



Class 9 Social Science – Chapter 5

Free Worksheets – State and Society up to 1000 CE

Book: *Understanding Society: India and Beyond – Grade 9, Part 1*
Chapter 5: State and Society up to 1000 CE

This worksheet pack follows the actual Chapter 5 content, covering the Vedic period, janapadas and mahājanapadas, Magadha, Mauryas, Guptas, regional kingdoms, administration, society, varṇa and jāti, women, education, economy, trade, guilds, cultural traditions and ethical ideas. The chapter traces the evolution of state and society from the Vedic period to around **1000 CE**.



WORKSHEET 1 – Early Political Organisation

Name: _____

Class: _____ **Date:** _____

A. Fill in the Blanks

1. The earliest known corpus of Indian literature is the _____.
 2. The R̥igveda was originally preserved in _____ form.
 3. The early political communities were known as _____.
 4. Larger territorial states were called _____.
 5. The powerful states that emerged later were known as _____.
 6. Magadha became one of the most powerful early _____.
 7. The Mauryas and Guptas established large _____.
 8. A ruler in early Indian political organisation was called a _____.
-

B. Choose the Correct Answer

1. Which text is regarded as the earliest known corpus of Indian literature?

- A. Arthaśhāstra
- B. Ṛigveda
- C. Mahābhārata
- D. Purāṇas

2. Janapadas and mahājanapadas developed before the rise of:

- A. Modern states
- B. Large empires
- C. European kingdoms
- D. Colonial rule

3. Which of the following became a major powerful state?

- A. Magadha
- B. Rome
- C. Egypt
- D. Greece

4. Which pair represents major Indian empires mentioned in the chapter?

- A. Mauryas and Guptas
- B. Romans and Greeks
- C. Egyptians and Persians
- D. Mongols and Romans



WORKSHEET 2 – From Janas to Empires

A. Complete the Sequence

Janas → _____ → _____ → Empires

B. Match the Following

Column A**Column B**

- | | |
|-----------------|----------------------------------|
| 1. Jana | a. Large territorial state |
| 2. Janapada | b. Early clan/community |
| 3. Mahājanapada | c. Powerful larger state |
| 4. Empire | d. Extensive political territory |
-

C. Short Answer Questions

1. How did political organisation change over time?

2. What were janapadas and mahājanapadas?

3. Why did some states become more powerful than others?

4. What was the importance of Magadha?



WORKSHEET 3 – Kings, Administration & Governance

A. Fill in the Blanks

1. The ruler was generally known as the _____.
2. Large kingdoms required organised systems of _____.
3. States collected _____ to support administration and other activities.

4. Large armies were important for maintaining and expanding _____.
 5. The Mauryas and Guptas developed structured systems of administration, taxation and _____ organisation.
-

B. Answer in 2–3 Sentences

1. What were the major responsibilities of a king?

2. Why did large kingdoms need officials?

3. Why was taxation important for early states?

4. What difficulties might a ruler face while governing a large territory?



WORKSHEET 4 – Mauryas, Guptas & Other Kingdoms

A. Identify the Dynasty/Empire

1. A major early empire associated with a large administrative system: _____
 2. Another major empire that flourished after the Mauryas: _____
 3. A major southern imperial power mentioned in the chapter: _____
 4. The chapter covers several regional powers before: _____ CE.
-

B. True or False

1. The political organisation of India remained exactly the same throughout the period. _____
2. The Mauryas developed structured systems of administration. _____
3. The Guptas were an important early Indian empire. _____
4. Regional powers also played an important role in early Indian history. _____
5. Political change meant that all earlier traditions disappeared completely. _____

The textbook emphasises both **change and continuity** in India's political, social and cultural traditions.



WORKSHEET 5 – Society: Varṇa & Jāti

A. Fill in the Blanks

1. _____ refers to a broad social classification discussed in early Indian sources.
 2. _____ refers to the various social groups that developed in society.
 3. Social organisation changed across different regions and periods.
 4. The study of early society requires examining both textual and _____ evidence.
-

B. Short Answer Questions

1. What is meant by varṇa?

2. What is meant by jāti?

3. How were varṇa and jāti different?

4. What factors may have contributed to the formation of different jātis?



WORKSHEET 6 – Role of Women

A. Answer the Questions

1. What can early Indian texts tell us about the position of women?

2. Why should historians use different types of sources when studying women's lives?

3. Did the experiences of all women necessarily remain the same across regions and periods? Explain.

The chapter's own end-of-chapter questions ask students to examine what early Indian society reveals about **varṇa and the role of women**.



WORKSHEET 7 – Education & Knowledge

A. Complete the Sentences

1. Education in early India emphasised both _____ and _____.
2. The Vedic tradition was transmitted orally for several _____ before being written down.
3. Knowledge traditions continued to flourish across different _____.

B. Think & Answer

1. Why was oral transmission important in early Indian traditions?

2. Why might education have emphasised moral values along with knowledge?

3. How could education benefit society?

WORKSHEET 8 – Economy, Agriculture & Trade

A. Fill in the Blanks

1. The early Indian economy was largely based on _____.
2. _____ works supported agricultural production.
3. Trade networks helped the exchange of goods and _____.
4. _____ played an important role in crafts and commerce.
5. Ports supported long-distance _____.

The chapter summary highlights agriculture, irrigation, trade networks, ports and guilds as important parts of early economic life.

B. Match the Following

Column A

Column B

- | | |
|----------------|--------------------------------------|
| 1. Agriculture | a. Craft and commercial organisation |
|----------------|--------------------------------------|

- | | |
|-----------------|-----------------------------------|
| 2. Irrigation | b. Production of food |
| 3. Guilds | c. Supply of water |
| 4. Trade routes | d. Movement and exchange of goods |
-

C. Short Answer

1. Why was agriculture important to early states?

2. How did irrigation help agriculture?

3. What was the role of guilds?

4. How did trade routes contribute to cultural exchange?



WORKSHEET 9 – Cultural & Ethical Traditions

A. Choose the Correct Answer

1. Which principle is associated with cosmic order, harmony and balance?

- A. Rita
- B. Jana
- C. Jāti
- D. Guild

2. Which principle refers to sameness?

- A. Samatva
- B. Dharma
- C. Artha
- D. Varṇa

3. Which concept remained an important socio-ethical principle?

- A. Dharma
- B. Taxation
- C. Trade
- D. Irrigation

The chapter explains **samatva** as a principle of sameness and **ṛita** as an all-pervading cosmic order associated with harmony and balance.

B. Short Answer Questions

1. What is meant by samatva?

2. What is ṛita?

3. How did ethical ideas influence state and society?

4. What does the idea of dharma contribute to the understanding of early Indian society?



WORKSHEET 10 – Trade Routes & Cultural Exchange

A. Complete the Statements

1. Trade routes enabled the movement of _____.
2. Traders could also exchange ideas, beliefs and _____.
3. Ports were important centres of _____.
4. Craft guilds contributed to both production and _____ patronage.

An inscription at Sanchi records the welfare and religious-patronage activities of an ivory-workers' guild from Vidiśhā, showing the role of craft guilds in both artistic production and religious patronage.

B. HOTS

“Trade routes connect societies, not just markets.”

Explain this statement with examples.



WORKSHEET 11 – HOTS & Application

1. Imagine you are the ruler of a large kingdom in 500 CE.

List **three problems** you might face in governing your territory.

1. _____
2. _____
3. _____

2. Why would a large empire need taxation, officials and an organised army?

3. How could trade help a kingdom become economically stronger?

4. Why is it important to study both political and social history?

5. The chapter describes both continuity and change.

Give one example of continuity and one example of change.

Continuity: _____

Change: _____

WORKSHEET 12 – Source-Based Question

The chapter includes a **2nd-century CE Nāśhik cave inscription of Uṣhavadāta**, which records his donation of a cave to the Saṃgha and a perpetual endowment.

Answer the following:

1. What type of historical source is this?

2. What does the inscription tell us about charitable or religious activities?

3. Why are inscriptions useful to historians?

4. Why should historians compare inscriptions with other sources?

WORKSHEET 13 – Quick Revision Quiz

Choose the Correct Answer

1. The R̥gveda was initially transmitted mainly through:

- A. Printed books
- B. Oral tradition
- C. Newspapers
- D. Coins

2. Janapadas were:

- A. Modern districts
- B. Early territorial/political units
- C. Trade guilds
- D. Religious texts

3. Mahājanapadas were:

- A. Larger and more powerful states
- B. Villages
- C. Trade routes
- D. Temples

4. Magadha was known for becoming:

- A. A powerful state
- B. A foreign colony
- C. A small village
- D. A trading guild

5. The Mauryas and Guptas are examples of:

- A. Major Indian empires
- B. European kingdoms
- C. Mesopotamian states
- D. Greek city-states

6. Which was an important economic activity?

- A. Agriculture
- B. Printing
- C. Factory production
- D. Modern banking

7. Guilds were associated with:

- A. Crafts and commerce
- B. Modern elections
- C. Ocean currents
- D. Military training only

8. Rita refers to:

- A. Cosmic order and harmony
- B. A tax
- C. A kingdom
- D. A trade route

9. Samatva refers to:

- A. Sameness
- B. Warfare
- C. Agriculture
- D. Administration

10. The period covered by the chapter extends up to approximately:

- A. 1000 CE
- B. 1500 CE
- C. 1700 CE
- D. 1947 CE



BONUS – Assertion & Reason

1. Assertion:

Political organisation in India changed significantly over time.

Reason: Early clan-based polities developed into larger kingdoms, republics and eventually powerful empires.

2. Assertion:

Agriculture was important to early Indian economies.

Reason: Agriculture was supported by irrigation works and provided a major economic base.

3. Assertion:

Trade had an influence beyond the exchange of goods.

Reason: Trade routes also facilitated exchanges of skills, beliefs and cultural practices.

4. Assertion:

Early Indian society showed both continuity and change.

Reason: Political and social structures evolved while several cultural and ethical traditions continued across periods.



BONUS MAP ACTIVITY

On a map of India, locate and label as many as possible of the major regions/states/kingdoms discussed in Chapter 5.

Then mark:

- Major political centres
- Important trade routes
- Important ports

- Major regions of early kingdoms/empires

The chapter specifically asks students to examine major trade routes and their role in exchanging goods, skills, beliefs and cultural practices.



ANSWER KEY

Worksheet 1

1. **Vedas**
2. **oral**
3. **janas**
4. **janapadas**
5. **mahājanapadas**
6. **states**
7. **empires**
8. **rājā**

MCQs:

1-B, 2-B, 3-A, 4-A

Worksheet 2

1. Jana – **b**
2. Janapada – **a**
3. Mahājanapada – **c**
4. Empire – **d**

Sequence:

Janas → Janapadas → Mahājanapadas → Empires

Worksheet 3

1. **rājā**
2. **administration**
3. **taxes/taxation**
4. **power/territory**
5. **military**

Worksheet 4

1. **Mauryan Empire**
2. **Gupta Empire**
3. **Cholas**
4. **1000**

True/False:

1-F, 2-T, 3-T, 4-T, 5-F

Worksheet 7

1. **knowledge; moral values**
2. **centuries**
3. **regions**

Worksheet 8

1. **agriculture**
2. **irrigation**
3. **skills**
4. **guilds**
5. **trade**

Match:

1-b, 2-c, 3-a, 4-d

Worksheet 9

1-A, 2-A, 3-A

Worksheet 13

- 1-B
- 2-B
- 3-A
- 4-A
- 5-A
- 6-A
- 7-A
- 8-A

9-A
10-A