Chapter 6: Some Unique Places

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Exercise 6.1 — Find out — Andaman and Nicobar Islands

Q1 In which sea are the Andaman and Nicobar Islands located?

SOLUTION

The Andaman and Nicobar Islands are located in the Bay of Bengal.

Answer: Bay of Bengal

Q2 Name the other islands you know.

SOLUTION

Other island groups that are part of India include: the Lakshadweep Islands (in the Arabian Sea) and Majuli island in the Brahmaputra river (the world's largest river island).

Note: Answers will vary — students may name other islands they have read about or seen on a map.

Answer: Lakshadweep Islands (Arabian Sea), Majuli (Brahmaputra River). Answers will vary.

Exercise 6.2 — Activity 1 — Paper Tube Roots (hands-on)

Q1 Roll a piece of newspaper into a thin tube. Does it stay upright on a flat surface? Now stick 3-4 triangles around the bottom. Does it stay up now? What does this show?

SOLUTION

Without the triangles, the tube falls over because it has a narrow base.

With the triangles stuck around the bottom, the tube stands upright because the triangles act like a wide base, spreading the support.

This is just like the wide spreading roots at the bottom of trees in the Andaman forests — the roots give the tree a broad base to stand upright.

Answer: With triangles it stays up. The triangles act like the wide roots that support the tree to stand upright — a wide base gives stability.

Exercise 6.3 — Think — Why some birds and animals are found only on the islands

Q1 Why do you think some birds and animals are found only on these islands?

SOLUTION

Islands are separated from the mainland by the sea, so plants, birds and animals that live there are cut off from those on the mainland.

Over thousands of years, they adapted to the special conditions of the island — its climate, food and habitat.

Because they were isolated, they evolved differently and became species found nowhere else in the world.

Answer: Islands are separated from the mainland by sea, so their plants and animals evolved in isolation over a long time, adapting to local conditions and becoming unique species found only there.

Exercise 6.4 — Write — Sea Animals

Q1 Draw or write about your favourite fish or other sea animal.

SOLUTION

This is a personal/creative activity. Students may write or draw about a sea animal they like — for example, a clownfish.

Model answer: My favourite sea animal is the sea turtle. It has a hard shell that protects it. It swims gracefully in the ocean and returns to the same beach where it was born to lay its eggs.

Answer: Personal activity. Model: My favourite sea animal is the sea turtle — it has a protective shell, swims gracefully, and returns to its birth beach to lay eggs. Answers will vary.

Q2 List at least three living things found in the sea.

SOLUTION

Three living things found in the sea:

1. Fish (such as clownfish or tuna)
2. Coral (tiny living animals that form reefs)
3. Dolphins (mammals that live in the sea)

Answer: Fish, coral, dolphins (also: sea turtles, sharks, octopus, jellyfish, etc.)

Exercise 6.5 — Discuss — Marine Life

Q1 Why do you think life under the sea is just as important as life in the forests?

SOLUTION

Life under the sea produces a large part of the oxygen we breathe and absorbs carbon dioxide.
Sea creatures are part of the food chain that supports all life on Earth.
Coral reefs are like underwater forests — they provide shelter and food for thousands of sea creatures.
Just as forests keep the land healthy, the sea keeps the whole Earth balanced.

Answer: Life under the sea produces oxygen, absorbs carbon dioxide, supports food chains, and provides shelter to thousands of creatures — it keeps the whole Earth healthy, just like forests do.

Q2 How do you think the coral reef helps the fish and other sea creatures?

SOLUTION

According to the chapter, tiny corals give shelter to many creatures.
Coral reefs act like an underwater city — they provide hiding places, breeding grounds and food sources for fish and other sea creatures.
They protect the coast from strong waves as well.

Answer: Coral reefs give shelter to many sea creatures, acting like an underwater city where fish breed, hide and find food.

Exercise 6.6 — Discuss — North Sentinel Island

Q1 How do you think the knowledge of the people of North Sentinel Island might have helped them stay safe during the 2004 tsunami?

SOLUTION

The people of North Sentinel Island live like ancient hunter-gatherers and have a very deep connection with nature.

They are able to notice subtle signs in nature such as changes in the wind, the behaviour of sea and animals.

These signs warned them before the tsunami waves arrived, so they could move to higher ground in time.

Their traditional knowledge, passed down through generations, helped them read and respond to nature's warnings.

Answer: Their deep knowledge of nature helped them notice early warning signs — changes in wind, sea and animal behaviour — before the tsunami hit, so they could move to safety in time.

Exercise 6.7 — Write — Sundarbans

Q1 What do you find in the mangrove forest? List any three.

SOLUTION

Three things found in the mangrove forest:
1. Mangrove trees with special breathing roots that stick out of the muddy water.
2. Tigers (the Sundarbans is famous for the Royal Bengal Tiger).
3. Many people and communities who live close to the forest and depend on it for their daily needs.

Answer: Mangrove trees (with breathing roots), tigers (Royal Bengal Tiger), and communities of people who depend on the forest.

Q2 What do you think makes the Sundarbans different from other forests?

SOLUTION

The Sundarbans is different from other forests in several ways:
- It is located where the river Ganga meets the sea, so the land is muddy and salty — most forests do not grow in salty water.
- It has mangrove trees — special trees that can grow in wet, salty mud and have unique roots that stick out of the water to breathe.
- It is the largest mangrove forest in the world.
- Land and water are mixed together, creating a unique habitat where land, water and wildlife all live together.

Answer: The Sundarbans is the world's largest mangrove forest, growing where the Ganga meets the sea. The land is muddy and salty, and the special mangrove trees have roots that breathe out of the water — unlike any other forest.

Exercise 6.8 — Write — People and Sundarbans

Q1 In what ways do people in Sundarbans depend on the mangrove forests?

SOLUTION

According to the chapter, many people live close to the Sundarbans forest and depend on it for their daily needs.

They depend on the forest for: food (fish and other forest produce), fuel (firewood), building materials, and medicine from forest plants.

For generations, they have lived in harmony with nature, using the forest resources sustainably.

Answer: People in the Sundarbans depend on the forest for food (fish and forest produce), fuel, building materials, and medicinal plants — they have lived in harmony with the forest for generations.

Exercise 6.9 — Think — Why protect places like Sundarbans

Q1 Why do you think it is important to take care of places like the Sundarbans?

SOLUTION

The Sundarbans is important to take care of because:

- Mangrove roots hold the soil together and protect the coastline from being washed away by waves.
- It is home to many unique animals and plants, including the Royal Bengal Tiger.
- It is the largest mangrove forest in the world — once lost, it cannot be replaced.
- Many people depend on it for their livelihood and daily needs.
- It absorbs carbon dioxide and helps keep the climate stable.

Answer: The Sundarbans must be protected because its mangrove roots prevent coastal erosion, it shelters rare wildlife like tigers, millions of people depend on it, and it helps keep the environment healthy.

Exercise 6.10 — Find out — Special adaptations around you

Q1 Look around yourself. Do you see any living thing that has something special to help it live there? What is it?

SOLUTION

This is an observation activity. Students should look at living things in their surroundings and identify a special feature that helps them survive.

Model answer: The cactus in dry areas has thick stems to store water and sharp spines instead of leaves to reduce water loss — this helps it survive in a hot, dry climate.

Note: Answers will vary depending on the student's location.

Answer: Personal observation. Model: A cactus stores water in its thick stem and has spines instead of leaves to survive in dry heat. Answers will vary.

Exercise 6.11 — Think — Northeast India seven states

Q1 Can you name the seven Northeastern states (the 'Seven Sisters')?

SOLUTION

The seven Northeastern states of India, known as the Seven Sisters, are:

1. Assam
2. Arunachal Pradesh
3. Meghalaya
4. Manipur
5. Mizoram
6. Nagaland
7. Tripura

The eighth state of the Northeast is Sikkim.

Answer: Assam, Arunachal Pradesh, Meghalaya, Manipur, Mizoram, Nagaland, and Tripura (Seven Sisters); Sikkim is the eighth northeastern state.

Exercise 6.12 — Write — Northeast India picture questions

Q1 Look at the picture. Identify three things being sold in the market.

SOLUTION

In the market picture, a woman is weaving colourful cloth on a loom.
Three things being sold are:
1. Bamboo baskets
2. Pots/jars (of pickles or honey)
3. Colourful handwoven cloth and shawls

Answer: Bamboo baskets, pots/jars (pickles or honey), and colourful handwoven cloth and shawls.

Q2 Identify the festival from the above picture.

SOLUTION

The picture shows a busy market with people wearing colourful traditional Northeast dress, weaving cloth and selling local goods.
Such lively markets in the Northeast are often part of festive gatherings. The colourful clothes, crafts and celebration suggest a festival like the Hornbill Festival of Nagaland, where tribes gather, wear traditional dress and sell handmade goods.

Answer: The colourful market and traditional dress suggest a festive gathering such as the Hornbill Festival of Nagaland.

Q3 Why do you think the houses are built on bamboo structures?

SOLUTION

Houses in the Northeast are built on bamboo structures (stilts) for several practical reasons:
- The region receives heavy rainfall, so raising houses above the ground keeps them dry and prevents flooding from entering the house.
- It also protects people from wild animals entering the home.
- Bamboo is abundantly available in the forests of the Northeast and is strong, flexible and light — making it an ideal local building material.

Answer: Houses are built on bamboo stilts to stay dry during heavy rains, to keep wild animals out, and because bamboo is a strong, lightweight and abundant local material.

Q4 What animals do you see in the picture?

SOLUTION

In the market picture, a hornbill bird can be seen on the right side, near the trees.

Answer: A hornbill bird is seen in the picture (on the right, near the trees).

Q5 What does this picture tell you about the people who live with nature in the Northeast of India?

SOLUTION

The picture shows that the people of the Northeast live in very close harmony with nature.
Their daily life, festivals, crafts and buildings all connect them to the forests, rivers and wildlife around them.
They use natural materials like bamboo for their homes, celebrate nature through festivals, and depend on the forests for their livelihood — showing that culture and nature grow together in the Northeast.

Answer: The picture shows that people of the Northeast live in harmony with nature — their houses, festivals, crafts and daily life are all connected to the forests, rivers and wildlife around them.

Exercise 6.13 — Discuss — Protecting birds and animals near you

Q1 In small groups, choose an animal or bird near you that needs protection. What can you do to help? Create a protection plan and share it with the class.

SOLUTION

This is a group activity. Here is a model protection plan for the sparrow (a bird that has become less common in cities):

1. Identify the animal/bird: House Sparrow — its numbers have reduced in cities due to less nesting places and food.
2. Threats: Loss of nesting sites, use of pesticides, reduced grain availability.
3. What we can do:
   - Put up small nest boxes in our school and homes.
   - Grow plants that attract insects (sparrow food).
   - Avoid using pesticides in school garden.
   - Spread awareness among classmates and neighbours.

Students should adapt this plan for a bird or animal found in their own region.

Answer: Group activity. Model plan for sparrow: identify threats (lost nesting sites, pesticides), then act — set up nest boxes, grow insect-attracting plants, avoid pesticides, and spread awareness. Adapt for a local species.

Exercise 6.14 — Activity 2 — Build a bird's nest (hands-on)

Q1 In small groups, collect twigs, leaves and soft materials. Create a small bird's nest using the materials. What makes a good nest? What does the nest need to keep the eggs safe?

SOLUTION

Collect dry twigs for the outer frame, softer grass or leaves for the middle layer, and soft cotton or paper for the inner lining.

Shape the twigs into a cup-like structure. Weave them together so the nest is firm and does not fall apart.

A good nest must be: sturdy (firm enough to hold eggs), cup-shaped (so eggs do not roll out), insulated (soft lining keeps eggs warm), and hidden (safe from predators).

To keep eggs safe: the nest needs a soft inner lining to cushion the eggs, a firm outer structure, and should be placed in a stable spot.

Answer: Use twigs for the outer frame, grass for the middle, and soft cotton for the lining. A good nest is cup-shaped, sturdy, soft inside (to cushion eggs), and insulated to keep eggs warm.

Exercise 6.15 — Activity 3 — Western Ghats map and pictures

Q1 Look at the map, locate the Western Ghats and name the six states it passes through.

SOLUTION

The Western Ghats run along the western coast of India from north to south.
The six states the Western Ghats pass through are:
1. Gujarat
2. Maharashtra
3. Goa
4. Karnataka
5. Kerala
6. Tamil Nadu

Answer: The Western Ghats pass through: Gujarat, Maharashtra, Goa, Karnataka, Kerala, and Tamil Nadu.

Q2 What animals can you spot in the forest (from the picture)?

SOLUTION

In the forest picture you can spot: a lion-tailed macaque (monkey in the tree), a leopard, deer, an elephant, a mountain goat on the rocks, colourful birds (hornbill and parrots), a snake and a frog.

Answer: A lion-tailed macaque (monkey), leopard, deer, elephant, mountain goat, colourful birds (hornbill, parrots), a snake and a frog.

Q3 What are the people doing in the picture?

SOLUTION

In the picture, two people are crouching on the forest floor and examining the plants.
They are studying and recording the plants — doing a nature/plant survey, like the survey in the chapter where students recorded over 200 types of mangoes in the Western Ghats.

Answer: Two people are crouching down and examining plants on the forest floor — studying and recording them in a nature/plant survey.

Q4 Why do you think forts were built on hilltops instead of flat land?

SOLUTION

Forts were built on hilltops because:
- From a hilltop, soldiers could see enemies approaching from far away, giving time to prepare.
- Attacking an uphill fort is much harder for enemies — they have to climb up while defenders can fight from above.

- The steep sides of the hill act as a natural wall, making the fort difficult to reach.
- Hilltops are easy to defend with fewer soldiers.

Answer: Hilltop forts gave a clear view of approaching enemies, made it hard for attackers to climb up, and used the steep hillside as a natural defence wall.

Exercise 6.16 — Write — Rivers of the Western Ghats

Q1 Give the names of three rivers that start from the Western Ghats.

SOLUTION

Three major rivers that originate in the Western Ghats are:

1. Godavari
2. Krishna
3. Kaveri (Cauvery)

Other rivers that begin in the Western Ghats include the Tungabhadra and Periyar.

Answer: Godavari, Krishna, and Kaveri (Cauvery) are three rivers that start from the Western Ghats.

Exercise 6.17 — Activity 4 — Fruit and vegetable varieties in your state (hands-on)

Q1 Pick a fruit or vegetable that grows in your state. With the help of your teacher or elders, make a list of how many types and varieties of fruits and vegetables are locally known.

SOLUTION

This is a local research activity. Here is a model for mangoes in Maharashtra:
Fruit chosen: Mango
Local varieties known:
1. Alphonso (Hapus) — sweet, golden, grown in Ratnagiri
2. Kesar — saffron-coloured, grown in Gujarat/Maharashtra
3. Langra — green-skinned, grown in Uttar Pradesh
4. Dasheri — smooth, sweet, grown in Lucknow region
Students should choose a fruit or vegetable from their own state and ask elders or teachers about its local varieties.
Note: Answers will vary by region.

Answer: Research activity. Model (Maharashtra): Mango varieties — Alphonso, Kesar, Langra, Dasheri. Ask elders and teachers for local names and varieties in your own state. Answers will vary.

Exercise 6.18 — Write — Protected areas in Western Ghats

Q1 List three protected areas in the Western Ghats.

SOLUTION

The Western Ghats have over 50 protected areas. Three examples are:

1. Silent Valley National Park (Kerala) — mentioned in the chapter as a rare rainforest saved by people's efforts.
2. Periyar Tiger Reserve (Kerala) — a major tiger and elephant reserve.
3. Bandipur National Park (Karnataka) — known for tigers, elephants and leopards.

Answer: Silent Valley National Park (Kerala), Periyar Tiger Reserve (Kerala), and Bandipur National Park (Karnataka) are three protected areas in the Western Ghats.

Exercise 6.19 — Let us reflect — Personal response questions

Q1 What surprised you the most about the places visited in this journey across India? Why?

SOLUTION

This is a personal reflection question. Here is a model answer:

The most surprising thing was the living root bridges in the Northeast of India. It is amazing that people trained the roots of trees to grow across streams and form real bridges strong enough to walk on. Nature and human skill working together over many years created something that no machine could easily make. It shows how deeply the people of the Northeast understand and trust nature.

Answer: Personal reflection. Model: The living root bridges were most surprising — people trained tree roots to form bridges over streams, showing how deeply the people of Northeast India understand and work with nature. Answers will vary.

Q2 Which place would you like to visit the most and what would you do there?

SOLUTION

This is a personal question. Here is a model answer:

I would most like to visit the Andaman and Nicobar Islands. There I would visit the coral reefs and the marine interpretation centre to learn about sea life. I would also walk in the island forests to see the unique birds like the Andaman hornbill and watch the many butterflies and insects that are found only there.

Answer: Personal response. Model: The Andaman and Nicobar Islands — to explore coral reefs, see unique birds like the Andaman hornbill, and learn about island forests. Answers will vary.

Q3 How is your region similar or different from one of the places in the story?

SOLUTION

This is a personal and regional question. Here is a model answer for a student from a city in Maharashtra:

My region is a city, so it is quite different from the Sundarbans. The Sundarbans has thick mangrove forests, muddy rivers and wild tigers, while my city has buildings, roads and parks. But there is a similarity too — both depend on water (the sea and rivers) and both have people who need to take care of the environment around them.

Note: Answers will vary depending on where the student lives.

Answer: Personal response. Model (city student): Different from the Sundarbans — city has buildings and roads while Sundarbans has mangrove forests and wild tigers; similar in that both depend on water and need people to protect the environment. Answers will vary.

Q4 Match the following aquatic animals with their features:
(i) Has no brain but can regrow its arms if lost.
(ii) Fish that swims upright; face looks like that of a horse.
(iii) With hard shells, return to the beach where they were born to lay eggs.
(iv) Has eight arms and can change its colour to hide.
(v) Lives safely among stinging sea anemones.
(vi) Tiny sea animals that form colourful reefs and homes for fish.
(vii) Has a soft, transparent body and stings with its tentacles.
(viii) Smart mammals that breathe air and live in groups.

SOLUTION

(i) Has no brain but can regrow its arms, if lost → Starfish
(ii) Fish that swims upright, face looks like that of a horse → Seahorse
(iii) With hard shells, return to the beach where they were born to lay eggs → Sea Turtle
(iv) Has eight arms and can change its colour to hide → Octopus
(v) Lives safely among stinging sea anemones → Clownfish
(vi) Tiny sea animals that form colourful reefs and homes for fish → Coral
(vii) Has a soft, transparent body and stings with its tentacles → Jellyfish
(viii) Smart mammals that breathe air and live in groups → Dolphins

Answer: (i) Starfish (ii) Seahorse (iii) Sea Turtle (iv) Octopus (v) Clownfish (vi) Coral (vii) Jellyfish (viii) Dolphins

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Q5 What is special about mangroves?

SOLUTION

Mangroves are special trees that grow in wet, muddy and salty land where the river meets the sea — a place where most trees cannot survive.
They have special roots that stick out of the water to breathe in the muddy soil.
Their roots hold the soil together and protect the coast from waves washing the land away.
Mangrove forests are home to many creatures and provide food and livelihood to communities living near them.
The Sundarbans, the world's largest mangrove forest, is an example of how important and unique these forests are.

Answer: Mangroves grow in salty, muddy coastal land. Their special breathing roots stick out of the water, hold soil against wave erosion, and shelter wildlife. The Sundarbans is the world's largest mangrove forest.

Q6 How do people in different regions live in harmony with nature?

SOLUTION

The chapter gives several examples of people living in harmony with nature:

- In the Andaman and Nicobar Islands, local people like Rani are guides who protect and share the knowledge of island forests and coral reefs.
- The people of North Sentinel Island have lived for generations by reading nature's signs — their knowledge helped them survive a tsunami.
- In the Sundarbans, communities have depended on the mangrove forests for food, fuel and shelter for generations while living in balance with the forest.
- In the Northeast, the Apatani tribes grow rice and fish together without machines or fertilisers. Women protect the nests of the Hargila bird.
- In the Western Ghats, tribal communities depend on the forest for food and medicine and have protected it for generations.

People everywhere adapt their lives to the nature around them and find ways to use and protect it at the same time.

Answer: People in each region adapt to local nature: Andaman islanders protect unique forests and reefs; Sentinel Islanders read nature's warning signs; Sundarbans communities sustainably use mangroves; Northeast tribes grow rice with fish and protect birds; Western Ghats communities depend on forest plants for medicine and food.