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# Geographical Overview of Andaman and Nicobar Islands

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The Andaman and Nicobar Islands are a group of islands located in the Bay of Bengal, India. They are divided into two main groups: the Andaman Islands in the north and the Nicobar Islands in the south. The Andaman Islands include North Andaman, Middle Andaman, Lower Andaman, and Little Andaman, with Port Blair as the capital city situated on Lower Andaman. The Nicobar Islands consist of several islands such as Car Nicobar, Tarasa, Katchall, Little Nicobar, Nancowry, and Great Nicobar.

The islands are surrounded by the Andaman Sea and the Indian Ocean. The map of these islands shows their position near  $10^{\circ}$  north latitude and  $92^{\circ}$  east longitude. The scale on the map helps understand the distances between the islands, for example, Katchall and Nancowry are more than a hundred miles apart.

## Key Elements

- **Location:** Bay of Bengal, near  $10^{\circ}$ N latitude and  $92^{\circ}$ E longitude.
- **Island Groups:** Andaman Islands (North, Middle, Lower, Little Andaman) and Nicobar Islands (Car Nicobar, Tarasa, Katchall, Little Nicobar, Nancowry, Great Nicobar).
- **Capital:** Port Blair on Lower Andaman Island.
- **Surrounding Waters:** Andaman Sea and Indian Ocean.

## Textual Evidence

"The Andaman and Nicobar Islands are located in the Indian Ocean, specifically in the Bay of Bengal. These islands are separated into two groups: Andaman Islands in the north and Nicobar Islands in the south."

## Practice Set

Level 1 – Easy

- Identify the capital city of the Andaman and Nicobar Islands.
- Name the two main groups of islands in the Andaman and Nicobar archipelago.

### Level 2 – Moderate

- List three islands from the Nicobar group.
- Explain the significance of the scale on the map of the islands.

### Level 3 – Challenging

- Using the map coordinates, describe the geographical location of the Andaman and Nicobar Islands.
- Compare the Andaman and Nicobar Islands in terms of their size and position.

### Answer Key

- Port Blair is the capital city.
- The two main groups are the Andaman Islands and the Nicobar Islands.
- Three islands from the Nicobar group are Car Nicobar, Katchall, and Great Nicobar.
- The scale helps measure real distances between places on the map.
- The islands are near 10° north latitude and 92° east longitude in the Bay of Bengal.
- The Andaman Islands are larger and located north of the Nicobar Islands, which are smaller and lie to the south.

### Quick Reference

- Andaman Islands: North, Middle, Lower, Little Andaman
- Nicobar Islands: Car Nicobar, Tarasa, Katchall, Little Nicobar, Nancowry, Great Nicobar
- Capital: Port Blair
- Location: Bay of Bengal, near 10°N, 92°E

### Glossary

- **Archipelago:** A group of islands and the surrounding sea.
- **Latitude:** Horizontal lines on the globe used to measure distance north or south of the equator.
- **Longitude:** Vertical lines on the globe used to measure distance east or west of the prime meridian.

## The 2004 Tsunami and Its Impact on the Andaman and Nicobar Islands

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A tsunami is a very large and powerful wave caused by underwater earthquakes, volcanic eruptions, or landslides. On 26 December 2004, a massive tsunami struck parts of the Indian Ocean, including the Andaman and Nicobar Islands and the Tamil Nadu coast. The tsunami caused widespread destruction, flooding, and loss of life.

The tsunami waves were triggered by a massive earthquake off northern Sumatra. The water rose rapidly, flooding the land, carrying debris, vehicles, and uprooting trees. The kinetic energy of the water, calculated by the formula  $E = 1/2 m v^2$ , where  $m$  is the mass of water and  $v$  is its velocity, was enough to cause massive destruction.

### Key Elements

- **Cause:** Underwater earthquake triggered tsunami waves.
- **Effects:** Flooding, destruction of property, loss of lives.
- **Scientific Explanation:** Kinetic energy of fast-moving water causes damage.
- **Human Stories:** Accounts of courage and survival from the islands.

### Textual Evidence

"A tsunami is a very large and powerful wave caused by earthquakes under the sea. On 26 December 2004, a tsunami hit Thailand and parts of India such as the Andaman and Nicobar Islands."

## Practice Set

### Level 1 – Easy

- Define a tsunami.
- When did the 2004 tsunami occur?

### Level 2 – Moderate

- Explain the cause of the tsunami in 2004.
- Describe the effects of the tsunami on the Andaman and Nicobar Islands.

### Level 3 – Challenging

- Using the kinetic energy formula, explain why tsunami waves cause so much destruction.
- Discuss the importance of early warning systems in tsunami-prone areas.

## Answer Key

- A tsunami is a large and powerful wave caused by underwater earthquakes or other disturbances.
- The 2004 tsunami occurred on 26 December 2004.
- The tsunami was caused by a massive underwater earthquake off northern Sumatra.
- The tsunami caused flooding, destruction of homes, loss of lives, and uprooted trees.
- The kinetic energy formula shows that the energy depends on the mass and the square of the velocity, meaning fast-moving large volumes of water have enormous destructive power.
- Early warning systems help alert people to evacuate and save lives before the tsunami hits.

## Quick Reference

- **Tsunami:** Large sea wave caused by underwater disturbances.
- **Date:** 26 December 2004.
- **Cause:** Underwater earthquake.
- **Effects:** Flooding, destruction, loss of life.

## Glossary

- **Tsunami:** A series of large ocean waves caused by underwater earthquakes or volcanic eruptions.
- **Kinetic Energy:** Energy possessed by a moving object, calculated as  $E = 1/2 m v^2$ .
- **Floodwater:** Water that covers land which is usually dry.

## Stories of Courage and Survival During the Tsunami

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The 2004 tsunami brought tragic losses but also stories of courage and survival from the Andaman and Nicobar Islands. Individuals like Igneshious, Sanjeev, Meghna, and Almas Javed faced the disaster with bravery and resilience.

Igneshious, a cooperative society manager, saved three of his children but lost his wife and two children. Sanjeev, a policeman, tried to rescue others but was swept away with the person he was saving. Meghna, a thirteen-year-old girl, survived two days floating on a wooden door. Almas Javed, a ten-year-old student, survived after being swept away by a giant wave and was later rescued.

## Key Elements

- **Igneshious:** Saved three children, lost wife and two children.
- **Sanjeev:** Policeman who tried to rescue others but was swept away.
- **Meghna:** Survived two days at sea holding a wooden door.
- **Almas Javed:** Survived tsunami after being swept away; traumatized by the experience.

## Textual Evidence

"Ignesious carefully took his television set off its table and put it down on the ground so that it would not fall and break. Then the family rushed out of the house."

"Thirteen year-old Meghna was swept away along with her parents and seventy-seven other people. She spent two days floating in the sea, holding on to a wooden door."

## Practice Set

### Level 1 – Easy

- Who was Ignesious and what did he do during the tsunami?
- How did Meghna survive the tsunami?

### Level 2 – Moderate

- Describe the actions of Sanjeev during the tsunami.
- Explain how Almas Javed's family tried to escape the tsunami.

### Level 3 – Challenging

- Discuss the emotional impact of the tsunami on survivors like Almas Javed.
- Analyze the role of quick thinking and courage in survival during natural disasters.

## Answer Key

- Ignesious was a cooperative society manager who saved three of his children by rushing out of the house during the earthquake and tsunami.

- Meghna survived by floating on a wooden door for two days until she was brought to shore.
- Sanjeev was a policeman who saved himself and his family but was swept away while trying to rescue the wife of a guesthouse cook.
- Almas Javed's father noticed the sea receding and tried to move the family to safety, but he and her grandfather were swept away by the first giant wave.
- Survivors like Almas Javed are often traumatized and may find it difficult to talk about their experiences.
- Quick thinking, such as recognizing warning signs and acting fast, along with courage, can save lives during disasters.

## Quick Reference

- **Ignesious:** Manager, saved three children.
- **Sanjeev:** Policeman, tried to rescue others.
- **Meghna:** Survived two days at sea.
- **Almas Javed:** Survived tsunami, traumatized.

## Glossary

- **Traumatized:** Greatly shocked and distressed.
- **Tremor:** A slight shake of the earth.
- **Relief Helicopters:** Helicopters bringing help during disasters.

## Tilly Smith and the Warning of the Tsunami

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Tilly Smith, a ten-year-old British schoolgirl, saved many lives during the 2004 tsunami at Phuket beach in Thailand. She recognized the warning signs of the tsunami because of a recent geography lesson in England. Tilly noticed the sea behaving strangely, with water foaming and forming whirlpools, and she warned her family and others to leave the beach.

Her parents took her and her sister to safety in the hotel, which withstood the tsunami waves. Thanks to Tilly's quick thinking and knowledge, many lives were saved. Despite

winning awards, her parents chose not to have her interviewed or made into a heroine.

## Key Elements

- **Tilly Smith:** Ten-year-old schoolgirl who recognized tsunami signs.
- **Warning Signs:** Sea foaming, bubbling, and forming whirlpools.
- **Action Taken:** Warned family and tourists to leave the beach.
- **Outcome:** Many lives saved; family took refuge in hotel.

## Textual Evidence

"Tilly saw the sea slowly rise, and start to foam, bubble and form whirlpools. She remembered that she had seen this in class in a video of a tsunami that had hit the Hawaiian islands in 1946."

## Practice Set

### Level 1 – Easy

- Who is Tilly Smith?
- What did Tilly notice about the sea?

### Level 2 – Moderate

- Explain how Tilly's geography lesson helped save lives.
- Why did Tilly's parents not want her to be interviewed?

### Level 3 – Challenging

- Discuss the importance of education in disaster preparedness using Tilly's story.

- Analyze the role of individual awareness in community safety during natural disasters.

## Answer Key

- Tilly Smith is a ten-year-old British schoolgirl who recognized tsunami warning signs.
- She noticed the sea foaming, bubbling, and forming whirlpools.
- Her geography lesson taught her about tsunamis, enabling her to warn others and save lives.
- Her parents wanted to protect her privacy and avoid media attention.
- Education helps people recognize dangers and act quickly to save lives.
- Individual awareness can lead to timely warnings and prevent loss of life in communities.

## Quick Reference

- **Tilly Smith:** Recognized tsunami signs from geography lesson.
- **Warning Signs:** Sea foaming and whirlpools.
- **Action:** Warned family and tourists.

## Glossary

- **Resort:** A place where people go on holiday.
- **Triggered:** Caused suddenly.
- **Hysterical:** Wildly emotional and uncontrolled.
- **Refuge:** Shelter or protection from danger.

## Nature's Warning System: The Sixth Sense of Animals

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Before the tsunami struck, many animals appeared to sense the danger and fled to safety. Elephants ran to higher ground, dogs refused to go outdoors, flamingoes abandoned breeding areas, and zoo animals hid in shelters. This behavior suggests that

animals may have a sixth sense or more acute hearing to detect earth vibrations before humans do.

In places like India's Cuddalore coast and Sri Lanka's Yala National Park, many animals survived the tsunami, while thousands of people lost their lives. For example, elephants were seen running away from the beach before the waves hit, and dogs in Galle refused to go for their usual run, likely saving their owner's life.

## Key Elements

- **Animal Behavior:** Animals sensed danger and moved to safety before the tsunami.
- **Sixth Sense:** Possible heightened senses or ability to detect vibrations.
- **Survival:** Few animals died compared to many human casualties.

## Textual Evidence

"Elephants screamed and ran for higher ground; dogs refused to go outdoors; flamingoes abandoned their low-lying breeding areas; and zoo animals rushed into their shelters."

## Practice Set

### Level 1 – Easy

- What did the elephants do before the tsunami?
- How did the dogs in Galle behave?

### Level 2 – Moderate

- Explain the idea of animals having a sixth sense.
- Why do you think few animals died during the tsunami?

## Level 3 – Challenging

- Discuss how animal behavior can be used as a natural warning system for disasters.
- Analyze the scientific explanations for animals sensing earthquakes or tsunamis before humans.

## Answer Key

- Elephants ran to higher ground before the tsunami.
- The dogs refused to go for their daily run, likely sensing danger.
- Animals may have more acute hearing or senses to detect earth vibrations.
- Animals sensed danger early and moved to safety, so few died.
- Animal behavior can alert humans to impending disasters if observed carefully.
- Animals may detect vibrations or changes in the environment that humans cannot sense.

## Quick Reference

- **Animal Behavior:** Fleeing to safety before disaster.
- **Sixth Sense:** Heightened sensory perception.
- **Survival:** Few animal casualties during tsunami.

## Glossary

- **Sixth Sense:** An intuitive ability to perceive events before they happen.
- **Acute Hearing:** Very sensitive hearing ability.
- **Vibration:** A shaking movement often caused by earthquakes.

## Poem: When I Was at the Party by Unknown

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This short poem tells the story of Betty, a four-year-old girl, who witnessed a little girl fall off her chair at a party. While other children laughed, Betty did not because she was the one who had fallen. The poem highlights innocence, empathy, and the perspective of a child.

## Key Elements

- **Theme:** Empathy and innocence of children.
- **Perspective:** Betty's honest and serious view of the incident.
- **Tone:** Sweet and thoughtful.

## Textual Evidence

"I didn't laugh," said Betty, "Because it was I that fell."

## Practice Set

### Level 1 – Easy

- Who fell off the chair at the party?
- Why didn't Betty laugh?

### Level 2 – Moderate

- What does Betty's reaction tell us about her character?
- Explain the tone of the poem.

### Level 3 – Challenging

- Analyze how the poem uses a child's perspective to convey empathy.

- Discuss the importance of understanding others' feelings as shown in the poem.

## Answer Key

- A little girl fell off the chair.
- Betty didn't laugh because she was the one who fell.
- Betty is kind and empathetic.
- The tone is sweet and thoughtful.
- The poem shows empathy through a child's honest feelings.
- Understanding others' feelings helps build kindness and compassion.

## Quick Reference

- **Theme:** Empathy
- **Perspective:** Child's view
- **Tone:** Sweet and serious

## Glossary

- **Empathy:** The ability to understand and share the feelings of another.
- **Perspective:** A particular attitude or way of viewing something.

## Poem: Geography Lesson by Zulfikar Ghose

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This poem describes the view of a city and the earth from an airplane at different heights. It explains how the city appears neat and planned from above, the logic of geography in the placement of cities near rivers and valleys, and the roundness of the earth. The poem also reflects on the puzzling human behavior of hatred and violence, which is not visible from the sky.

## Key Elements

- **Theme:** Geography, human behavior, and perspective.
- **Imagery:** City viewed from different heights.
- **Message:** The earth's natural order contrasts with human conflicts.

## Textual Evidence

"When the jet sprang into the sky, it was clear why the city had developed the way it had, seeing it scaled six inches to the mile."

"It was difficult to understand that the men on the earth found causes to hate each other, to build walls across cities and to kill."

## Practice Set

### Level 1 – Easy

- What does the city look like from the airplane?
- What natural features attract people to live in certain areas?

### Level 2 – Moderate

- Explain the phrase "the logic of geography."
- Why is it difficult to understand human hatred from the sky?

### Level 3 – Challenging

- Analyze the contrast between natural geography and human behavior as presented in the poem.
- Discuss the poet's message about human conflict and the earth's design.

## Answer Key

- The city looks neat and planned from the airplane.
- People live near rivers and valleys.
- "The logic of geography" means natural features like land and water influence where people settle.
- From the sky, human hatred and violence are not visible or understandable.
- The poem contrasts the natural order of the earth with the irrationality of human conflicts.
- The poet suggests that while nature is orderly, humans create unnecessary divisions and violence.

## Quick Reference

- **Theme:** Geography and human nature
- **Imagery:** City and earth from above
- **Message:** Nature's order vs. human conflict

## Glossary

- **Inevitable:** Cannot be avoided.
- **Haphazard:** Without plan or order.
- **Delineated:** Clearly shown or outlined.