps historians get a balanced view.

## OVERALL IMPORTANCE:

Historians use multiple categories of sources together because:

- Different sources complement each other and fill gaps
- Cross-verification between sources increases reliability
- Multiple perspectives provide a more complete understanding
- Physical, written, oral, visual, and external evidence together create a comprehensive picture of the past

## SECTION E - Answers to Case Study Based Questions

### Q19. Case Study on Climate Change and Agriculture:

#### (a) Effect on food sources:

Climate change affected early humans' food sources in two major ways: (1) The warming climate caused many large animals that they hunted to become extinct, reducing their meat supply, and (2) The warmer, wetter conditions made wild grains grow more abundantly in certain regions, providing a new potential food source that eventually led to agriculture.

#### (b) Why settle near rivers:

Humans settled near rivers after the Ice Age ended because: (1) melting glaciers had swelled the rivers, providing reliable water sources, (2) river valleys had more fertile soil due to regular flooding and sediment deposits, (3) these fertile lands were ideal for growing the wild grains that humans started to cultivate, and (4) rivers also provided water for drinking and for irrigating crops.

#### (c) Connection between climate change and agriculture:

The end of the Ice Age and warming climate created favorable conditions for agriculture: (1) warmer temperatures allowed plants to grow in regions that were previously too cold, (2) increased moisture from melting ice helped plants thrive, (3) the extinction of large game animals made hunting less reliable, pushing humans to find alternative food sources, and (4) the abundance of wild grains in river valleys encouraged humans to experiment with cultivating them, leading to the development of agriculture.

#### (d) How ice cores help:

Ice core samples contain layers of ice that formed over thousands of years. By analyzing these layers, scientists can: (1) measure the amount of different gases trapped in the ice, which indicates past atmospheric conditions, (2) determine temperatures from thousands of years ago, (3) identify when major climate changes occurred, and (4) understand the pattern of ice ages and warming periods. Each layer is like a time capsule preserving information about ancient climate.

### Q20. Case Study on School Timeline Project:

#### (a) Most accurate source for establishment date:

The foundation stone with a carved date would give the most accurate information about when the school was established. This is because: (1) it was created at the time of the school's founding, making it a primary source, (2) the date was permanently carved in stone, so it cannot be altered, and (3) it was an official record created for the specific purpose of marking the school's establishment.

#### (b) Value of interviewing retired teachers:

Interviewing retired teachers is valuable because: (1) they have firsthand personal experience of the school's history, (2) they can provide details about events, traditions, and changes that may not be recorded in documents, (3) they can share stories and memories that give a more human and personal perspective, (4) they can explain the context and reasons behind various decisions and changes, and (5) they may remember details about students, teachers, and daily life that official records don't capture.

**(c) Usefulness of old photographs:**

Old photographs are useful as historical sources because: (1) they provide visual evidence of what the school looked like in the past - buildings, uniforms, equipment, (2) they show people who were part of the school's history, (3) they capture events and ceremonies as they actually happened, (4) they can be dated and arranged chronologically to show changes over time, and (5) they often reveal details about clothing, technology, and environment that written records might not mention.

**(d) Resolving contradictions - newspapers vs. stories:**

Old newspapers should generally be trusted more than stories told by seniors because: (1) newspapers were written close to when events occurred, while stories may have been altered as they were passed down, (2) newspapers are documented, dated sources that can be verified, (3) journalists typically fact-check information before publishing, (4) newspapers have less emotional bias than personal stories, and (5) newspaper accounts are less likely to change over time. However, it's best to try to understand why the contradiction exists - perhaps the stories contain personal perspectives or details the newspapers missed, so both sources together might give the complete picture.

---

Made with ♥ by Sumeet Sahu

Unique Study Point, Amitesh Nagar, Indore, MP

Website: [uniquestudyonline.com](http://uniquestudyonline.com)