

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2021-2022)

Class : XI

HISTORY

Under the Guidance of

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MESSAGE

I would like to congratulate the members of Core Academic Unit and the subject experts of the Directorate of Education, who inspite of dire situation due to Corona Pandemic, have provided their valuable contributions and support in preparing the Support Material for classes IX to XII.

The Support Material of different subjects, like previous years, have been reviewed/ updated in accordance with the latest changes made by CBSE so that the students of classes IX to XII can update and equip themselves with these changes. I feel that the consistent use of the Support Material will definitely help the students and teachers to enrich their potential and capabilities.

Department of Education has taken initiative to impart education to all its students through online mode, despite the emergency of Corona Pandemic which has led the world to an unprecedented health crises. This initiative has not only helped the students to overcome their stress and anxiety but also assisted them to continue their education in absence of formal education. The support material will ensure an uninterrupted learning while supplementing the Online Classes.

(H. Rajesh Prasad)

UDIT PRAKASH RAI, IAS
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MESSAGE

The main objective of the Directorate of Education is to provide quality education to all its students. Focusing on this objective, the Directorate is continuously in the endeavor to make available the best education material, for enriching and elevating the educational standard of its students. The expert faculty of various subjects undertook this responsibility and after deep discussions and persistent efforts, came up with Support Material to serve the purpose.

Every year the Support Material is revised/updated to incorporate the latest changes made by CBSE in the syllabus of classes IX to XII. The contents of each lesson/chapter are explained in such a way that the students can easily comprehend the concept and get their doubts solved.

I am sure, that the continuous and conscientious use of this Support Material will lead to enhancement in the educational standard of the students, which would definitely be reflected in their performance.

I would also like to commend the entire team members for their contributions in the preparation of this incomparable material.

I wish all the students a bright future.

(UDIT PRAKASH RAI)

Dr. RITA SHARMA
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D.O. No. PA/Aeldl/DE/Sch/31
Dated: 29.06.2021

MESSAGE

It gives me immense pleasure to present the revised edition of the Support Material. This material is the outcome of the tireless efforts of the subject experts, who have prepared it following profound study and extensive deliberations. It has been prepared keeping in mind the diverse educational level of the students and is in accordance with the most recent changes made by the Central Board of Secondary Education.

Each lesson/chapter, in the support material, has been explained in such a manner that students will not only be able to comprehend it on their own but also be able to find solution to their problems. At the end of each lesson/chapter, ample practice exercises have been given. The proper and consistent use of the support material will enable the students to attempt these exercises effectively and confidently. I am sure that students will take full advantage of this support material.

Before concluding my words, I would like to appreciate all the team members for their valuable contributions in preparing this unmatched material and also wish all the students a bright future.



(Rita Sharma)

भारत का संविधान
भाग 4क
नागरिकों के मूल कर्तव्य

अनुच्छेद 51क

मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हों;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत् प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू सके; और
- (ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य को शिक्षा के अवसर प्रदान करे।

CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental Duties : It shall be the duty of every citizen of India —

1. to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
2. to cherish and follow the noble ideals which inspired our national struggle for freedom;
3. to uphold and protect the sovereignty, unity and integrity of India;
4. to defend the country and render national service when called upon to do so;
5. to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
6. to value and preserve the rich heritage of our composite culture;
7. to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures.
8. to develop the scientific temper, humanism and the spirit of inquiry and reform;
9. to safeguard public property and to adjure violence;
10. to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
11. who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

भारत का संविधान उद्देशिका

हम, भारत के लोग, भारत को एक ¹[संपूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,
तथा उन सब में

व्यक्ति की गरिमा और ²[राष्ट्र की एकता
और अखंडता] सुनिश्चित करने वाली बंधुता
बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख
26 नवंबर, 1949 ई. को एतद्वारा इस संविधान को
अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2021-2022)

HISTORY
Class : XI

(English Medium)

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

SUPPORT MATERIAL

2021-2022

CLASS-XI

SUBJECT : HISTORY

Team Members for Review of Support Material

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21. HISTORY

Class XI - (2021-22)

(Code No. 027)

Rationale

Through a focus on a series of critical historical issues and debates (Class-XI) or on a range of important historical sources (Class-XII), the students would be introduced to a set of important historical events and processes. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of reading history.'

Objectives:

- Effort in these senior secondary classes would be to emphasize to students that history is a critical discipline, a process of enquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them to understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.
- The syllabus would also enable students store late/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.
- The syllabus in Class-XI is organized around some major themes in the world history. The themes have been selected so as to (i) focus on some important developments in different spheres-political, social, cultural and economic,(ii) study not only the grand narratives of development-urbanization, industrialization and modernization-but also to know about the processes of displacements and marginalization. Through the study of these themes students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.

- The treatment of each theme in Class-XI would include
 - an overview of the theme under discussion,
 - a more detailed focus on one region of study,
 - an introduction to a critical debate associated with the issue.
- In Class-XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.
- Each theme in Class-XII will also introduce the students to one type of source for the study of history. Through such a study students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyze these sources, the problems and difficulties of interpreting each type of source, and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.
- Each theme for Class-XII will be organized around four sub heads:
 - a detailed overview of the events, issues and processes under discussion,
 - a summary of the present state of research on the theme,
 - an account of how knowledge about the theme has been acquired,
 - an excerpt from a primary source related to the theme, explaining how it has been used by historians.
- While the themes in both these Classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.
- In the text books each theme would be located in a specific time and place. But these discussions would be situated within a wider context by
 - plotting the specific event within time-lines,
 - discussing the particular event or process in relation to developments in other places and other times.

COURSE STRUCTURE

Class-XI (2021-22)

Paper One Theory

Time: 3 hrs.

Marks: 80

S. No.	Units	Periods	Marks
1.	Introduction to World History	8	
Section A: Early Societies		40	15
2.	Introduction	7	
3.	From the beginning of time	18	
4.	Early Cities	15	
Section B: Empire		50	19
5.	Introduction	7	
6.	An empire across three continents	15	
7.	Central Islamic Lands	15	
8.	Nomadic Empires	13	
Section C: Changing Traditions		50	19
9.	Introduction	7	
10.	Three orders	14	
11.	Changing Cultural Traditions	15	
12.	Confrontation of cultures	14	
Section D: Paths to Modernization		52	22
13.	Introduction	7	
14.	The Industrial Revolution	15	
15.	Displacing Indigenous People	15	
16.	Paths to modernizations	15	
	• Map work (units 1-11)	10	5
	• Project Work	10	20
Total		220 Periods	100 Marks

COURSE CONTENT

Themes in World History	
Themes	Objectives
Introduction to World History	
SECTION I: EARLY SOCIETIES	
<p>Introduction</p> <p>1. From the Beginning of Time Focus: Africa, Europe till 15000 BCE</p> <ul style="list-style-type: none"> (a) Views on the origin of human beings (b) Early societies. (c) Historians' views on present-day gathering-hunting societies. <p>2. Writing and City Life Focus: Iraq, 3rd millennium BCE</p> <ul style="list-style-type: none"> (a) Growth of towns. (b) Nature of early urban societies. (c) Historians' Debate on uses of writing. 	<ul style="list-style-type: none"> • Familiarize the learner with ways of reconstructing human evolution. Discuss whether the experience of present-day hunting-gathering people can be used to understand early societies. • Familiarize the learner with the nature of early urban centres. • Discuss whether writing is significant as a marker of civilization.
SECTION II: EMPIRES	
<p>Introduction</p> <p>3. An Empire across Three Continents Focus: Roman Empire, 27 BCE to 600 CE.</p> <ul style="list-style-type: none"> (a) Political evolution (b) Economic expansion (c) Religio-cultural foundation (d) Late Antiquity (e) Historians' views on the institution of Slavery. <p>4. Central Islamic Lands Focus: 7th to 12th centuries</p> <ul style="list-style-type: none"> (a) Polity (b) Economy (c) Culture (d) Historians' viewpoints on the nature of the crusades. <p>5. Nomadic Empires Focus: the Mongol, 13th to 14th Century</p> <ul style="list-style-type: none"> (a) The nature of nomadism. (b) Formation of empires. (c) Conquests & relations with other states. (d) Historians' views on nomadic societies and state formation. 	<ul style="list-style-type: none"> • Familiarize the learner with the history of a major world empire. • Discuss whether slavery was a significant element in the economy. • Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society. • Understand what the crusades, meant in these regions and how they were experienced. • Familiarize the learner with the varieties of nomadic society and their institutions. • Discuss whether state formation is possible in nomadic societies.

SECTION III : CHANGING TRADITIONS	
<p>Introduction</p> <p>6. Three Orders</p> <p>Focus: Western Europe, 13th-16th century</p> <ul style="list-style-type: none"> (a) Feudal society and economy. (b) Formation of states. (c) Church and Society (d) Historians' views on decline of feudalism. <p>7. Changing Cultural Traditions</p> <p>Focus on Europe, 14th to 17th century.</p> <ul style="list-style-type: none"> (a) New ideas, and new trends in literature and arts. (b) Relationship with earlier ideas (c) The contribution of West Asia. (d) Historians' viewpoints on the validity of the notion 'European Renaissance'. <p>8. Confrontation of Cultures</p> <p>Focus on America, 15th to 18th century.</p> <ul style="list-style-type: none"> (a) European voyages of exploration. (b) Search for gold; enslavement, raids, extermination. (c) Indigenous people and cultures - the Arawaks, the Aztecs, the Incas. (d) The history of displacement. (e) Historians' viewpoints on the slave trade. 	<ul style="list-style-type: none"> • Familiarize the learner with the nature of the economy and society of this period and the changes within them. • Show how the debate on the decline of feudalism helps in understanding processes of transition. • Explore the intellectual trends in the period. • Familiarize students with the paintings and buildings of the period. • Introduce the debate around the idea of 'Renaissance'. • Discuss changes in the European economy that led to the voyages. • Discuss the implications of the conquests for the indigenous people. • Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries".
SECTION IV : PATHS TO MODERNIZATION	
<p>Introduction</p> <p>9. The Industrial Revolution</p> <p>Focus on England, 18th and 19th century.</p> <ul style="list-style-type: none"> (a) Innovations and technological change (b) Patterns of growth (c) Emergence of a working class. (d) Historians' viewpoints, Debate on 'Was there an Industrial Revolution?' <p>10. Displacing Indigenous People</p> <p>Focus on North America and Australia, 18th to 20th century.</p> <ul style="list-style-type: none"> (a) European colonists in North America and Australia. (b) Formation of white settler societies. 	<ul style="list-style-type: none"> • Understand the nature of growth in the period and its limits. • Initiate students to the debate on the idea of industrial revolution. • Sensitive students to the processes of displacement that accompanied the development of America and Australia. • Understand the implications of such processes for the displacement populations.

<p>(c) Displacement and repression of local people.</p> <p>(d) Historians' viewpoints on the impact of European settlement on indigenous population.</p> <p>11. Paths to Modernization</p> <p>Focus on East Asia, late 19th and 20th century.</p> <p>(a) Militarization and economic growth in Japan.</p> <p>(b) China and the Communist alternative.</p> <p>(c) Historians' Debate on the meaning of modernization</p> <p>(NOTE*: Keeping in view the importance of both the themes i.e. Japan and China, It is advised that both must be taught in the schools)</p>	<ul style="list-style-type: none"> • Make students aware that transformation in the modern world takes many different forms. • Show how notions like 'modernization' need to be critically assessed.
Map Work on Units 1-11	

PROJECT WORK (Code No. 027)

Class-XI (2021-22)

INTRODUCTION

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidences to write history.

The syllabus in Class-XI is organized around some major themes in world history. In Class-XII the focus shifts to a detailed study of some themes in ancient, medieval and modern Indian history.

CBSE has decided to introduce project work in history for Classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyze it future to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

OBJECTIVE

Project work will help students :

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deduction.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills co-ordination, self-direction and time management.
- To learn to work on diverse cultures, races, religions and lifestyles.
- To learn through constructivism - a theory based on observation and scientific study.

- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.
- To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.
- To develop lasting interest in history discipline.

GUIDELINES TO TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- The teachers must ensure that the project work assigned to the students individually/In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The 20 periods assigned to the Project Work should be suitably spaced from April to September in Classes-XI and XII so that students can prepare for theory part in term-II.
- One project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September.
- The teachers must ensure that the students submit original work.
- Project report should be hand written only.
- Eco-friendly materials can be used by students.

The following steps are suggested :-

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
2. The project must be done individually / in groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
5. The project work (one per year) can culminate in the form of Power Point Presentation / Exhibition / Skit / albums / files / song and dance or culture show / story telling / debate / panel discussion, paper presentation and so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice of the student.
6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written / speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in Class-XII and internal in Class XI.

ASSESSMENT**Allocation of Marks (20)**

The marks will be allocated under the following heads :

1.	Project Synopsis	2 Marks
2.	Timeline / Explanation and Interpretation / Map Work	5 Marks
3.	Visual / Overall Presentation	4 Marks
4.	Analysis / Data / Statistical Analysis	4 Marks
5.	Bibliography	1 Mark
6.	Viva	4 Marks
	Total	20 Marks

Note : The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

FEW SUGGESTIVE TOPICS ARE PROJECTS :-

1. Anthropological Research based on Darwin's Theory
2. Critique of the industrialization in Britain
3. Relations and impacts of past crusades
4. Making and unmaking of Mesopotamia
5. Paradigms of Greco-Roman civilization
6. Aspirations of women in Renaissance period
7. Paths to Modernization of Japan / China
8. An Exploratory study into Humanism
9. Piecing together the past of Genghis Khan
10. An in depth study into "now and then" paradigm of Christianity
11. An exploratory study into origins of modern science
12. Scientific Revolution and the origins of modern science
13. An exploratory study into the making of America
14. Myriad Realms of Slavery in ancient, medieval and modern world
15. Learning about global Sufism
16. History of aborigines - America / Australia

Note : Please refer Circular No. Acad. 16/2013, dated 17.04.2013 for complete guidelines.

HISTORY CLASS-XI (2021 - 22)			
TIME: 3 Hours		Max. Marks: 80	
S.No	Competencies	Marks	% Weightage
1.	Remembering - Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding - Demonstrate understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas	24	30%
2.	Applying - Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	24	30%
3.	High Order Thinking Skills - (Analysis & Synthesis- Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) Evaluation – (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)	27	33.75%
6.	Map Skill – based Question identification, location significance.	5	6.25%
	TOTAL	80	100%

Sec.	Typology	Questions Numbers	Remembering and Understanding	Applying	HOTs and Evaluation	Total
A	OTQs (1 Mark each)	1-16	5	5	5	16
B	MCQs (Case Study) (3 Marks (each))	17-19	1	1	1	3
C	SA (3 Marks (each))	20-23	1	1	2	4
D	LA (3 Marks (each))	24-26	1	1	1	3
E	Source Based (3 Marks (each))	27-29	1	1	1	3
F	Map (3 + 2)	30				5

QUESTIONWISE BREAK UP

Type of Question	Marks per Question	Total No. of Questions	Total Marks
Objective Types Questions	1	15	15
Case Study Base	3	3	09
Short Answer	3	4	12
Source Based	5	3	15
Long Answer	8	3	24
Map Skills Based	1	4 (Items)	05
Total			80

Weightage to content

Section A : Early Societies	15 Marks
Section B : Empires	19 Marks
Section C : Changing Traditions	19 Marks
Section D : Paths to Modernization	22 Marks
MapWork Unit 1 - 16	5 Marks
ProjectWork	20 Marks
Accordingly teacher can reduce weightage of the corresponding sections.	
Total	100 Marks

Weightage to Difficulty level

Estimated Difficulty Level	Percentage
(i) Easy (E) 30%	30%
(ii) Average (AV)	50%
(iii) Difficult (D)	20%

Weightage of marks section-wise

	QTQ 1 Mks	Case St. MCQs 1 Marks	SA 3 Marks	Source Based 5 Marks	Long Answer 8 Marks	Map Questions	Total Marks
Sec A: Early Societies	4(1)	1(3)	1(3)	1(5)			15
SecB: Empires	5(1)	1(3)	1(3)		1(8)		19
Sec C: Changing Traditions	3(1)		1(3)	1(5)	1(8)		19
Sec D: Paths to Modernization	3(1)	1(3)	1(3)	1(5)	1(8)		22
Map Work Unit 1 - 11						5×1	5
Project Work							20
	1×15	3×3=9	3×4=12	5×3=15	8×3=24	1×5=5	(80+20=100)

Index

Sr. No.	Content	Page No.
	Section A – Early Societies	
	Timeline 1 – 6 MYA to 1 BCE	
1.	From The Beginning of Time	1-9
2.	Writing and City Life	10-16
	Section B– Empires	
	Timeline 2 – 100 BCE to 1300 CE	
3.	An Empire Across Three Continents	17-30
4.	The Rise and Expansion of Islam	31-44
5.	Nomadic Empires	45-50
	Section C – Changing Traditions	
	Timeline 3 – 1300 to 1700 CE	
6.	The Three Orders	51-59
7.	Changing Cultural Traditions	60-65
8.	Confrontation of Cultures	66-75
	Section D – Towards Modernisaion	
	Timeline 4 – 1700 to 2000 CE	
9.	The Industrial Revolution	76-87
10.	Displacing Indigenous Peoples	88-93
11.	Paths to Modernization	94-105
	Answer to MCQs (Lesson-wise)	106
	Source Based Question	107-129
	Case Study Based Question	130-144
	Map Work	145-182
	Guidelines for Project	183-188
	Practice Question Paper -1 (With Solved)	189-211
	Practice Question Paper-2	212-227
	Practice Question Paper-3	228-243

List of Maps (From the Text book)

Sr. No.	Map	Page No.
1.	Africa	145-146
2.	Europe	147-148
3.	West Asia (Mesopotamia)	149
4.	Mesopotamia (Geographical)	150
5.	Europe and North Africa	151
6.	West Asia	153-154
7.	Islamic lands	155-156
8.	Mongol Empire, Campaigns	157-160
9.	West Europe	161-162
10.	Italian States	163-164
11.	Central America and Carribean Islands	165-166
12.	South America	167-168
13.	Africa (Places from where slaves were caught)	169-170
14.	Britain (Iron and Coal Industry)	171-172
15.	Britain (Textile Industry)	173-174
16.	Expansion of USA	175-176
17.	Australia	177-178
18.	East Asia	179-180
19.	Long March (China)	181-182

Lesson – 1

From The Beginning of Time

Facts to Remember

1. The first human-like creatures appeared on the earth's surface about 56 lac year ago, whom we refer to as humans.
2. Modern human (*Homo sapiens*) originated 1,60,000 years ago.
3. The key sources of primitive man history - fossil, stone, tools and cave paintings
4. **Fossil:** are remains of an animal or plant that lived thousands of years ago which has turned into rock.
5. **Species:** A species is a group of organisms that can reproduce, and their next generation is also able to reproduce.
6. Charles Darwin, in his book 'On 'The Origin of Species' published on November 24, 1859, argued that humans had evolved from animals a long time ago.
7. **Primate:** Primates are a subgroup of a larger group of mammals. They include monkeys, apes and humans. They have body hair, a relatively long gestation period following birth, mammary glands, and different types of teeth.

8. Difference between Homonoids and Homonid:

Homonoids	Homonid
1. A subgroup of primate group which includes monkey, it came into existence 240 lac years ago.	Hominod's hominid subgroup which came into existence 56 lac years ago
2 Small Brain Size	Homonids have a larger brain.
3 Quadrupeds, but with flexible forelimbs	Homonid have an upright posture and bipedal locomotion (walking on two feet)
4 Unable to use front legs	Special kind of hand, able to make tools
5 They have a larger body than monkey and do not have a tail.	Homonids are further subdivided into branches, of which Australopithecus and Homo are important.

9. **Australopithecus:** This word derived from a Latin word, 'austral', means 'southern' and a Greek word, 'pithekos' means 'ape.' Several characteristics of ape exist as half human.

10. **Homo:** Homo is a Latin word, means 'man', although there were women as well.

11.

Australopithecus	Homo
Big size of brain	Homo habilis (the tool maker)
Heavy jaws	Homo Erectus able to walking straight upright

Limited skills in the use of hand	Homo sapiens, intelligence and a better memory
Limited skills in upright walking	differences in dietary habits
spent a lot of time on trees	Small teeth
curved hand and foot bones	jaws with an outward protrusion
Australopithecus discoveries of the Okluvai Gorge	Big brain with more intelligence and a better memory

12. Ways of Obtaining Food by Early Humans:

- Gathering eatables from plants
- Hunting
- Fishing
- Scavenging - for meat and marrow from the carcasses of animals that had died naturally.

13. **Altamira cave:** Altamira cave situated in Spain. The paintings on the ceiling of the cave have depictions of bison.

14. **Archaeologist:** Person who studies human history by with excavated fossils.

15. Hundreds of paintings of animals have been discovered in the caves of Lascaux and Chauvet in France. These include depictions of bison, horses, ibex, deer, mammoths, rhinos, lions, bears, panthers, hyenas and owls.

16. Two theories of modern human origin:

- (i) Regional Continuity Model advocates with multiple regions of human origin.

(ii) The Replacement Model- with a single origin in Africa and migrated to other different regions.

17. **The Ice Age:** began about 25 lac years ago.
18. **Communication and Language:** Hominid language involved gestures or hand movements: they may have possessed a small number of speech sounds in the initial stage. Gradually, these may have developed into languages.
19. Hominid used animal paintings as the media for passing information from one generation to the next. These caves were possibly meeting places for small groups of people or locations for group activities. These groups could share hunting techniques and knowledge. The paintings of animals were associated with ritual and magic.
20. **Early tool Making:** The Hominid proved the organisational skills and greater memory by first time making tools.
21. **Punch Blade Technique :** Technique of tool making used by Hominid.
22. **Hadza Group of Gatherers:** The Hadza are a small group of hunters and gatherers living in the vicinity of Lake Eyasi, salt rift-valley lake. All types of animals, except elephants were hunted and eaten by these groups. Hadza groups never proclaim land and other resources. In spite of the exceptional numbers of game animals in their area, the Hadza rely mainly on the wild vegetable matter for their food. Probably as much as 80 per cent of their food by weight is vegetable.
23. **Hunter-Gatherer Societies:** Hunter-Gatherer societies pursue several other economic activities, along with hunting and gathering.

These include engaging in exchange and trade in minor forest produce.

24. **End of the Ice Age:** The Ice age came to an end about 13,000 years ago; this led to the development of farming, livestock, pot making and the use of the wheel for transportation.

Multiple-Choice Questions

1. What is not the speciality of the primate group
 - (a) having milk glands
 - (b) having hairs on their body.
 - (c) embryo grows in the women's womb
 - (d) Have similar types of teeth.
2. Which of the following place is not related to hominid?
 - (a) Kubifora
 - (b) Olduvai Gorge
 - (c) Kenya
 - (d) Jawa
3. Where is Boxgrove situated?
 - (a) England
 - (b) Germany
 - (c) France
 - (d) None of the above.
4. Which one of the following is included in the Primates along with apes and monkeys' except-
 - (a) Elephant
 - (b) Dinosaur
 - (c) Human
 - (d) None of the above.

5. Which of the following belong to Punch Blade Technique -
- (a) Tool making technique (b) Hunting Technique
 - (c) Cave painting technique (d) None of the above.
6. Lascaux and Chauvet caves are famous for :
- (a) paintings by homonid (b) tool making by homonid
 - (c) painting of god and goddess (d) paintings of trees
7. Which of the following was not hunted by Hadza Groups?
- (a) Rabbit (b) Elephant
 - (c) Turtle (d) Leopard
8. Which of the following are the sources of hominid history?
- (a) Fossils (b) Stone tools
 - (c) Cave paintings (d) All the above.
9. Which of the following is known for proof of stone tool making and use?
- (a) Ethiopia (b) Kenya
 - (c) A and B both (d) None of the above.
10. What is the correct meaning of Scraping of food?
- (a) Scavenging - for meat and marrow from the carcasses of animals
 - (b) The technique of collecting food
 - (c) The technique of gathering food
 - (d) A and B both.

Very Short Questions

1. Which place is known for the discovery of Australopithecus?
(NCERT, pg no. 12)
2. Where do we find the evidence of planned hunting?
(NCERT, pg no. 17)
3. Where do we find the evidence of two hearths and different food sources in caves?
(NCERT, pg no.19)
4. Terra Amata is famous for what discovery? (NCERT, pg no.20)
5. Who made the earliest stone tools? (NCERT, pg no.21)
6. Altamira caves are famous for which paintings? Paintings are found in Altamira caves?
(NCERT Pg no.22)
7. Hominid caves were known for what reason? (NCERT Pg no. 23)
8. Where do Kung San, a hunter-gatherer society, live?
(NCERT Pg no. 23)
9. Where did the Hadza group live? (NCERT Pg no. 24)
10. What types of the roles are performed by women and men in present-day hunter-gatherer societies? (NCERT Pg no. 25)
11. What type of season began at the end of the last ice age?
(NCERT Pg no. 26)
12. What is the name assigned by Archaeologists to the Modern human?
(NCERT Pg no. 27)

Small Questions (3 marks)

1. Which family does the Hominid belong to? Describe any three characteristics.
2. How did hominid foraged? Describe in detail.
3. How the use of controlled fire proved helpful to hominid?
4. Clarify the advantage of the upright proved of hominid?
5. What is the meaning of homo? Describe the speciality of homo.
6. How did communication language develop in Hominid? When did the spoken language evolve?
7. Write the differences between hominid and hominids?
8. What do you mean by the word Australopithecus'? Describe any three characteristics of Australopithecus.
9. How did the invention of the wheel affected the life of hominid?
10. How the human are more equipped with better skills than monkeys in tool making? Describe the changes witnessed with the aid of tool making.
11. What types of tools were made by hominid with the help of the Punch Blade Technique?
12. What explanations have been offered in support of cave paintings by hominid?
13. Describe the characteriastics of Hadza group?
14. Describe any two hunter and gatherer groups of modern times?

Long Answer Questions (8 marks)

1. When did the ice age end? Describe the changes in farming and pastoralism after ice age.
2. What type of food items were used by hominid and how did they collect food, describe?
3. Describe the different stages of human life evolution?
4. Describe the evolution of language and art as the medium of communication in the life of hominids.

Lesson – 2

Writing and City Life

Facts to Remember

1. Mesopotamia is derived from two Greek words. Mesos meaning middle and Potamus meaning river, indicating the fertile land between Tigris and Euphrates .
2. Now this region is part of republic of Iraq
3. History of Mesopotamia can be understood through sources like buildings, statues, graves, ornaments, seals ,clay tablets and written documents
4. It's urbanized southern part was called Sumer and Akkad, later it was called Babylonia
5. Its Northern part became known as Assyria when Assyrians established their kingdom in the North region
6. Sumerian, Akkadi and Arramaic were its important languages
7. In this Civilization development of cities started. In 3000 BCE Uruk, Ur and Mari were its famous cities
8. In the north, there is a stretch of a upland called steppe where animal herding offerd people a better livelihood then agriculture however agriculture, animal herding and trade were important means of livelihood.

9. People used bronze to make tools.
10. A woman's head sculpted in white marble was found at Uruk
11. Division of labour .social organisation were characteristic features of city life and urban economy
12. Mesopotamia was rich in food resources but its mineral resources were few which could have been traded from Turkey, Iran and across the Gulf.
13. Water ways were used to transport goods for trade. Euphrates was used as world route.
14. Writing began as urban economy required keeping of written records
15. First Mesopotamian tablets were written around 3200 BCE. The Scribe with the help of pointed end of reed would press wedge shaped signs on to the surface of moist clay tablet. Later they were dried in sun.
16. Cuneiform is derived from Latin words cuneus meaning wedge and forma meaning shape.
17. Very few Mesopotamians could read and write as the number of signs were very large and complicated.
18. From 1400 BCE Aramaic language also tricked in. This language, similar to Hebrew, became widely spoken after 1000 BCE. It is still spoken in some parts of Iraq.
19. These types of cities were found :
 - Cities which developed around temples
 - Those developed as centre of trade
 - Imperial cities

20. Temples were like ordinary houses, the only difference was that they had their outer walls going in and out at regular intervals. Ur (Moon God) and Inanna (Goddess of love) were main deities.
21. From 5000 BCE settlements had begun to develop inside southern Mesopotamia, some of which were converted into cities.
22. There was lack of town planning in Ur city, narrow and winding streets, water drainage system was not good. Residents of Ur were superstitious.
23. After 2000 BCE, Mari city which stands on upstream on Euphrates flourished as royal capital. This was situated on important trade centre . The palace of King Zimrilim and a temple was also found here.
24. Nuclear family was the norm in mesopotamian society, this information was inferred through legal text (related to marriage and inheritance matters).
25. The greatest legacy of mesopotamia to world is its scholarly tradition of time , reckoning, and mathematics.
26. People of this civilization were familiar with multiplication, division, square root, compound interest etc.
27. Mesopotamian divided the year into 12 months , a month into 4 weeks, a day into 24 hours and an hour into 60 minutes.
28. These time divisions were adopted by successors of Alexander and from there transmitted to Rome, world of Islam and then to medieval Europe.
29. Gilgamesh - the ruler of Uruk city, great warrior who had brought far flung territories under his control.

30. Assyrian king, Ashurbanipal procured clay tablets from Babylonia and established a library at his capital Nineveh.
31. In 625 BCE Nabopolassar released Babylonia from Assyrian domination.
32. Babylon was premier city of world until 331 BCE when Alexander conquered it. Nabonidus was the last ruler of independent Babylon.

Multiple-Choice Questions

1. Which of the following is the characteristic of Mesopotamian civilization?
 - (a) Urban civilization
 - (b) Development of writing
 - (c) Trade with distant places
 - (d) All of the above
2. In which city the Warka head was found?
 - (a) Ur
 - (b) Uruk
 - (c) Mari
 - (d) Babylon
3. Enmenkar was the ruler of which city?
 - (a) Uruk
 - (b) Ur
 - (c) Sumer
 - (d) Mari
4. Which city flourished as royal capital?
 - (a) Mari
 - (b) Ur
 - (c) Uruk
 - (d) Babylon

5. Tool of which metal was required by Carver of stone seal?
- (a) Copper (b) Bronze
(c) Iron (d) Tin
6. What is the greatest legacy of Mesopotamia to the world?
- (a) Time reckoning (b) Scholarly tradition of maths
(c) Both a and b (d) None of above
7. Which of the following is the first known language of Mesopotamia ?
- (a) Sumerian (b) Akkadi
(c) Both (a) and (b) (d) None of the above
8. What languages were spoken in Mesopotamia ?
- (a) Sumerian (b) Akkadi
(c) Aramaic (d) All of the above
9. Gilgamesh was the ruler of which city?
- (a) Ur (b) Uruk
(c) Mari (d) None of the above
10. On the basis of archeological evidence which city grew to the enormous extent of 250 hectares?
- (a) Ur (b) Mari
(c) Uruk (d) None of the above

Very short answers questions

1. What does Mesopotamia mean? (NCERTpg 29)
2. Between which two rivers , did the Mesopotamian civilization develop ? (NCERTpg 29)

3. Name the grassland that was there in Mesopotamia for animal herding. (NCERTpg 31)
4. What were the characteristics of Mesopotamian urbanisation? (NCERTpg 32)
5. How were goods transported in Mesopotamia? (NCERT pg 33)
6. When was the first tablet found in Mesopotamia? (NCERTpg 33)
7. What was the script of Mesopotamia? (NCERTpg 34)
8. Where did Mesopotamian people import metals and stone from? (NCERTpg 33)
9. Name the goods exported by Mesopotamian people? (NCERTpg 33)
10. What were the main features of the city of Mari? (NCERTpg 41)
11. How did Mesopotamians do time reckoning? (NCERTpg45)
12. Who was Gilgamesh? (NCERTpg 45)
13. Where was the palace of Zimrilim situated? (NCERTpg 43)
14. Who established the library at Nineveh? (NCERTpg 46)
15. Name the contemporary civilization of Mesopotamia. (NCERTpg 40)

Short Answer Questions

1. 'Development of the cities was the outcome of rural prosperity,' explain it in the context of Mesopotamia.
2. 'Iraq is a land of geographical diversity.' Explain.

3. How is division of labour a characteristic feature of city life?
4. 'Social organisation is must for urban economy.' Explain
5. 'City Mari was an important urban trade centre.' Explain.
6. Explain the development of writing in Mesopotamia on the basis of evidences.
7. Even after natural fertility, agriculture in Mesopotamia was sometimes subject to hazards.Which factors were responsible for it?
8. "City Ur in Mesopotamia lacked town planning." Explain.
9. 'Nomadic pastoralist were a threat to urban life.' Explain.
10. Explain the importance of urbanisation in Mesopotamia
11. Give brief description of making of seal in Mesopotamia and its importance
12. Why very few people in Mesopotamia were literate?
13. How were the early temples similar to a house?
14. Explain the rules of family and marriage in Mesopotamia
15. How did the Potter's wheel bring an epoch-making change in technology?

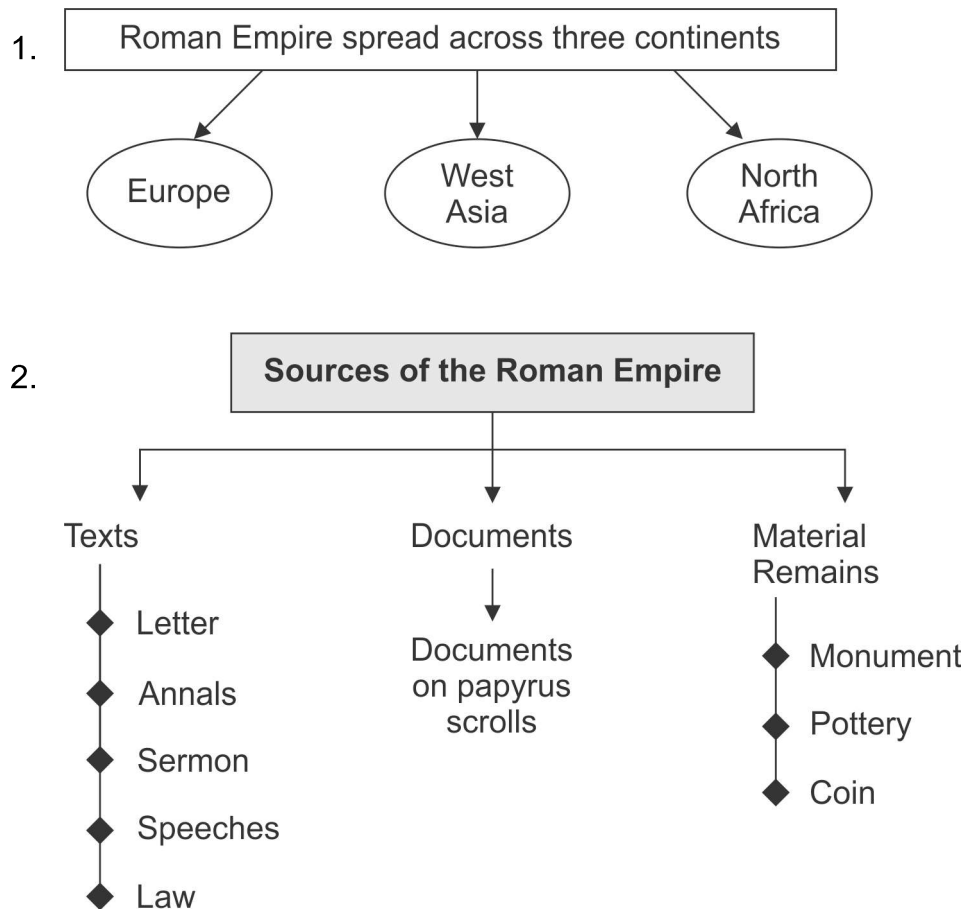
Long answer Questions (8 marks)

1. "Temples were indispensable elements of Mesopotamian culture," explain
2. "Perhaps the greatest contribution of Mesopotamia to the world is its scholarly tradition of time reckoning and maths." Substantiate your answer with appropriate reasoning
3. What are the contributions of Mesopotamian civilization to the world?

Lesson – 3

An Empire Across Three Continents

Facts to Remember



3. Phases of Roman Empire

- **Early Roman Empire** — whole period down to the main part of the 3rd century can be called the 'early empire'.
- **The Late Roman Empire**—The period after 3rd Century can be called 'late empire'

4. The Early Empire

- 509 BCE to 27 BCE Republic established
- 27 BCE Octavian, the adopted son of Julius Caesar, overthrows Republic. Octavian changed his name to Augustus.
- Augustus:
 - (i) Established Principate
 - (ii) Reign of Peace
- Tiberius - adopted son of Augustus
- Three main players in the political history of Roman empire were

The Emperor	The Senate	The Army
<ul style="list-style-type: none">• Source of authority• Succession either natural or adoptive• Important emperor were:<ul style="list-style-type: none">(i) Julius Caesar(ii) Augustus(iii) Tiberius(iv) Trajan(v) Nero	<ul style="list-style-type: none">• Body of Wealthy families	<ul style="list-style-type: none">• Paid and Professional• Largest single organised body

5. Administration of Roman Empire

- Roman Empire controlled and administered through great urban centres.
- Empire divided into provinces and subjected to taxation.
- Carthage, Alexandria, Antioch were foundations of the imperial system.
- Through local upper class in the cities government collected tax from the provincial countryside.
- Provisional upper class became the new elite.
- Emperor Gallienus forbade senators from military command.

6. Third-Century Crisis

- Sasanians attacked Roman Empire frequently.
- The Germanic tribes (barbarians) - Alamanni, the Franks and the Goths captured different areas of Roman Empire.
- 25 emperors came to throne in 47 years.
- Roman Empire faced internal strains.

7. Gender, Literacy, Culture in Roman Empire

- Structure of Family - Nuclear Family
- Status of women - enjoyed legal rights in owning and managing property.
- Literacy - varied from place to place.
- Cultural diversity existed.

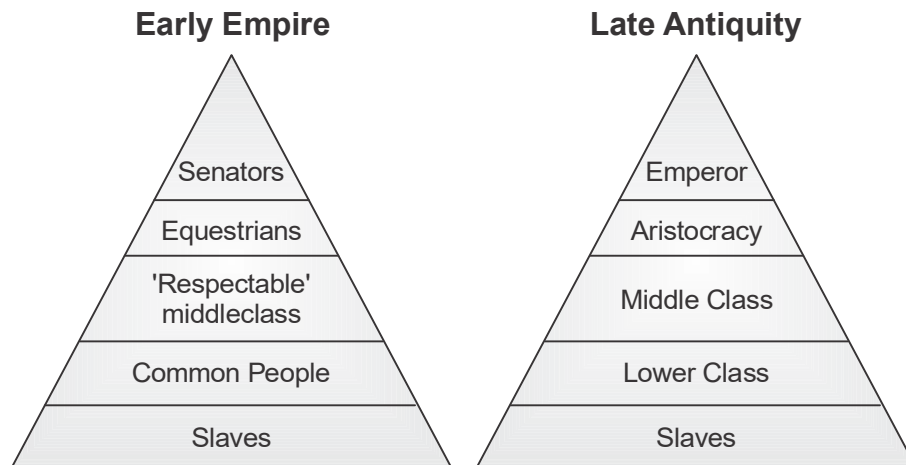
8. Economic activities

- Empire had substantial economic infrastructure.
- Harbours, mines, quarries, brickyards, olive oil factories etc. were widespread.
- Empire had good fertile areas
- Commercial and banking networks were well organised and widespread use of money existed.
- Liquids were transported in containers called “Amphorae”.
- Spanish Olive Oil was carried in containers called ‘Dressel-20’.
- Water power was efficiently used in Spanish gold and silver mines.

9. Controlling of Workers in the Roman Empire

- Slavery was deeply rooted.
- In Italy out of 7.3 million population there were 3 million slaves.
- Slaves were an investment.
- Brutal attitude towards slaves.
- Rural indebtedness
- Slaves breeding were encouraged to increase the number of slaves.
- Slave’s supervision was general presumption.

10. Social Hierarchies



- Bureaucracy
 - (i) Wealthy
 - (ii) Corrupt
 - (iii) Resorted to extortion

11. Late Antiquity - From Fourth to Seventh Century

- Emperor Diocletian (284 CE to 305 CE)
 - (i) Cut back the empire
 - (ii) Fortified the frontiers
 - (iii) Separated military and civil works
 - (iv) Increased power of military commanders
 - (v) Recognized provincial boundaries.
 - (vi) Divided the empire into 2 parts - Eastern and Western.

- **Emperor Constantine (307 CE to 337 CE)**
 - (i) Declared Christianity an official religion
 - (ii) Introduced solidus (gold coins)
 - (iii) Second Capital at Constantinople
 - (iv) Revival of long-distance trade
 - (v) Investments made in new technologies
- **Emperor Justinian (527 CE to 565 CE)**
 - (i) Reign marked with prosperity and imperial ambition.

12. Decline of Roman Empire

- Western Roman Empire declined in fourth century
- Eastern Roman Empire declined in seventh century
 - (i) Northern Empire attacked by Germanic group
 - (ii) Visigoths, Franks and Lombards established their kingdoms- 'post-Roman'
 - (iii) Invasion by the Iranian army in the East.
 - (iv) Slaves revolts.
 - (v) Weaknesses of Emperors
 - (vi) Rise of Islam

Multiple-Choice Questions

1. Material used abundantly for writing in Roman Empire :
 - (a) Paper
 - (b) Papyrus
 - (c) Metal Tablets
 - (d) Clay Tablets
2. River that determined the boundary of the Roman Empire in the North:
 - (a) Rhine
 - (b) Danube
 - (c) Tigris and Euphrates
 - (d) A and B both
3. "The Principate" was established by:
 - (a) Augustus
 - (b) Julius Caesar
 - (c) Trajan
 - (d) Tiberius
4. Whose reign is remembered as the "age of peace"?
 - (a) Augustus
 - (b) Tiberius
 - (c) Constantine
 - (d) Justinian
5. The main business item/s in the economy of The Roman Empire was/were:
 - (a) Wheat
 - (b) Wine
 - (c) Olive Oil
 - (d) All of the above

6. Roman Empire had many modern features. Which of the following statement(s) is/are correct to prove this?

1. In Roman Society nuclear family prevailed
2. Woman enjoyed legal rights
3. Slaves were an investment

Choose the correct option:

- (a) (1) and (2) only (b) (2) and (3) only
(c) (1), (2) and (3) (d) (2) only

7. Match the fertile and densely populated regions of the Roman empire with its present day location

List 1	List II
I. Campania	a. Egypt
II. Fayum	b. Tunisia
III. Baetica	c. Italy
IV. Byzantium	d. Spain

Options:

	(I)	(II)	(III)	(IV)
(A)	b	c	a	d
(B)	c	a	d	b
(C)	a	b	c	d
(D)	a	b	d	c

8. Look at the given picture carefully and identify the monument



9. Which of the following statement about achievement of Constantine is not true -
- (a) Introduced Solidus gold coins
 - (b) Established Constantinople
 - (c) Investment done in new technology
 - (d) Fortified the frontiers
10. Given below are two statements, one labelled as Assertion (A) the other as Reason (R).
- Assertion (A): Emperor Constantine introduced new gold coins, Solidus,
- Reason(R): Spanish silver mines were exhausted
- (a) Only Assertion (A) is correct.
 - (b) Only Reason (R) is correct.
 - (c) Both Assertion (A) and reason (R) are correct but reason(R) is not the explanation of the statement.
 - (d) Both Assertion (A) and reason (R) are correct and reason(R) is the correct explanation of the Assertion (A).

Very Short Questions

1. What was extent of the Roman Empire? (NCERT, Page no. 59)
2. What are 'Denarius'? (NCERT, Page no. 62)
3. Which were the great urban centres that lined the shores of the Mediterranean? (NCERT, Page no. 62)
4. What steps did the Emperor Gallienus take to prevent control of the empire from falling into Senators hand? (NCERT, Page no. 62)
5. What were the sources of entertainment for the Romans ? (NCERT, Page no.63)
6. What were Amphorae? (NCERT, Page no. 66)
7. Name the Roman territory which was less advanced and transhumance took place in its country side.(NCERT, Page no. 67)
8. Who condemned the use of slave gangs as the worst method of organizing production? (NCERT, Page no. 69)
9. Why did slaves intentionally accept the debt contracts? (NCERT, Page no. 69)
10. Name the respectable section of Roman Society which was connected with Imperial Service? (NCERT, Page no. 70)
11. Which Emperor decided to make Christianity an official religion? (NCERT, Page no. 71)
12. What was Constantinople previously known as? (NCERT, Page no. 72)
13. In sixth century which Germanic groups took over the major provinces of Western Roman Empire? (NCERT, Page no. 73)

Short Answer Type Questions (3 marks)

1. 'Roman Empire was a diverse Empire at cultural level'. Justify the statement.
2. Why is the reign of Emperor Augustus remembered?
3. Emperor Diocletian made which changes in the Roman Empire?
4. Write the achievements of Emperor Constantine.
5. Review the status of 'Republic' in the Roman Empire.
6. Briefly explain the third century crisis of the Roman Empire.
7. Which were the main political players in the history of Roman Empire. Write one or two lines on each.
8. Write the main features of Roman Urban life.
9. Why do you think the Roman government stopped minting coins in silver. Which metal did it began to use for the production of coins after it?
10. Explain the condition of slaves and workers in the Roman Empire.
11. What do you understand by Early Roman Empire and Late Antiquity?
12. 'Casual literacy varied greatly between different parts of Roman Empire'. Corroborate the statement with example.
13. Briefly explain the reasons for the downfall of Roman empire.
14. Why was slave breeding encouraged in the Roman Empire?
15. Which kingdoms were referred to as 'Post Roman' and why?

Long Answer Questions (8 marks)

1. What were the main characteristic features of the Roman Society?
2. What were the main contributions of Roman Empire to the world?
3. 'Roman army was a key institution of the Roman Empire'. Justify the statement
4. Write the factors on the basis of which it can be said that the Roman society and economy were modern.
5. Describe the religious culture of Romans and Greeks.

Answer to the Long Questions

1. (a) Nuclear Families were prevalent.
(b) Slaves were a part of family.
(c) Women had rights in owning and managing property.
(d) Women enjoyed legal rights.
(e) Divorce was easy.
(f) Arranged marriage and age gap encouraged
(g) Widespread casual literacy
(h) Cultural diversity
(i) Many languages
(j) Urban life
2. (a) Empire established
(b) Education managed by State
(c) Organised Army
(d) Roman Law
(e) Spread of Christianity

- (f) Religious Tolerance
 - (g) Roads and aqueducts
 - (h) Roman Architecture
 - (i) Literacy and philosophy
 - (j) Language
 - (k) Urban Life
 - (l) Trade
3. Characteristic features of Army management.
- (a) Roman Army was an important organization in political arena
 - (b) Professional army
 - (c) Service terms fixed.
 - (d) Largest single organised body.
 - (e) Senate feared the army.
 - (f) Differences led to civil war.
 - (g) Revolts
 - (h) Determine the fate of Emperors
4. ROMAN SOCIETY
- (a) Taxes levied on higher class
 - (b) Aristocracy
 - (c) Nuclear family
 - (d) Condition of women
 - (e) Cultural diversity
 - (f) Literacy
 - (g) Urbanisation

ECONOMY

- (a) Strong economy
- (b) Use of containers - amphorae, dressel-20
- (c) Export -products, centres
- (d) Use of water power
- (e) Mining of minerals on large industrial scale
- (f) Well organised commerce
- (g) Banking network
- (h) Widespread use of money

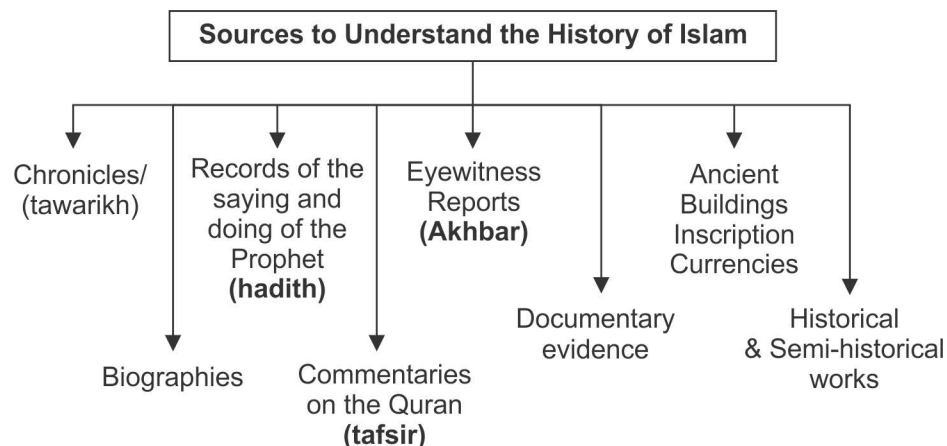
5. Greek and Roman religious culture

- (a) Polytheist
- (b) Many gods and goddesses
- (c) Temples, Shrines and sanctuaries built
- (d) Followed many religious traditions and practices
- (e) Had no common name
- (f) Judaism prevalent
- (g) Spread of Christianity
- (h) Boundaries between religious communities were fluid.
- (i) Bishops enforced more rigid set of beliefs and practices

Lesson – 4

The Rise and Expansion of Islam

Facts to Remember



1. The Rise of Islam in Arabia:

- Muslim society rose around 1400 years ago. Its core area spread from Egypt to Afghanistan. The term “Islamic” is used for the overall society and culture historically associated with Islam.
- The Arabs were divided into tribes (qabila). Each tribe had its own God and Goddess. Many Arab tribes were nomadic (Bedouins). Kaba situated in Mecca was the main shrine and tribes outside Mecca also considered the Kaba holy.
- Prophet Muhammad belonged to the Quraysh tribe. The tribe was rooted in Mecca and controlled the main shrine Kaba.

- In 612 C.E. Prophet Muhammad declared himself to be the messenger (**rasul**) of God. In 622 C.E. Muhammad was forced to migrate with his followers from Mecca to Medina due to the opposition from affluent Meccans. The year of his journey marked the beginning of the Muslim calendar (**Hijri era**).
- In Medina, Muhammad created a political order. Medina became the administrative capital and Mecca was the religious centre. In a short span of time a large part of Arabia got united under this order.
- **Simple rituals of worshiping Allah in Islam:** Daily prayers (salat- 5 times Namaz) and moral principles such as- abstain from theft and distribute alms.

2. Rule of Caliphate:

- After the death of Muhammad in 632 C.E. and with no established rule of succession, his political authority was transferred to umma. This led to the formation of the institution of Caliphate in which the leader of the community became the deputy (**khalifa**) of the prophet.
- The two main objectives of Caliphates:
 - (i) To retain the control over the tribes constituting umma
 - (ii) Raise resources for the state.
- First four Caliphs were - 1) Abu Bakr 2) Umar 3) Uthman 4) Ali. They suppressed revolts by a series of campaigns, expanded the state and united the tribes.

3. The Umayyads and the Centralisation of polity:

- Muawiya declared himself the Caliph after the death of the fourth Caliph, Ali and founded the Umayyad dynasty. He introduced hereditary succession and made Damascus the capital.
- Abd al-Malik -
 - (i) Adopted Arabic as administrative language.
 - (ii) Introduced Islamic coinage which carried Arabic inscription.
 - (iii) Got Dome of the rock built in Jerusalem.

4. The Abbasid Revolution:

- A well organised movement called dawa brought down the Umayyads and replaced it with Abbasids in 750 C.E. They made Baghdad their capital, reorganised army and bureaucracy and patronised Islamic institutions and scholars. Under Abbasids rule, Arab influence declined and importance of Iranian culture increased.

5. Break-up of the Caliphate:

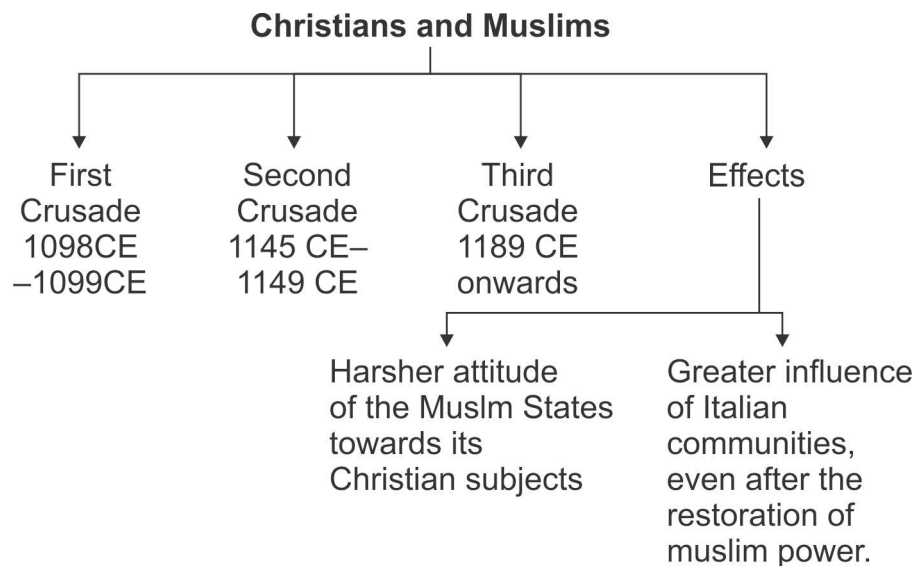
- The Abbasids became weak from the ninth century.
- Civil War, Factionalism and rise of new power bloc of Turkish slave in the empire.
- In the tenth and the eleventh century Turkish Sultanate rose to power. It was established by Alptegin.

6. The Crusades:

- Hostility between Muslims and Christians increased, due to the change in economic organisations. In 1095 C.E. a war in the name

of God to liberate the holy land was given. These wars were called Crusades. The crusades were fought between 1095 C.E. to 1291 C.E

- **Three Crusades - To free the Holy land (Jerusalem)**



7. Economy: Agriculture, Urbanisation and Commerce:

- Economy of medieval Islamic world was very prosperous.
- Agriculture was encouraged -dams and canals were constructed for irrigation.
- Agriculture and large scale manufacturing increased the process of urbanisation.
- Use of letters of credit (**sakk**) and bill of exchange (**suftaja**) increased.
- Trade travel became safer.
- Use of silk route increased.

8. Learning and Culture:

- In eighth and ninth century four school of law (**mazhab**) were formed. These were the Maliki, Hanafi, Shafii and Hanbali schools, each named after a leading jurist (**faqih**).
- Rise of Sufism. Increased interest in philosophy and science. Arabic poetry was reinvented. Development of Persian language. Ghazni became the centre of Persian literature. Firdausi wrote Shahnama. Rabia was a female sufi saint. Sufism was opened to all. Ibn Sina's al- Qanun fil Tibb (Canon of Medicine) was the most influential book. "The thousand and one nights" is collection of stories. Alberuni wrote Tahqiq ma lil-Hind.
- Religious buildings became the symbol of the Islamic world. These buildings included mosques, shrines and tombs. Mosques had a distinct architecture form which included domes, minarets, arches, open courtyards, niche (**mihrab**) and pulpit (**minbar**).
- Paper came from China. After the invention of paper, written works were widely circulated in the Islamic world.
- Two major historical works, Ansab al -Ashraf (Genealogies of the Nobles) of Baladhuri and Traikh al - Rusul wal Muluk (History of Prophets and Kings of Tabari)

9. The rejection of representing living beings in a religious art of Islam was prohibited:

- It promoted two art forms: calligraphy (the art of beautiful writing) and arabesque (geometric and vegetal design). They were used to decorate the architecture.

Multiple-Choice Questions

1. Hadith are:
 - (a) The sayings and doings of the Prophet
 - (b) Commentaries on the Quran
 - (c) Biographies
 - (d) None of the above
2. Prophet Muhammad proclaim himself as the messenger of God in:
 - (a) 610 C.E.
 - (b) 612 C.E.
 - (c) 622 C.E.
 - (d) 632 C.E.
3. The first Caliph was:
 - (a) Abu Bakr
 - (b) Umar
 - (c) Usman
 - (d) Ali
4. The dynasty that overthrew the Umayyads:
 - (a) Iranian
 - (b) Sasanian
 - (c) Abbasid
 - (d) None of the above
5. Who built the Dome of Rock in Jerusalem?
 - (a) Ali
 - (b) Usman
 - (c) Abd-al-Malik
 - (d) None of the above

6. Which city was made the first capital by the Saljuq Turks after conquering Khurasan ?
- (a) Balkh (b) Bukhara
(c) Herat (d) Nishapur
7. Which place is referred to as The Holy Land?
- (a) Jerusalem (b) Herat
(c) Nishapur (d) None of the above
8. Which of the following was/were referred to as the garrison town/towns?
- (a) Kufa (b) Basra
(c) Fustat (d) All of the above
9. Who were Ulama?
- (a) Muslim religious scholar (b) Caliph
(c) Ruler (d) None of the above
10. What is Calligraphy?
- (a) Geometric design (b) The art of beautiful writing
(c) Building (d) Garden
11. Who wrote Shahnama?
- (a) Firdausi (b) Ibn Nadim
(c) Ibn Sina (d) Tabari

12. Correct the following sentence and rewrite it-

In 810 C.E., a civil war broke out between supporters of Amin and Mamun, sons of the Caliph Muawiya.

13. Match the Column

List I

- I. Ibn Sina
- II. Firdausi
- III. Masudi
- IV. Jahiz

List II

- a. Muruj al-Dhahab
- b. al-Qanun til Tibb
- c. Kitab al-Bukhala
- d. Shahnama

(I) (II) (III) (IV)

- (A) b c a d
- (B) c a d b
- (C) b d a c
- (D) a b d c

14. See the picture carefully and identify the monument



15. Given below are two statements, one labelled as Assertion [A] and other as Reason [R]

Assertion [A] : For five centuries Arab and Iranian traders monopolised the maritime trade between China, India and Europe .

Reason [R]: Letters of credit (**sakk**) and bills of exchange (**suftaju**) were used by merchants and bankers to transfer money from one place to another.

- (a) Only assertion A is correct.
- (b) Only reason R is correct.
- (c) Both assertion A and reason R are correct but reason R is not the explanation of the assertion.
- (d) Both assertion A and reason R are correct and reason R is the explanation of the assertion.

Very Short Questions

- 1. Name the tribe of Prophet Muhammad. (NCERT, page no. 79)
- 2. What is the journey of Prophet Muhammad with his followers from Mecca to Medina called? (NCERT, Page No. 79)
- 3. What do you understand by term 'Caliphate'? (NCERT, page no. 81)
- 4. Who founded the Umayyad dynasty? (NCERT, page no. 83)
- 5. Which movement started the Abbasid revolution? (NCERT, page no. 85)

6. Where did the Abbasids establish their capital?
(NCERT, page no. 85)
7. How many crusades took place? (NCERT, page no. 89)
8. Where was paper invented? (NCERT, page no. 93)
9. What was used by merchants and bankers to transfer money from one place to another? (NCERT, page no. 94)
10. What is Sharia? (NCERT, page no. 95)
10. Name any Muslim female Sufi saint? (NCERT, page no. 97)
11. In which book there are collections of amazing anecdotes about misers? (NCERT, page no. 101)
12. What is Arabesque? (NCERT, page no. 102)
13. Who built the 'desert palaces' in oases? (NCERT, page no. 102)

Short Answer Type Questions (3 marks)

1. How did Prophet Muhammad succeed in bringing a large part of the Arab region into his religion, community and state? Give details.
2. What do you understand by the term Caliphate ?
3. How the Islamic state expanded under the first four caliphs?
4. How did the Umayyads centralise the polity?
5. Describe the monetary reforms made by Abd al-Malik of the Umayyad dynasty.
6. What is meant by the Abbasid revolution? Explain the influence of Abbasid rule.

7. Why did the Abbasid state weaken in the ninth century? State its consequences.
8. What were the main features of the agricultural system in the Islamic State? Describe the effects of these characteristics.
9. Which compositions of medieval Islamic period reached Europe and how did they generate interest in philosophy and science?
10. What were the basic design of the religious buildings in the Islamic world?
11. What was the biggest contribution of the Muslim world to the medieval economic life? How was trade travel made more secure?
12. What were the features of life of the Bedouins in the early seventh century?
13. What do you understand by Crusades ? What were the effects of the Crusades on Asia and Europe?
14. Who was Ibn Sina? Write the name of the book written by him and briefly describe its main features.
15. What does adab mean? What qualities in a person were considered most admirable in the medieval Islamic society?
16. The rejection of representing living beings in the Islamic religious art promoted which two art form ?
17. "The door of Sufism is open to all" Elaborate .
18. Describe the universal features of the mosque.

Long Answer Questions (8 marks)

1. Describe the main features of urbanization in the medieval Islamic world.
2. How were Islamic architectural forms different from those of the Roman Empire .
3. "In the conquered provinces, the caliphs imposed a new administrative structure". What was this new administrative structure? Describe
4. "The Umayyad kingdom had now become an imperial power, no longer based directly on Islam" Corroborate the statement with logical arguments

Answer to the Long Questions

1. (a) Rapid increase in the number of cities.
(b) Islamic civilization flourished.
(c) The main objective - to settle Arab troops (**Jund**) in cities like Kufa, Basra, Fustat, Cairo, Baghdad and Samarkand.
(d) With expansion and development of cities food production and urban manufacture was encouraged.
(e) Two types of building complexes - one mosque (Masjid al- Jami) and other the central marketplace (Suq).
(f) The central marketplace, rows of shops, the houses of traders (fanduoq), the office of money- changer homes of administrators and scholars and merchants.

- (g) Each unit of mandi had its own mosque, church or synagogue (Jewish temple).
 - (h) At the outskirts of the city, houses of the poor, vegetable and fruitmarkets, caravan stations, shops, etc.
 - (i) Beyond the city walls were inns and cemeteries,
 - (j) Variations in maps of cities.
2. (a) Islamic Architecture- Islamic religious buildings represents great architectural symbol of Islamic world .
- (b) Mosques, shrines and tombs extended from Spain to Central Asia.
 - (c) The buildings expressed the spiritual and practical needs of the Muslims.
 - (d) In the first Islamic century, the mosque acquired a distinct architectural form.
 - (e) 'Desert palaces ' in the oases.
 - (f) Construction of palaces on Roman and Sasan architecture.
 - (g) The Abbasids built a new imperial city in Samarra between gardens and running waters .
 - (h) Minaret symbolise the existence of new faith.
 - (i) Roman Architecture - Public bath were striking feature of Roman urban life.
 - (j) Roman engineers built massive aqueducts across three continents to carry water.
 - (k) Rome's architecture highly magnificent .
 - (l) Use of stones and bricks. Construction of columns.
 - (m) The use of concrete to make colosseum.

3.
 - (a) The Caliphs imposed a new administrative structure.
 - (b) Headed by governors (Amirs) and head of tribes (Ashraf)
 - (c) The central treasury (Bait al-Mal) obtained revenue from taxes , paid by Muslims, as well as its share of the booty from raids.
 - (d) The Khalifa soldiers were mostly Bedouins.
 - (e) Soldiers camped in cities on the edges of the desert.
 - (f) Non-Muslims payed Kaharaj and Jiziya tax.
 - (g) Jewish and Christians declared protected subjects.
 - (h) Greater autonomy in conduct of their communal affairs .

4.
 - (a) First Umayyad Caliph moved his capital to Damascus.
 - (b) Adopted the court ceremonies and administrative institutions of the Byzantine Empire.
 - (c) The tradition of hereditary succession begun.
 - (d) Proficient in government polity.
 - (e) Administration consisted of Christian advisors, and Zoroastrian scribes and bureaucrats.
 - (f) Maintained their Arabic social identity. Adopted Arabic as language of administration.
 - (g) Issued Islamic Coinage.
 - (h) Gold dinar and silver dirham had symbols of cross and fire altar
Circulation of dirham coins was stopped.
 - (i) Dome of Rock in Jerusalem was constructed by Abd al-Malik, the first major work of Islamic architecture.

Lesson – 5

Nomadic Empires

Facts to Remember

1. Historical evidence about Nomadic empires
 - History chronicle
 - Travologue
 - Proof of urban Litterateur
 - Evidence from Chienese, Mongolian, Persian and Arabic languages
2. Nomadic empires can appear contradictory as nomads were arguably quintessential wanderers - the Mongols of Central Asia who established a transcontinental empire to create a fearsome military machine and a sophisticated method of governance.
3. In the early decades of the thirteenth century the great empires of the Euro-Asian continent realised the dangers posed to them by the arrival of a new political power in the steppes of Central Asia: Genghis Khan (d. 1227) had united the Mongol people. Genghis Khan's political vision, however, went far beyond the creation of a confederacy of Mongol.
4. The shortage of resources in Steppe region caused the Mongols and the nomads of Central Asia to travel to China for trade and exchange of goods. They gave the Chinese the hunted preys, horses and fur and took agricultural produce and iron tools in exchange.

5. The term 'barbarian' is derived from the Greek barbaros which meant a non-Greek.
6. Nomadic Clans attacked China often and looted the cities. Chinese emperors constructed the great wall of China to seek protection from their attacks.
7. Genghis Khan, who's early name was Temujin, by 1206 he defeated his rulers decisively and became the most influential person of the steppe region. Thus, in 1206, in a council of quriltai, he was named as 'Oceanic Khan' and the 'Univeral ruler' by the mongols and declared as the chief.
8. Military achievements of Genghis Khan:
 - Skilled Cavalry in the army
 - Amazing archery skills in the army
 - Strong and disciplined military power
 - Naphtha bombing
 - Use of lightweight, moving equipment in campaigns
9. Genghis Khan reorganized the army - divided the ancient nomadic groups and their members into new military units. Tuman -The largest unit of the army (consisting of ten thousand troops, comprising several clans and clan's people.)
10. The new military contingents, which were under his four sons used to called Noyan.
11. Genghis Khan had already fashioned a rapid courier system that connected the distant areas of his regime. Fresh mounts and despatch riders were placed in outposts at regularly spaced distances. For the maintenance of this communication system the

Mongol nomads contributed a tenth of their herd -either horses or livestock - as provisions. This was called the qubcur tax,

12. Genghis Khan assigned the responsibility of governing the newly conquered people to his four sons. These comprised the four ulus.
13. By the middle of the thirteenth century the Mongols had emerged as a unified people and just created the largest empire the world had ever seen. They ruled over very sophisticated urban societies, with their respective histories, cultures and laws. Although the Mongols dominated the region politically, they were a numerical minority. The one way in which they could protect their identity and distinctiveness was through a claim to a sacred law given to them by their ancestor. The yasa was in all probability a compilation of the customary traditions of the Mongol tribes but in referring to it as Genghis Khan's code of law.
14. In its earliest formulation the term was written as yasa. Genghis Khan promulgated this in the year 1206 in quriltai. which meant 'law', 'decree' or 'order', the yasa concern administrative regulations: the organization of the hunt, the army and the postal system.
15. Key factor of Mangol's decline:
 - They were few and were less civilised then the society.
 - Contradictions within Mongol and imposing their tradition on annexed territories.
 - Mongol's conversion to other religions
16. Achievements of Genghis Khan as ruler
 - Organised Mongols

- Freedom from tribal wars and Chinese exploitation
 - Organization of big military force
 - Efficient courier system
 - Re-establishment of trade routes and markets
 - Establishing of multiethnic, multilingual, multi-religious
 - Establishing regime across the continental landmass
17. Presently Mongolia is a sovereign nation and Genghis Khan is regarded as greatest statesman and an adorable symbol.

Multiple-Choice Questions

1. What was the main profession of Mongols?
 - (a) Agriculture
 - (b) Pastoralists and hunter-gatherers.
 - (c) Astrology
 - (d) Craftsmanship
2. The term 'barbarian' is derived from the Greek barbaros which meant:

(a) Cruel	(b) Powerful
(c) Non-Greek	(d) Hunter
3. Which reason led the construction of the Great Wall of China?
 - (a) For beautification of the state
 - (b) For development of trade
 - (c) To fortify the agricultural region.
 - (d) To protect China from Nomadic intrusion

4. What was the name given to Genghis Khan military contingents under his four sons?
- (a) Noyan. (b) Yasa
(c) Courier system (d) Cubkur
5. Genghis Khan is known in Mongolia as:
- (a) Philosopher (b) Cruel ruler
(c) Nomadic ruler (d) Great Statesman
6. What was the Genghis Khan's childhood name?
- (a) Timujin (b) Tugril Khan
(c) Bodhurachu (d) None of above
7. Which title was conferred upon Genghis Khan by Mongol chieftains (quriltai)?
- (a) Oceanic Khan (b) Badshah Khan
(c) Jahandar Khan (d) None of the above.

Tick the right/wrong after reading following sentences.

1. Genghis Khan's first name was Yesugei.
2. Communication system was used to keep to communicate with distance places.
3. Mongol dynasty was a multiethnic, multilingual, multi-religious regime.
4. The term 'barbarian' is derived from the Greek barbaros which meant cruel.
5. Genghis Khan had indicated that his third son, Ogodei, would succeed him as the Great Kha

Short Answer Type Questions (3 marks)

1. Why the Central Asian Nomads used to go to China?
2. Which title was conferred upon Genghis Khan, declaring him as Mongolian's leader.
3. What was qubcur tax?
4. Who were the nomadic people of Central Asia?
5. Which code of law was adopted by Genghis Khan to protect his identity?
6. What was the name of biggest army unit of Genghis Khan?

Long Answer Questions (8 marks)

1. Explain the achievements of Gengis Khan's army and also state the reasons of its success?
2. What was 'Yasa'? State the reasons in change of its meaning. Describe the importance of 'Yasa'?
3. Explain the reasons for the downfall of Mongol Empire?
4. Who was 'Gengis Khan'. Evaluate the role of Gengis Khan and Mongols in international history?

Lesson – 6

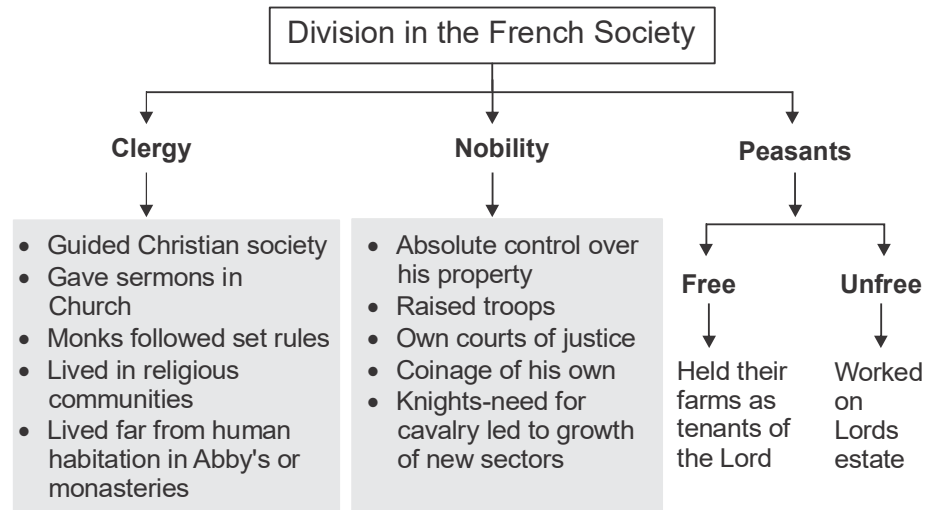
The Three Orders

(Europe between 9th – 16th Century)

Facts to remember

1. Sources to understand European history- Documents, details of landownership, legal cases, records of births ,marriages and deaths kept by Church .Inscriptions in churches contained information on traders' associations, songs and stories, festivals and community activities.
2. Feudalism refers to a kind of an agricultural production which was based on the relationship between the lords and peasants. The peasants gave service to the lords and in return lord provided military protection.
- 3 . The term 'feudalism' is derived from a German word 'feud' which means 'a piece of land'
4. Marc Bloch, one of the earliest scholars gave the concept of feudalism. Stressed on the importance of geography in determining human history and the requirement to realize the collective behavior of groups of people.

5.



6. The free Peasants had to pay a 'taille' to king. The clergy and nobles were exempted from this tax.
7. Peasant family had to work on lord's fields for three days or more in a week in the form of labor-rent. In addition to this they had to provide unpaid services too
8. The expansion of agriculture led to growth of population, trade and towns and this in turn lead to the formation of fourth order-Townpeople.
9. Free town air, taxes to the lords instead of service and freedom from the lord's control weakened feudalism
10. The eleventh century had technological changes -
The heavy iron-tipped ploughs, harnessing animals to the plough improved, horses shod improved with iron horseshoes, increased use of water and wind energy for agriculture, and switch from two field to three field system revolutionized agriculture sector.
11. The crisis of the fourteenth century- Reasons which led to slowing down of Europe's economic expansion in fourteenth century

- (i) Seasons for growing crops were reduced by a month, (ii) Intense ploughing exhausted the soil, (iii) Population growth caused shortage of resources, (iv) Shortage in silver output in mines of Austria and Serbia caused scarcity of metal money which hampered the trade, (v) Epidemics
12. Political changes- Rise of absolutist rulers-The process of organised standing army, permanent bureaucracy, and national taxation started.
13. The new regime was different from old regime- The king was no longer the apex of the pyramid where loyalty had been a matter of personal dependency and trust. He was now at the center of an elaborate courtier society and a network of patron- client relationships.

Multiple-Choice Questions

1. Feudalism is derived from a German word 'Feud' which means
- (a) Farmer (b) Mutual Conflict
(c) A piece of land (d) Religious Sect
2. The Knight was given a piece of land by the king called-
- (a) Fief (b) Feud
(c) Friars (d) Taille
3. What was the reason for the emergence of new order- 'Town People'
- (a) Power of Church and Clergy increased
(b) Fourteenth Century Crisis
(c) Expansion of agriculture led to growth of population, trade and town
(d) Rise of new powerful states

4. What do you understand by guilds?
- (a) Place where monks lived
 - (b) An association which controlled the quality of the product its price and its sale
 - (c) Traders living in town
 - (d) A festival based on Lunar Calendar
5. The Church was entitled for a tenth share of the peasants produce over the course of year which was called as -
- (a) Tithe
 - (b) Abbey
 - (c) Taille
 - (d) Parish
- 6 . Match the columns A
- (i) Spain
 - (ii) England
 - (iii) France
 - (iv) Austria
 - (a) Maximilian
 - (b) Isabelle and Ferdinand
 - (c) Henry VII
 - (d) Louis XI

	(I)	(II)	(III)	(IV)
(i)	b	c	d	a
(ii)	c	a	d	b
(iii)	a	b	c	d
(iv)	a	b	d	c

7. Correct the following sentence and re-write it-

“Feudal air makes free”

8. Given below are two statements, one labeled as Assertion (A) the other as Reason (R).

Assertion (A) : In Medieval Europe Catholic Church was a powerful Institution

Reason (R) : Friars were group of monks who moved from place to place preaching people

- (a) Only Assertion (A) is correct.
- (b) Only Reason (R) is correct.
- (c) Both Assertion (A) and reason (R) are correct but reason(R) is not the explanation of the statement.
- (d) Both Assertion (A) and reason (R) are connect and reason(R) is the correct explanation of the Assertion (A).

9. Read the following sentences carefully and state **True** or **False**

- (i) Abbey is derived from the Syriac word ‘Abba’ meaning home.
- (ii) The king of France was linked to the people by vassalage.
- (iii) Only men could become monks in Christianity.
- (iv) Large churches called Cathedral used stained glass on windows
- (v) Serfs who craved for freedom in feudalism ran away and hid in the forest.

Very Short Questions

1. Who were called Friars? (NCERT, Page no. 138)
2. Where were two well known monasteries build?
(NCERT, Page no. 138)
3. What do you understand by 'Cathedral - Towns'?
(NCERT, Page no. 146)
4. What do you understand by "Labor -Rents."?
(NCERT, Page no. 141)
5. What changes were seen in the temperature of Europe in the eleventh century? How did this change affect agriculture?
(NCERT, Page no. 142)

Short Answer Type Questions (3 marks)

1. What does seigneur/ lord mean? "Nobility in France enjoyed a privileged status" elaborate.
2. Describe the life of Christian monks in a monastery during the medieval Europe.
3. Why did the knights rise? Give a brief overview of the relationship between Lord and Knights .
4. What was the condition of Peasants in Feudal in Europe.
5. What agricultural problems were faced by Europe in early Medieval times? What were the effects of these problems on them?
6. Describe the Manorial estate.

7. Compare the conditions of life for a French Serfs and a Roman Slaves.
8. What were the causes of the social unrest that prevailed in Medieval Europe?
9. What were the reasons for the rise of The Fourth Order in Medieval Europe?
10. How did the Cathedral Towns in France came into existence?

Long Answer Questions (8 marks)

1. Why did Europe's economic expansion slow down during the Fourteenth Century?
2. "The king was no longer at the apex of the pyramid where loyalty has been the matter of personal dependency and trust. He was now at the center of an elaborate courtier society and a network of patron -client relationships". Elaborate the statement in context to the new political order in Medieval Europe.
3. Describe the technological changes that took place in the Eleventh century in Europe.

Answer to the Long Questions

1. Factors that led to the slowdown of economic expansion
 - The warm summer gave way to bitter cold summer
 - Season for growing crops reduced, storm and oceanic flooding destroyed many farm sheds

- Less income in taxes for government
 - Intensive ploughing exhausted the soil
 - Shortage of pasturage reduced the number of cattle
 - Population growth caused shortage of resources.
 - Between 1315-1317, severe famine hit Europe, In 1320- massive cattle deaths took place
 - Short fall in silver mines of Austria and Serbia caused shortage of metal money which resulted in trade being affected.
 - Along with the ships came the rats carrying the deadly bubonic plague
 - Widespread deaths
 - Catastrophe along with economic crisis caused immense dislocation.
 - Shortage of labor resulted in increase of wage rates by as much as 250% in the aftermath of Black Death.
2. Reasons for the triumph of monarchies was the social changes which took place in the twelfth and the thirteenth century
- Dissolution of the federal system -slow economic growth -increase in king's power
 - In Fifteenth and the Sixteenth century the king's power increased in army and economic matters.
 - More professional army, under the king, equipped with guns and siege artillery
 - The resistance of Aristocracy crumbled in the face of the fire power of the kings.

- The nobility managed to survive as they quickly transformed themselves in loyalists.
 - Lords who had been rulers in the feudal system got permanent positions in the administrative service of the kings.
 - Lord needed the co-operation of powerful people. Patronage could be obtained in terms of money.
 - Non-Aristocratic elements (Merchants and bankers) gained access to the court, lent money to the king.
- 3.
- Instead of the basic wooden ploughs ,use of heavy iron-tipped ploughs and mould-boards.
 - Instead of neck-harness on animals, the shoulder-harness came into use.
 - Iron horse shoes on horses hooves were now used
 - Wind and water energy used for agriculture
 - water-powered and wind-powered mills were set up
 - switch from a two-field to a three-field system
 - Switch in agricultural system. Food availability was doubled
 - Cultivators had better opportunities
 - Peasant's land shrank. Effective cultivation and reduced amount of labor needed.
 - Peasants got time for other activities

Lesson – 7

Changing Cultural Traditions

Facts to Remember

1. Renaissance-means Rebirth (Era Of Cultural Changes)

During 14th to 16th century development of urban cultures and availability of books in bulk	First time in Italy, the beginning of Humanistic subjects like history, Philosophy, Ethics, Poetry, Grammar etc.	Focus on speaking etiquettes, clothes and mental efficiency	New inventions by scientists and famous art works by artists	Change in Middle class thinking about Church	Emphasis on women liberalism and right of property
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2. According to Humanistic Ideology “In middle age the thinking of people was tightly bind by the Church which resulted in loss of knowledge of Greek and Roman people.”
3. Brussels Andreas Vesalius (1514-1564), a professor of human anatomy in Pedua University was the first person who started micro experiments of human body.
4. Artisans called Plato 'Aflatoon' and Aristotle 'Arastoo'.
5. Humanists believe that though man is created by God but he has complete freedom to live his life. Humans have to discover and

experience their happiness in present circumstances in contemporary world.

6. Copernicus (1473-1543) was contemporary to Martin Luther, discovered that all planets rotates including earth around the sun.
7. Leonardo da Vinci was a famous artist. His interests include Horticulture, Human Anatomy, Mathematics and Art. The famous paintings 'Monalisa' and 'The Last Supper' were his famous creations.
8. German native Johann Gutenberg first time invented the printing press and published 150 copies of Bible.
9. The rulers of England ceased all relations with Rome's Pope and became the chief of England Church.
10. The Christian religion protested against greed and extortion of money by Church, it difference of opinion, protest against letter of 'indulgence' and 'new taxes'.
11. Catholic church also brought new changes and focus on simple living and service to poor.
12. Galileo, a great scientist of Italy invented Telescope and discovered the facts and secrets of astronomy.
13. The discovery of Silk Route helped many cities of Italy to work as independent cities group.
14. Evolution of Private and Public areas.
15. In 12th century, the Byzantine empire and Islamic countries, and expansion of trade relations between Mangolians and Chinese resulted in rise of Italian cities and resurgence.

16. In Spain in 1540 century, the 'Society of Jesus' organization was formed by Ignatius Loyola people to fight against protestants.

Multiple-Choice Questions

1. The famous painting 'the Last Supper' is a creation of
 - (a) Leonardo da Vinci
 - (b) Michael Angelo
 - (c) Gutenberg
 - (d) Petrarch
2. Which was the first book printed by Gutenberg?
 - (a) Books related to Humanism
 - (b) World treasure of Medical Science
 - (c) 150 copies of Bible
 - (d) 'The Prince' of Machiavelli
3. The mission started by Martin Luther against Catholic Church was known as
 - (a) Renaissance
 - (b) Protestant Reformation
 - (c) Confession of Sin
 - (d) Reformation
4. Which truth was announced by Copernicus
 - (a) All planets including earth rotates around sun
 - (b) The earth is filled with sins and thus stable
 - (c) Confession relieves from all sins
 - (d) God has given freedom to human to live his life

5. What was 'Society of Jesus'
- (a) Organization of Humanitarian thoughts
 - (b) Constitution of Internal Reformation organization by Catholic Church
 - (c) Law Centres of Italy Universities
 - (d) Fedlc created women rights organization
6. Who were 'Jesuet'
- (a) Pope of Italy
 - (b) Follower of Society of Jesus
 - (c) Protestant Christian Group
 - (d) None of the above
7. Monk 'Martin Luther' belongs to which country?
- (a) France
 - (b) England
 - (c) Germany
 - (d) America

Very Short Questions

1. Who is the creator of sculpture "The Pieta"?
- (NCERT, PAGE NO. 159)
2. Who was Isabella d'Este?
- (NCERT, PAGE NO. 162)
3. What is 'New Testament'?
- (NCERT, PAGE NO. 164)
4. For whom was the term 'Renaissance Man' used?
- (NCERT, PAGE NO. 141)

5. What is meant by 'Realism'? (NCERT, PAGE NO. 159)
6. Name the two persons behind the popularity of Florence?
(NCERT, PAGE NO. 156)
7. On the line of Fedle's Women Education promotion, write a slogan to promote 'Girl Education' in present context.

Read The Sentences Properly And Tick Right/Wrong Against Them:

1. The book 'The Civilization of Renaissance in Italy' was written by Burkhart.
2. When Mongols started trade with China through Silk Route, the business of Western European Countries declined.
3. In 15th century, the Rome city was reformed magnificently.
4. 'Cassandra Fedele' was against women education.
5. In 1517, a young German monk Martin Luther advocated and started a mission in favour of Catholic Church.

Short Answer Type Questions (3 marks)

1. Write four main reasons for origin of Renaissance in Italy?
2. Write about contributions of Arabs in the field of science and philosophy?
3. Write the characteristics of 'Humanitarian Views'?
4. Write the main objectives of 'Crusade Movement'?
5. Who was 'Martin Luther'. Why he started movement against Pope?

6. What was 'Copernican Revolution'?
7. What was 'Scientific Revolution'. How it effected the people?
8. State reasons that how women got appropriate place in male dominated society?
9. What were the benefits of availability of printed books?
10. How Renaissance affected the Literary Writings?
11. What were different astronomic discoveries that took place between 1429 A.D. to 1520 A.D.

Long Answer Questions (8 marks)

1. What were the major changes and specialties that occurred in Medieval European Civilization during 14th and 17th century?
2. Why did the conflict rise in the Christianity and what were its outcomes?
3. Describe the condition of women in 16th century?

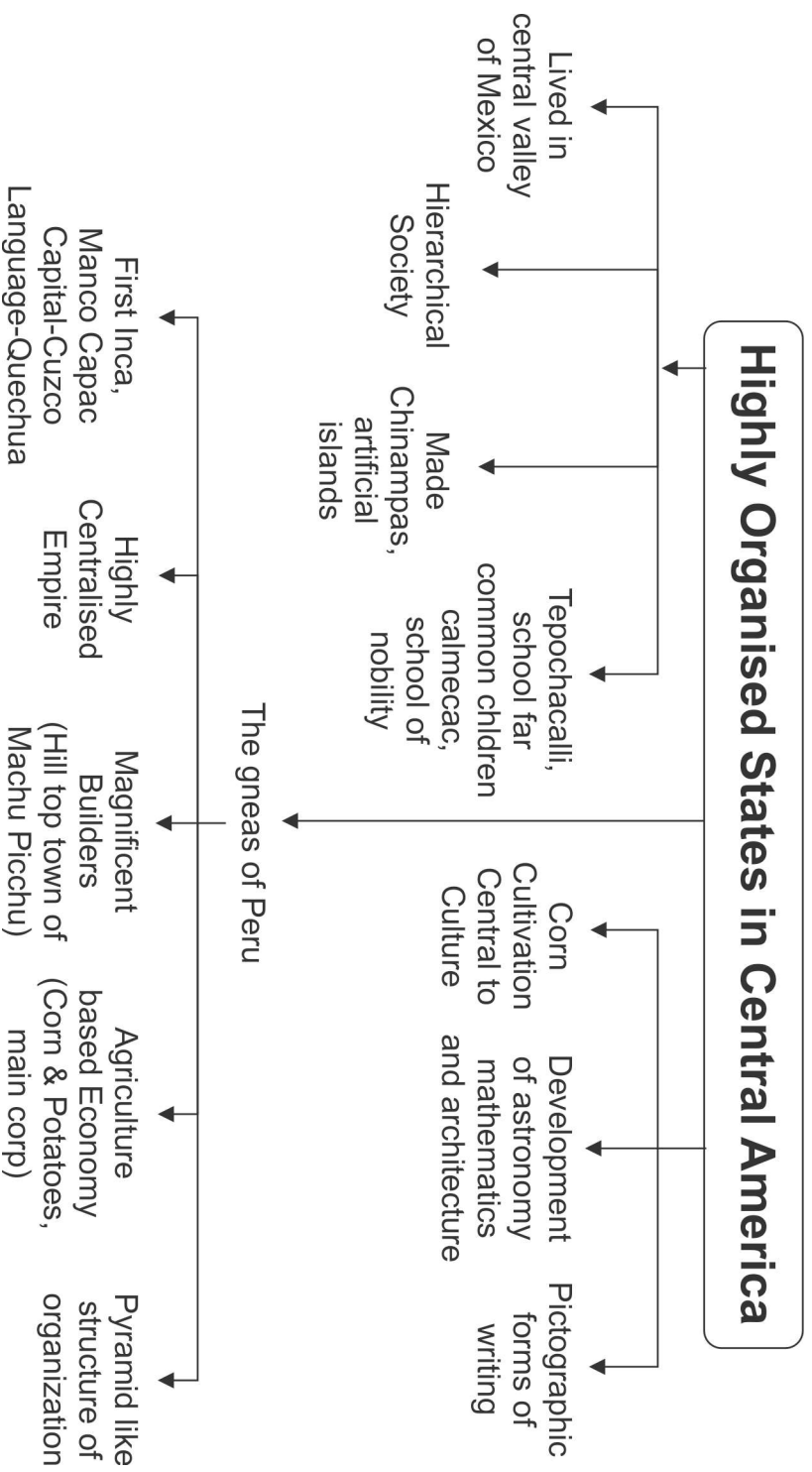
Lesson – 8

Confrontation of Cultures

Facts to Remember

1. Spanish and Portuguese were the first to venture out on unknown oceans in order to find trading routes to areas where spices and silver were to be obtained.
2. European conquest of the people of America was accompanied by the ruthless destruction of their manuscript and monuments.
3. The Arawakian Lucayos lived on a cluster of hundreds of small islands in the Caribbean sea. Today known as Bahamas and greater Antilles.
4. The Arawaks were people who preferred negotiation to conflict. They were skilled boat builders and sailed the open sea in dugout canoes.
5. The Arawaks lived by hunting fishing and agriculture, growing corn, sweet potatoes, tubers and cassava. The Arawaks used gold for ornaments but did not attach the value to the metal that the Europeans did. They used to exchange gold for glass beads brought by Europeans. The art of weaving was highly developed the hammock was one of their specialities.
6. The Arawaks were generous and were happy to collaborate with the Spanish in their search for gold.

7. Tupinamba were the people who lived in the east coast of South America and in villages in the forest of Brazil.
8. There was a generous surplus of corn, which provided the basis for the urbanised civilization of the Aztecs, Mayas and Incas.
9. The Aztecs had migrated from the north into the central valley of Mexico (named after their God Mexitli)
10. Aztec society was hierarchical. The king was regarded as the representative of the sun on earth. Warriors priest and the nobles were the most respected groups.
11. The Aztecs made Chinampas artificial islands in Lake Mexico.
12. They cultivated corn, beans squash, pumpkins manioc roots potatoes and other crops.
13. The Aztecs made sure that all children went to school. Children of nobility attended the the calmecac while all others went to the tepochcalli. Boys received military training as well as training in agriculture and in trades. Girls were trained in domestic skills.
14. The corn cultivation was Central to the Maya civilization.
15. The Mayas made significant development in the field of architecture, astronomy and mathematics. They devised a pictographic form of writing.
16. The largest of the indigenous civilization in South America was that of the Quechuas or Incas in Peru.
17. Everyone used to speak Quechua. the language of the court.



18. The Incas too were magnificent builders. They built roads through mountains from Ecuador to Chile.
19. The Incas grew corn and potatoes. Their weaving and pottery were of a high quality.
20. Though Incas did not develop a system of writing however there was an accounting system in place the quipu or chords upon which knots were made to indicate a specific mathematical units.
21. The Portuguese and the Spanish were the pioneers in the 15th century voyages of exploration.
22. On 12th October 1492 Columbus reached what he thought was India but which was the island of Guanahani in the Bahamas. He planted a Spanish flag there and proclaimed himself as viceroy.
23. Spanish expansion in America was based on a display of military strength with the use of gunpowder and of horses.
24. Hernan Cortes conquered Mexico completely in 2 years. In the struggle between Aztecs and Spaniards, about 600 conquistadores and many more of their Tlaxcalan allies were killed in what is known as the Night of Tears.
25. Pizarro had heard stories about the Inca Kingdom as a land of silver and gold. Pizarro conquered Inca in support of Spanish king.
26. Portuguese Cabral tried to conquer Brazil in greed of timber.
27. For Europe the discovery of the Americas had consequences for others besides the initial voyagers. The influx of gold and silver helped further expansion of international trade and industrialization. But it was not Spain and Portugal that benefited instead it was the countries bordering the Atlantic particularly England, France

Belgium and Holland that took advantage of the discoveries. Their merchants formed joint stock companies and set out trading expeditions, established colonies and introduced Europe to the products of the new world including tobacco, potatoes, cane sugar, cacao and rubber.

28. For the native people of the Americas the immediate consequences were the physical decimation of local populations, the destruction of their way of life and their enslavement in mines, plantations and mills.
29. Sudden destruction of the two major civilization - those of the Aztecs and the Incas and the emergence of capitalist system of production.
30. New economic activities began-cattle farming on land clear of forest of and mining after the discovers of gold in 1700, the demand of cheap labour continued that promoted enslavement & import of slave from Africa.

Multiple-Choice Questions

1. What do you mean by Chinampas?
 - (a) Hierarchical society of the Incas
 - (b) Artificial Island
 - (c) Hammock made by Arawaks
 - (d) Schools of Elite class people
2. How did the Arawaks sail in the open sea?
 - (a) In big ships
 - (b) In the wooden boats
 - (c) Canoes made from hollow tree trunks
 - (d) Small ships made of metals

3. What was central to the Maya civilization?
 - (a) Animal husbandry
 - (b) Corn cultivation
 - (c) Trade with the neighbouring States
 - (d) Cultivation of fruits and vegetables
4. While discovering India where did Columbus reach?
 - (a) Arabian Peninsula
 - (b) Pacific Island
 - (c) Caribbean Island
 - (d) Island of Guanahani in the Bahamas
5. What is the name of the book of Ptolemy that gave Europeans some knowledge of the world in 1477?
 - (a) Capitalism and slavery
 - (b) History of Mexico
 - (c) Geography
 - (d) Imago Mundi

Very Short Questions

1. Who was Cortes and what did he conquer?
(NCERT page number 178)
2. What method did the incas use to make magnificent buildings?
(NCERT page number 172)
3. What do you know about quipu? (NCERT page number 172)
4. Which school did the children of nobility attend in the Aztec civilization?
(NCERT page number 171)

5. What type of script did the Mayas devise?
(NCERT page number 171)
6. Who was Pizarro and what region did he conquer?
(NCERT page number 180)
7. What were the main factors behind the strength of Spaniards?
(NCERT page number 177)
8. Which language was required to be spoken by every Inca subject?
(NCERT page number 172)

Identify true or false in the following sentences

1. Africa was named after Amerigo Vespucci, a geographer from Florence.
2. The Arawaks were the people who preferred negotiation to conflict.
3. During Aztec civilization tepochcalli were the schools for the children of nobility.
4. In his book Geography Ptolemy estimated the width of the oceans accurately.
5. in 1492 when Columbus reached island of Guanahani in the Bahamas he thought it to be India.

Short Answer Type Questions (3 marks)

1. What were the differences between the Arawaks and the Spaniards?
According to you which among these differences were the most important?

2. How can you say that the Aztec society was hierarchical?
3. Mention the important characteristics of the Maya civilization?
4. How can you say that the Inca civilization was highly centralised?
5. What were the causes responsible for the voyages of exploration in the 15th century in Europe?
6. How can you say that the Aztec people were very aware about education of their children?
7. How could Cortes conquer Aztecs?
8. Who was Christopher Columbus? Describe his journey to Guanahani?

Long Answer Questions (8 marks)

1. What were the consequences of the voyages of exploration? Explain your views with reference of colonialism and slave trade.
2. How did Cabral reach Brazil? How did he exploit the resources of Brazilians? What was the reaction of Brazil about his actions?
3. How did the Spanish Empire establish in America? Describe in detail.

Answer to the Long Questions

1. The discovery of America helped further expansion of international Trade and industrialization. The countries particularly England France Belgium and Holland took advantage of these discoveries. Their merchants formed joint stock companies and sent out trading expeditions, established colonies and introduced Europeans to the products of the New World including tobacco, potatoes, cane sugar cacao and rubber Spread of European culture and Christianity in America Colonialism and slave trade:

Emergency of capitalist system of production demand of cheap labour, enslavement of the local population

2. **Cabral and Brazil:**

To avoid stormy seas, Cabral made a wide loop around West Africa, and found to his surprise that he had reached the coast of present-day Brazil.

There was one natural resource which they exploited was: timber The natives readily agreed to cut the trees and carry the logs to the ships in exchange for iron knives and saws. which they regarded as marvels. Reaction of Brazilians

A native asked French priest whether the land that nourished them not sufficient to feed their children

This trade in timber led to fierce battles between Portuguese and French traders

When the natives refused to work in the sugar mills the mill owners resorted to kidnap them to work as slaves.

3. Establishment of Spanish empire in America

Spanish expansion was based on a display of military strength with

the use of gunpowder and of horses The initial discovery was typically followed by establishing a small settlement. Peopled by a few Spaniards who supervised the labour of the local inhabitants

Local chieftains were enlisted to explore new lands and more resources of gold. Military repression and forced labour

Diseases particularly the smallpox wreaked havoc on the Arawaks whose lack of immunity resulted in large scale of death

The local people imaged these diseases were caused by 'invisible bullets' with which the **Spaniards** attacked them The Spanish conquered lands of two great empires with the help of two individuals: Hernan Cortes and the Francisco Pizarro

Their explorations were financed by members of the landed gentry in Spain and officials of municipal councils and the noblemen

Lesson – 9

The Industrial Revolution

Facts to Remember

1. The transformation of industry and the economy in Britain between the 1780s and the 1850s is called the 'first industrial revolution'.
2. This phase of industrial development in Britain is strongly associated with the new machinery and technologies. These made it possible to produce goods on a massive scale compared to handicraft and handloom industries.
3. The term 'Industrial Revolution' was used by European scholars George Michelet in France and Friedrich Engels in Germany.
4. The term was used for the first time in English by the philosopher and economist Arnold Toynbee (1852_83), to describe the changes that occurred in British Industrial development between 1760 and 1820.
5. There was remarkable economic growth from the 1780s to 1820 in the cotton and iron industries, in coal mining .in the building of roads and canals and in foreign trade.
6. Britain was the first country to experience modernization because of its political stability use of common laws and a single currency.
7. Agricultural revolution was the process by which bigger landlords had brought up small farm near their own properties and enclosed

the village common lands, thus creating very large estates and increasing food productions.

8. London had acquired a global significance and replaced Amsterdam as the principal source of loans for international trade.
9. London also became the centre of a triangular trade network that drew in England, Africa and the West Indies.
10. The industrialisation that occurred in Britain was possible because of the factors like many poor people from the village available to work in towns, banks which could loan money to set up large industries, a range of technological changes that increased production levels dramatically and a new transport network created by the construction of railways.
11. England was fortunate in that coal and iron ore, the staple material for mechanisation were plentifully available as well as other minerals Lead, copper and tin that were used in industry.
12. In 1709 first Abraham Darby invented blast furnace, the second Darby developed wrought iron from pig iron and in 1779. Third Derby built the first iron bridge in the world.
13. Steam power was the only source of energy that was reliable and inexpensive enough to manufacture machinery itself. Steam power was first used in mining industries. James Watt not only invented the steam engine but also invented a chemical process for copying documents. The first steam locomotive Stephenson's Rocket appeared in 1849.
14. The making of first English canal, the Worsley Canal by James Brindley (1716–72) had no other purpose than to carry coal from the coal deposits at Worsley near Manchester. From 1760 to 1790 the 25 new canal building projects were begun. The period is known

as 'canal mania'. Railways emerged as a new means of transportation that was available throughout the year both cheap and fast to carry passengers and goods.

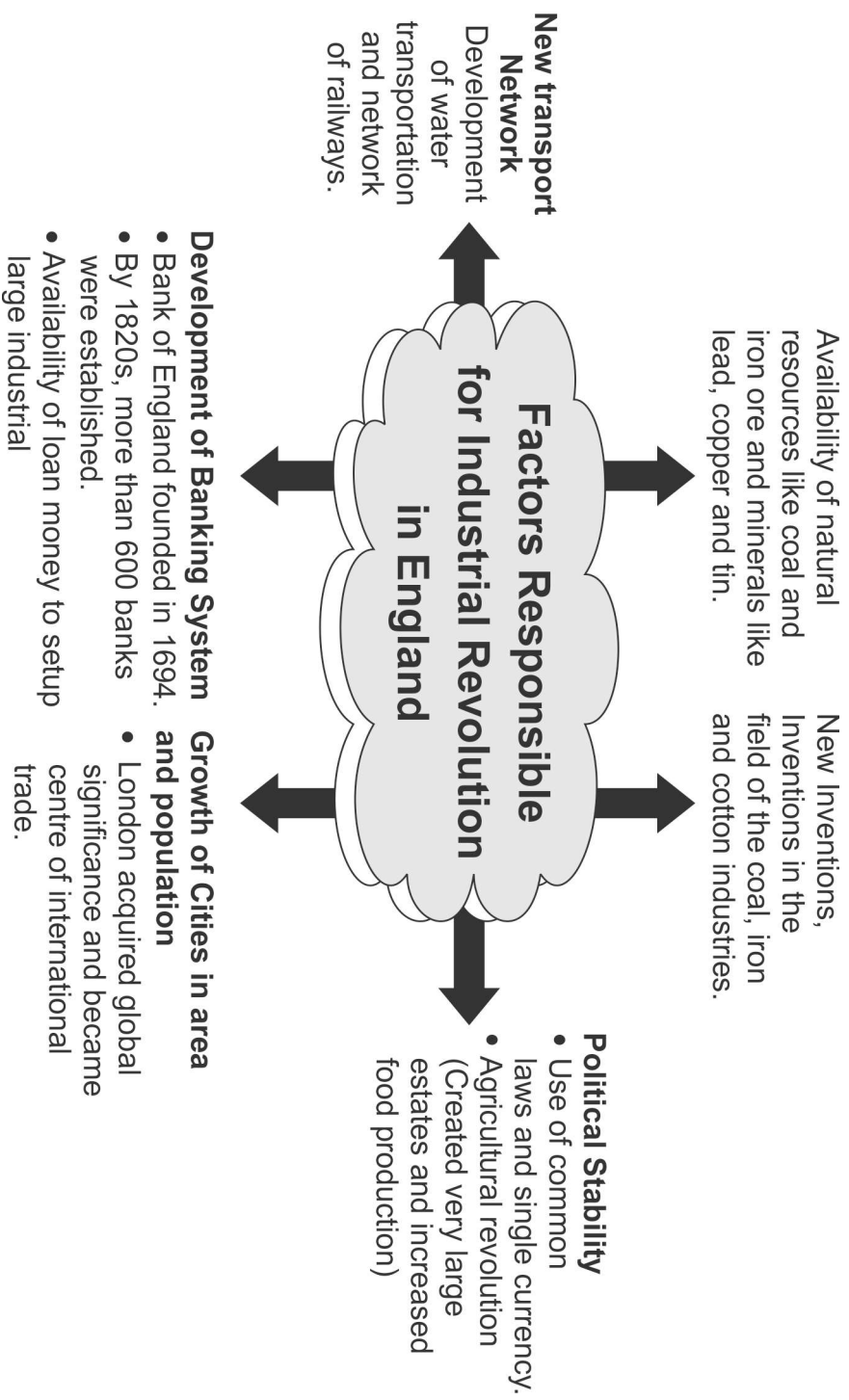
15. The invention of the railways took the entire process of industrialisation to second stage.
16. In these years therefore, it was possible for individuals with talent to bring about revolutionary changes.
17. Disadvantages of industrialisation broken families. Migration of people to cities in search of work, degraded cities adverse effect on the health of poor labourers, children and women due to poor working conditions under strict supervision .humiliating terms of works. squalid urban slums, air and water pollution Epidemics of diseases like Cholera, typhoid and tuberculosis.

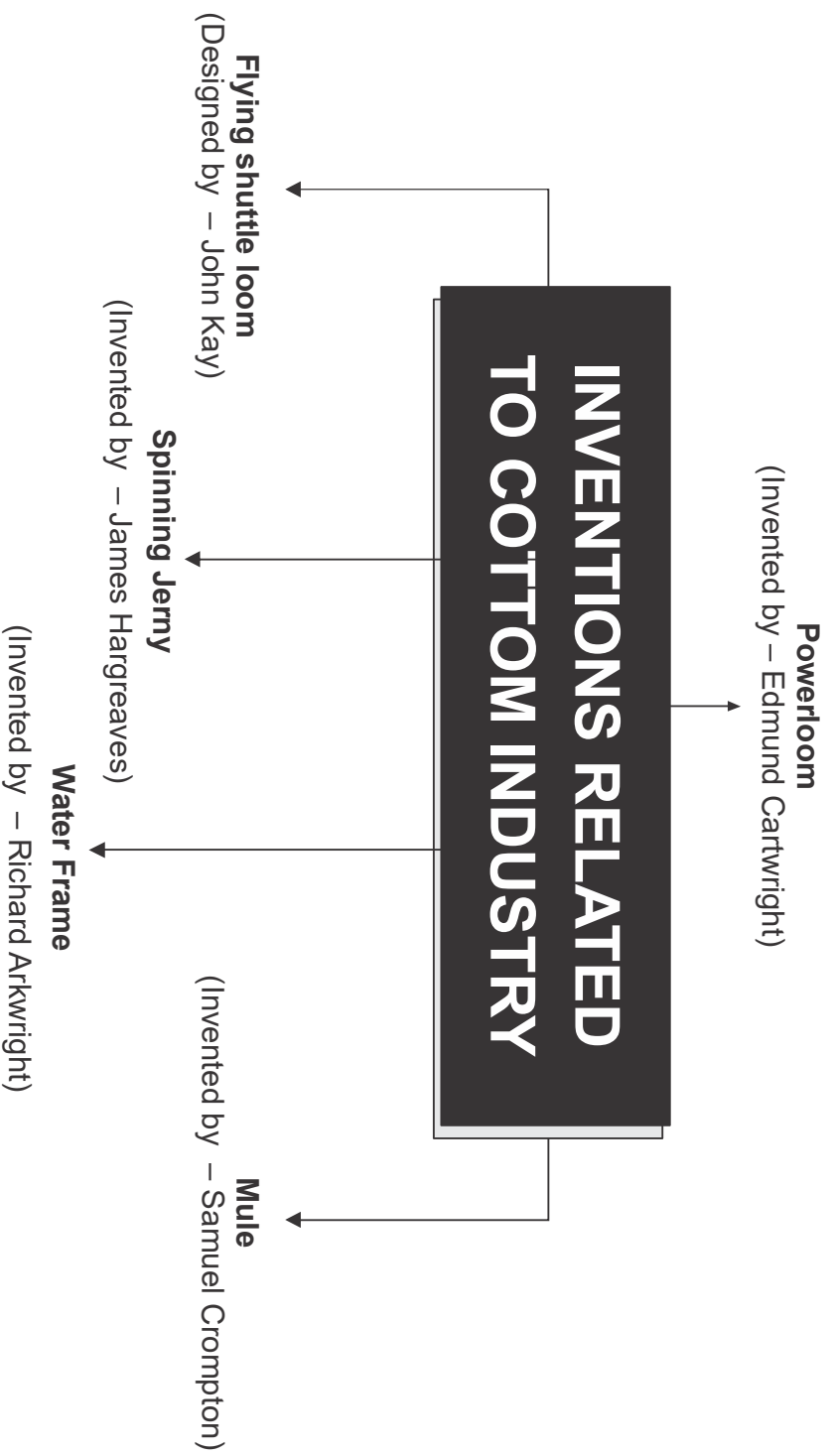
Reforms through laws- Act of 1833 fielders factory Act of 1847, The mines & collieries Act of 1848, The hours bilt of 1847, Law of 1819.

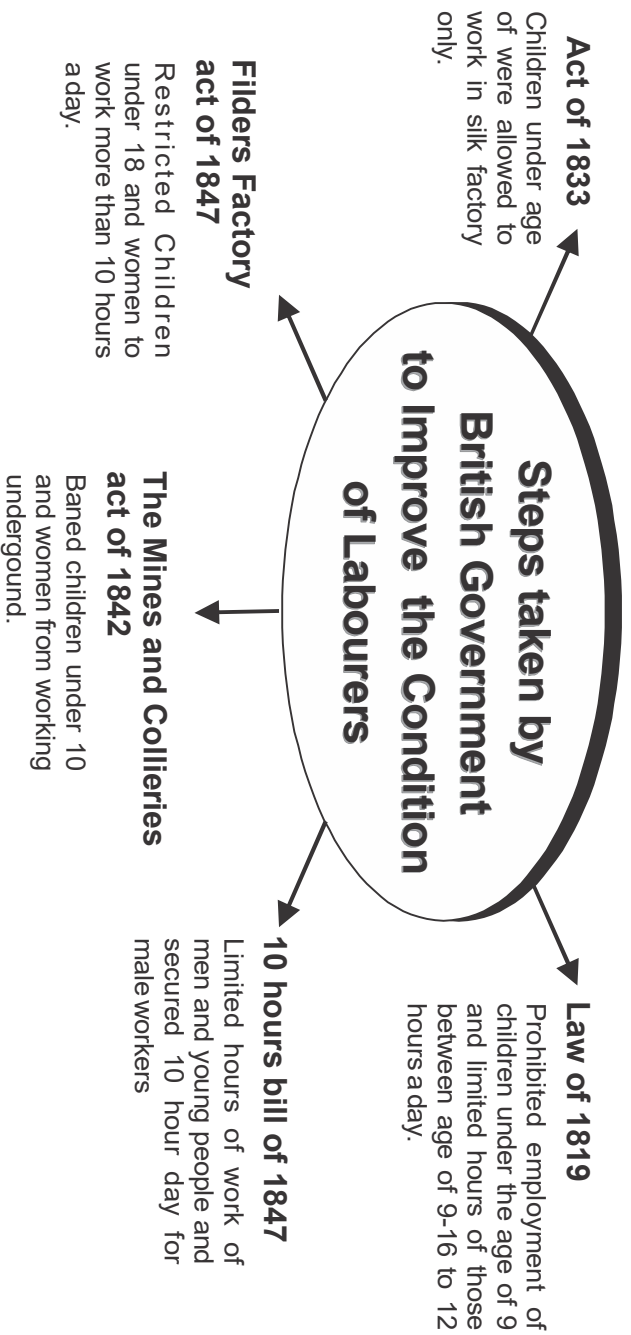
The movement known as Luddism, led by charismatic general Ned Ludd exemplified another type of protest. Luddism was not merely a backward looking assault on machines. Its participants demanded a minimum wage, control over the labour of women and children, work for those who had lost their jobs because of the coming of machinery and the society was divided into to classes. The capitalists and the proletariat. There are increase in create of unemployment due to end of cottage and small scale industries.

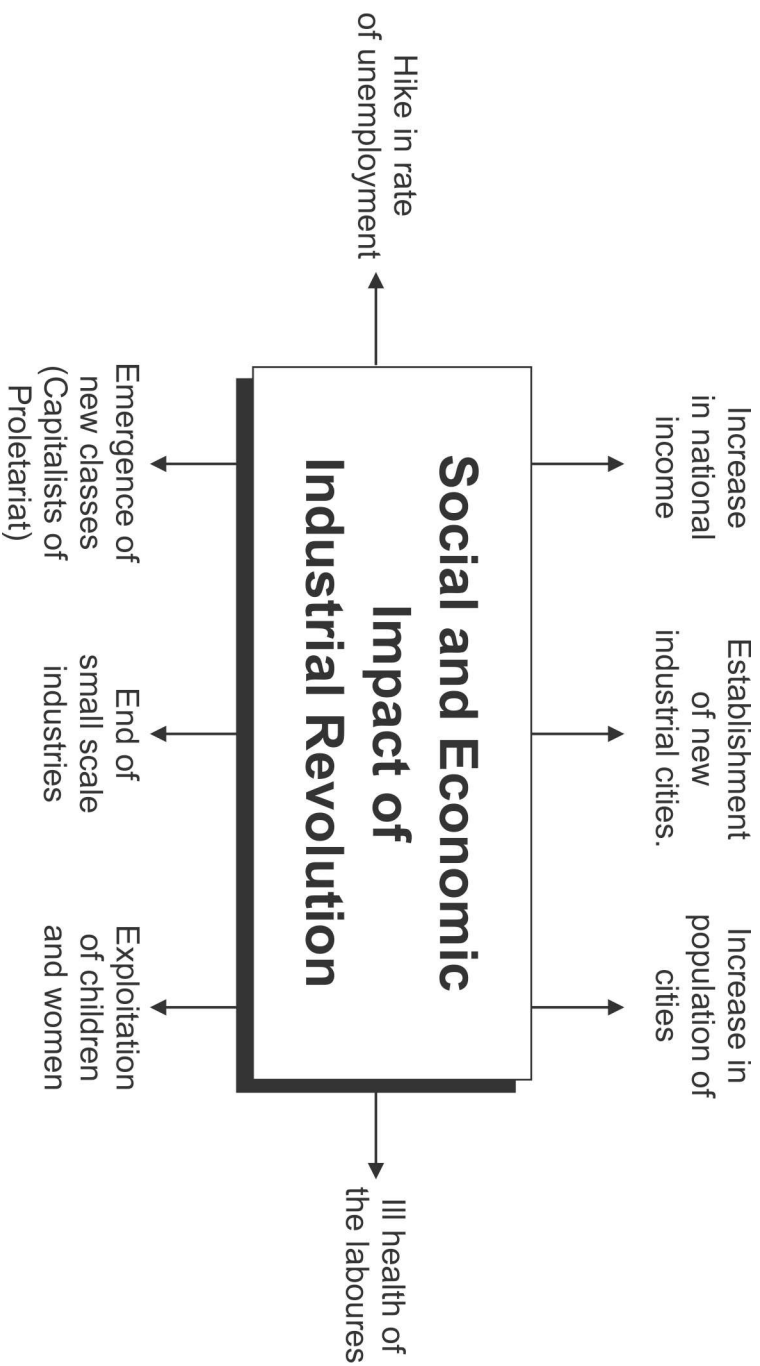
Socialism– A political and economic therory of social organization which advocates that the means of production, distribution and exchange should be owned or regulated by the community as a wrok.

Capitalism– An economic and political system in which a country's trade and industry are controlled by private owners for profit rather than by the state.









Multiple-Choice Questions

1. The term 'industrial revolution' was used for the first time by:
(a) George Michele (b) Friedrich Engels
(c) T.S. Ashton (d) Arnold Toynbee
2. The blast furnace was invented by:-
(a) Abraham Darby 1 (b) Henry Corts
(c) John Wilkinson (d) Darby III
3. Who invented mule machine for spinning of strong and fine yarn:-
(a) Jhon Kay (b) James Hargreaves
(c) Samuel Crompton (d) Darby III
4. Who wrote the famous novel The Hard Times:-
(a) Charles Dickens (b) Adnard Corpeter
(c) D.H. Lawrence (d) Ned Ludd
5. When was the bank of England founded:-
(a) 1800 (b) 1820
(c) 1694 (d) 1784

Fill in the blanks:

1. _____ was the ruler of England when industrial revolution started.
2. Horse power is _____.
3. _____ was the first country to experience industrialisation.
4. Spinning machine was invented by _____.
5. Water frame was invented by _____.

Very Short Questions

1. First industrial revolution (NCERT page number 196)
2. Canal mania (NCERT page number 203)
3. Luddism (NCERT page number 209)
4. Two Combination Acts (NCERT page number 208)
5. Peterloo massacre (NCERT page number 209)

Short Answer Type Questions (3 marks)

1. 'Describe the advantages of canal and rail transportation.
2. Why did the industrial revolution first start in England? Analyse.
3. Describe the important characteristics of industrial revolution.
4. Name the important inventions of 1750 to 1850 that contributed in the growth of Industrial Revolution.
5. How did the cotton industry become a symbol of British Industrialization?
6. Elaborate the economic impact of Industrial revolution.
7. What was the impact of industrial revolution on Indian economy?

Long Answer Questions (8 marks)

1. To what extent do you agree that industrial revolution was a mixed boon.

2. What was the impact of industrial revolution on the lives of children and women?
3. What laws did the British government pass to improve the conditions of working women and children?
4. Steam power was widely used in different fields.Explain in detail.

Answer to the Long Questions

1. Positive impact of industrial revolution-
 - Invention of new machines
 - New inventions in the field of communication and transportation
 - Availability of luxurious items on cheap rate to the common people
 - Revolutionary reforms in the field of agriculture due to increased demand of raw materials
 - Development of banking system
 - Negative impact of industrial revolution:
 - Migration of the people from the villages to the rural centres in search of employment Scarcity of adequate housing , sanitation.and clean water for the rapidly growing urban population
 - Low average lifespan of workers due to epidemics of disease that sprang from the pollution of water and air
 - Exploitation of children and women
 - End of cottage and small scale industries
 - Division of society into two classes-capitalist and proletariat
2. Impact of industrialisation on the life of women and children:

The life of upper class women became more comfortable and enjoyable while the lower class women struggled a lot.

Low wages to the women compared to the males Adverse working conditions with long , unbroken hours Health related problems

Women might well have gained increased financial independence and self-esteem from their jobs but this was more than offset by the humiliating terms of work they endured. Less agitated about their poor working conditions

Children were often employed in textile factories because they were small enough to move between tightly pack machinery

Children caught their hair in machines or crushed their hands. While some died when they fell into machines as they dropped off to sleep from exhaustion

The owners of old mines used children to reach deep coal faces or those where the approach path was too narrow for adults. But coal mines were very dangerous place to work in as explosion and injuries were very common.

3. Laws made by government to improve the condition of industrial labourers:

Law passed in 1819 prohibited the employment of children under the age of 9 in factories and limited the hours work of those between the age of nine and sixteen to 12 hours a day.

Act of 1833 permitted children under 9 to be employed only in silk factories. limited the hours of work for older children and provided a number of factory inspectors to ensure that the Act was enforced. Ten Hours bill limited the hours of work for women and young people and secured a 10 hour day for male workers.

The Mines and Collieries Act of 1842 banned children under 10 and women from working underground.

Act of 1847 laid down that children under 18 and women should not work more than ten hours a day.

4. Wide use of steam power in different fields:

The realization that steam could generate a tremendous power was decisive to large scale industrialisation

Steam power provided pressure at high temperatures that enabled the use of broad range of machinery.

Steam power was the only source of energy that was reliable and inexpensive enough to manufacture machinery itself.

Steam power was first used in mining industries.

Thomas Savery built a model steam engine called Miner's Friend in 1698 to drain mines.

Another steam engine was built by Thomas Newcomen in 1712. But this has the major defect of losing energy due to continuous cooling of the condensing cylinder.

James Watt developed his machine in 1769 that converted the steam engine from being a mere pump into a prime mover capable of providing energy to power machines in factories.

By the end of the eighteenth century, Watt's steam engine was beginning to replace hydraulic power.

Lesson – 10

Displacing Indigenous Peoples

Facts to Remember

1. European imperialism – The American empires of Spain and Portugal did not expand after the 17th century. From that time other countries like France, Holland and England begin to extend their trading activities and to establish colonies in America, Africa and Asia.
2. **Settler** – The word settler is used for the Dutch in South Africa, the British in Ireland New Zealand and Australia, and the Europeans in America.
3. **Native** – Native means a person born in the place he /she lives in till the early 20th century the term was used by Europeans to describe the inhabitants of countries they had colonized.
4. Wampum belts, made of coloured shells sewn together, were exchanged by native tribes after a treaty was agreed to.
5. In the 18th century Western Europeans defined civilized people in terms of literacy an organised religion and urbanism.
6. In North America so many languages were spoken though all were not written.
7. The gold rush and the growth of industries. There was always the hope that there was gold in North America. In the 1840s traces of gold were found in the USA in California. This led to the Gold Rush

when thousands of eagerly Europeans hurried to America in the hope of making a quick fortune. This led to the building of railway lines across the continent development of industrial cities and factories.

8. Aborigine – Native people of Australia.
9. In 1911 Woolwheatgold was the name suggested to be the new capital of Australia. Ultimately it was called Canberra (Kamberra ,a native word meaning 'meeting place').
10. Initially the European settlers were enthusiastic about their friendliness with the natives;but there was a sharp reversal of feelings on the part of the British when cook was killed by a native in Hawaii.A single incidence of this nature was used by colonisers to justify subsequent acts of violence towards the native people.
11. The natives of North America lived in bands in villages along river valleys. They ate fish and meat and cultivated vegetables and maize.
12. The government had always termed the land of Australia terra nullius, that is belonging to nobody.
13. In 1968 people were electrified by a lecture by the anthropologist W.E.H. Stanner entitled 'The great Australian Silence' the silence of historians about the aborigines.
14. Since then University departments have been instituted to study the native culture of Australia.

Multiple Choice Questions

1. For whom did the word settler use in Ireland, New Zealand and Australia–
 - (a) Dutch
 - (b) British
 - (c) French
 - (d) Portuguese

2. What does the Latin word Austral mean.:
(a) ape (b) village
(c) southern (d) sea
3. Which of the following is the capital of Australia?
(a) Sydney (b) Melbourne
(c) Canberra (d) Earth
4. What does the word terra nullius mean?
(a) Belonging to nobody (b) Natives
(c) Settler (d) Assembly hall
5. On which date National Sorry Day is celebrated.
(a) 26 May (b) 1 April
(c) 5 June (d) 15 January

Fill in the blanks.:

1. The European settlements in other areas are called_____ .
2. _____ is a general name given to a number of different societies.
3. In the late 18th century there were about _____ native communities in Australia.
4. Which subject was introduced in North America out of a curiosity to study the differences between native 'primitive' communities and the 'civilized' communities of Europe.
5. Canberra is derived from a native word Kamberra meaning _____
6. The book _____ painted a grim picture of the terribly poor health and education facilities for reserved natives.

7. In 1968, people were electrified by a lecture by the anthropologist W.E.H.Stanner, entitled _____ .
8. Karl Marx was a _____ philosopher.
9. In _____ there was a war between the states who wanted to retain slavery and those opposing slavery.
10. The practice of selling people like animals is called _____ .

Short Answer Type Questions (3 marks)

1. What did the Frontier mean to the Americans?
2. What are the different names given for the native people of the New World' by the Europeans?
3. How did the natives of North America treat the European traders in the 17th century?
4. Why was the history of the Australian native people left out of history books?
5. Explain the reasons responsible for the beginning and end of slavery in the The United States of America.

Long answer type Questions (8 Marks)

1. What do you know about Gold rush? Explain in detail the development of industrialisation in America due to Gold rush.
2. Why were the natives of America forced to move out of their land? What were the causes responsible for this displacement?
3. What was the impact of the wind of change of 1970s on the life of Australians?

Answer to the Long Questions

1. **Gold Rush:** there was always the hope that there was gold in North America in the 1840s, traces of gold were found in the USA in California. This led to the Gold Rush when thousands of eager Europeans hurried to America in the hope of making a quick fortune. Gold Rush led to the building of railway lines across the continent. Thousands of Chinese workers were recruited.

Development of industries that manufactured railway equipments
Rapid increase in production of machinery which could make large scale farming easier.

Industrial towns grew and factories multiplied both in the USA and Canada.

2. Some of the migrants from Britain and France were younger sons who would not inherit their father's property and therefore were eager to own land in America.

There were groups of Europeans who were being persecuted because they were of a different sect of Christianity (Protestants living in predominantly Catholic countries or Catholic in countries where Protestantism was the official religion). Many of them left Europe and went to America to begin a new life.

They developed agriculture and introduced crops which could not grow in Europe and therefore could be sold there for profit.

Those who took the land occupied by the tribes justified it by saying that the natives did not deserve to occupy land which they did not use to the maximum. Ways to displace the people:-

The natives were induced or forced to move after signing treaties selling their land

The prices paid were very low and there were instances when the Europeans cheated them by taking more land for paying less than promised.

US army was used to evict the Cherokees

The natives were pushed westward .given land elsewhere but often moved again if any mineral, lead or gold or oil was found on their lands.

3. There was an eagerness to understand natives not as anthropological curiosity but as communities with distinct cultures.unique ways of understanding nature and climate.with a sense of community which had vast bodies of stories, textile and painting and carving skills which should be understood and recorded and respected

University departments have been instituted to study the native cultures.galleries of native art have been added to art galleries.

Natives have begun writing their own life histories

From 1974, multiculturalism has been official policy in Australia which gave equal respect to native cultures.

It is recognised that the natives had strong historic bonds with the land which was sacred to them and which should be respected.

Lesson – 11

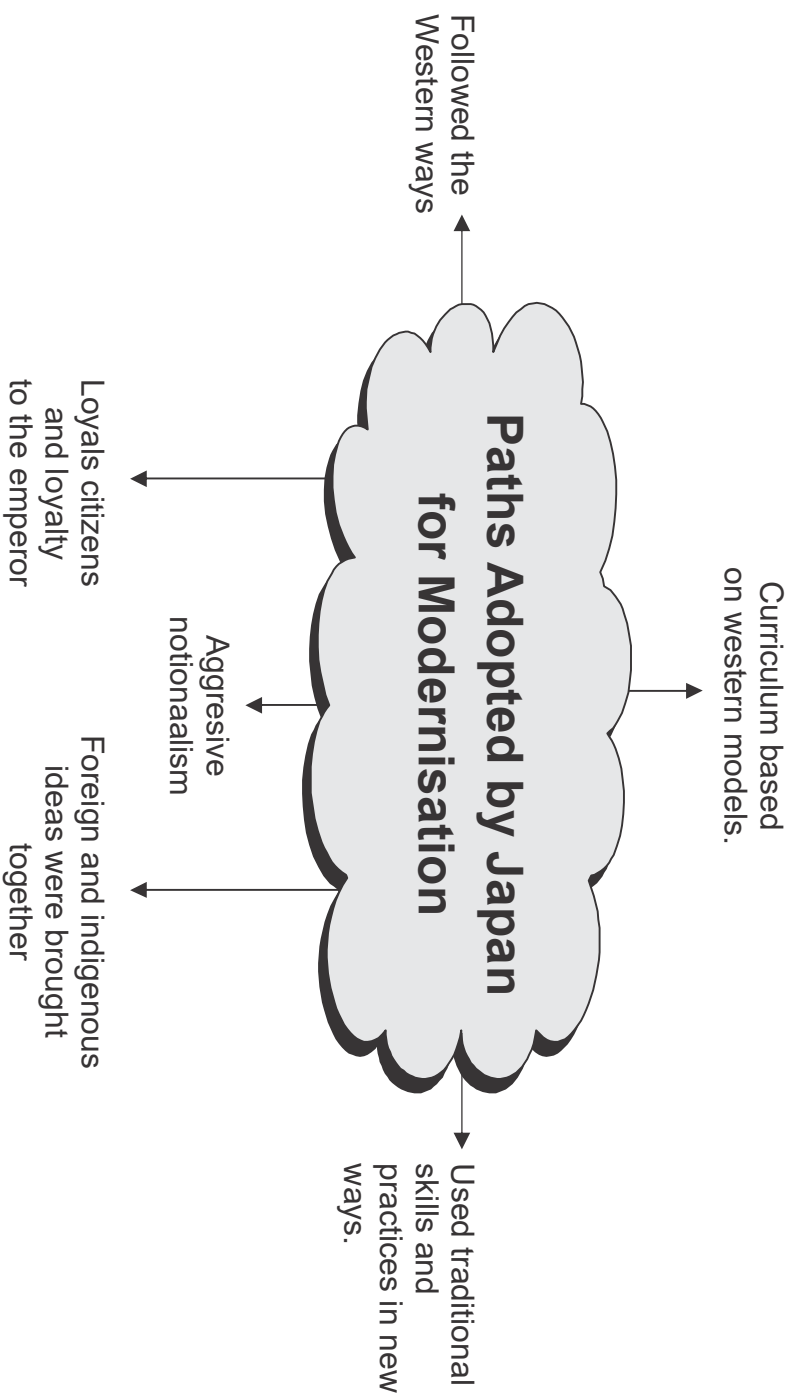
Paths to Modernisation

Facts to Remember

1. China is a vast continental country that spans many climatic zones.
2. The dominant ethnic group of China are the Han and the major language is Chinese (Putonghua).
3. Japan by contrast is a string of Islands, the four largest being Honshu, Kyushu Shikoku and Hokkaido.
4. By the 12th century the imperial court lost power to shoguns, who in theory ruled in the name of the emperor.
5. From 1603 to 1867, members of the Tokugawa family held the position of Shogun.
6. Internal discontent is coincide with demands for trade and diplomatic relations led to the Meiji Restoration.
7. In 1868 a movement forcibly removed the Shagun from power and brought the emperor to Edo. Edo was made the capital and renamed Tokyo which means eastern capital.
8. A new school system began to be built from the 1870. Schooling was compulsory for boys and girls and by 1910 almost universal, texts urged the children to respect their parents be loyal to the nation and become good citizens.
8. Diet is the name of Japanese parliament and it was based on the German ideology
9. Fukuzawa Yukichi, a leading Meiji intellectual said that Japan must

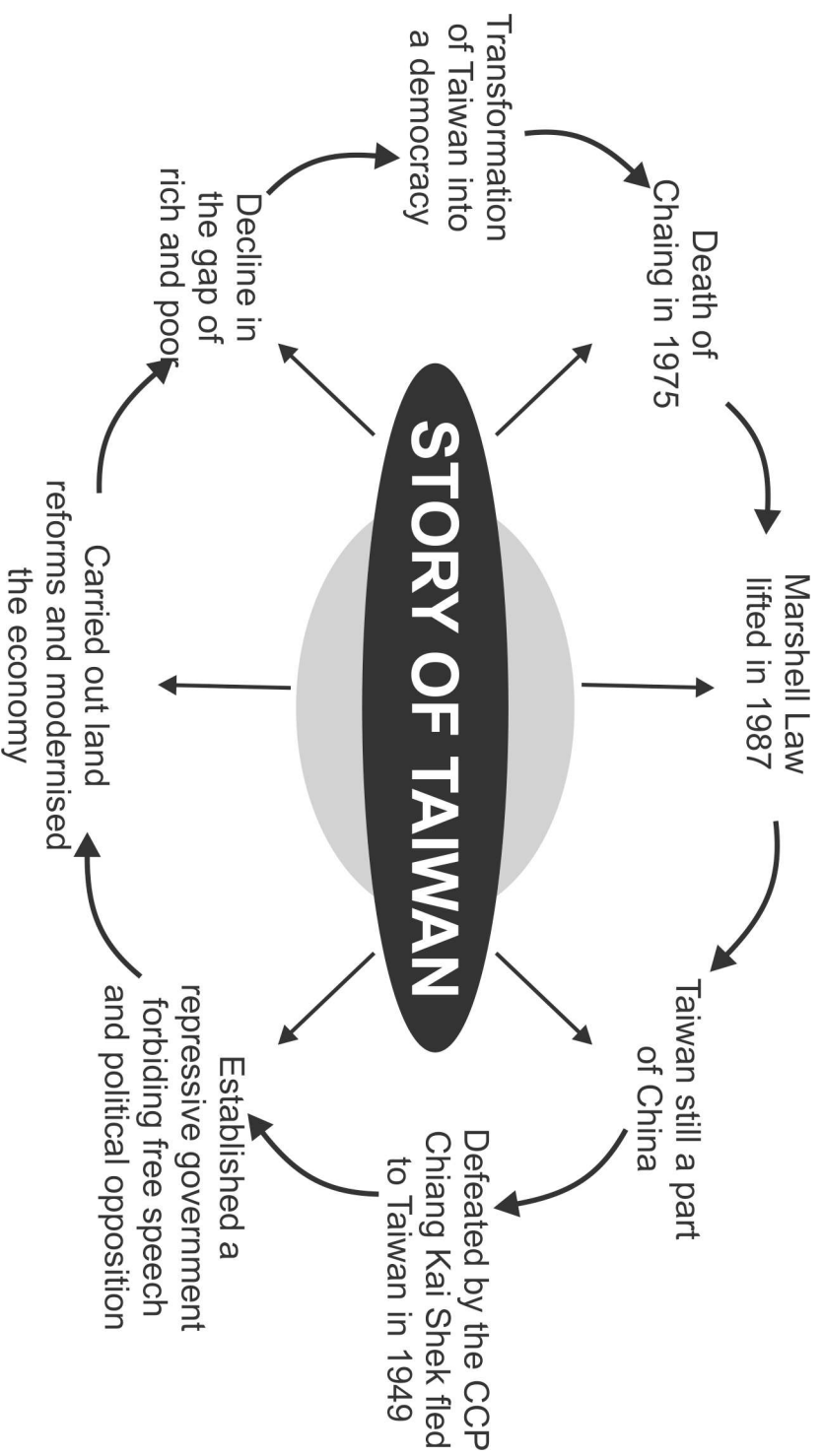
'expel Asia'. He meant that Japan must shed its Asian characteristics and become part of the west.

10. Modernization of economy in Japan_by levying an agriculture tax, building of railway line, importing textile machinery, training of workers and launching of banking institutions.
11. The government launched a policy with the slogan 'Fukoku kyohei '(rich country strong army).
12. It has been argued that nuclear bombs were dropped on Hiroshima and Nagasaki by USA to shorten the war.
13. Under the USJed Occupation (1945 – 47) Japan was demilitarized and a new constitution introduced.The rapid building of the Japanese economy after its shuttering defeat was called a post war miracle.
14. The modern history of China was revolved around the question of how to regain sovereignty.end the humiliation of foreign occupation and bring about equality and development.
15. The first Opium war (1839 – 42) undermined the ruling Qing dynasty and strengthen demand for reform and change.
16. The Manchu Empire was overthrown and a republic established in 1911 under Sun Yat Sen who is regarded as the founder of modern China.
17. Three principles of Sun Yat Sen(San min chui)_Nationalism Republic and Socialism.
18. The Communist party of China was founded in 1921 soon after the Russian revolution. Mao Zedong emerged as a major communist party leader.
19. The Peoples Republic of China government was established in 1949.
20. The period from 1965 to 1970 was the period of creation of a socialist man in China.The Maoists started a campaign against old culture, old customs and old habits.



Path Adopted by China for Modernization

- Strong Control of Communist Party
- Free Market and Policy Globalization
- End of Feudalism
- Expansion of Education
- Strategies to fight against Foreign Imperialism
- End of Private Property
- State Control of Economy
- Rapid Industrialization
- Market Reforms
- Government of a Single Party
- Credit of Modernization to Communist Party
- End of Inequality
- Foundation of Centralised Government



Fill in the blanks:

1. East Asia at the beginning of the 19th century was dominated by _____ .
2. _____ defeated China in 1894 and Russia in 1905.
3. Modernization of Japan is based on the principles of _____ .
4. The Peoples Republic of China was founded in _____ .
5. Communist Party of China was founded in _____ .
6. Peking University was founded in _____ .
7. After the death of Sun Yat Sen _____ emerged as the leader of Guomindang.
8. The network of high speed bullet trains was started in the year _____ in Japan.
9. Japan was divided into over 250 under the ruler of lords called _____ .
10. Japan used to import the luxurious items like _____ from India and from China.
11. The silk of _____ was regarded as the finest silk in the world.
12. In the year 1867-69 under the leadership of Meiji _____ dynasty was ended.
13. Fukuzawa Yukichi expressed that Japan must _____ from itself.
14. Leaders such as Lenin and Trotsky established the Comintern or Third International in March _____ .
15. _____ emerged as a major leader of C. C. P.

Multiple Choice Questions

1. Which among the following is the third longest river in the world_
(a) Yangtze (b) Huang He
(c) Pearl (d) Chang Jiang
2. Which among the following is the the dominant ethnic group of China
(a) Hui (b) Manchu
(c) Uighur (d) Han
3. Which among the following is not a string of Japanese Islands
(a) Honshu (b) Kyushu
(c) Shikoku (d) Okinawan
4. Which of the following is the capital of Japan
(a) Shanghai (b) Tokyo
(c) Hokado (d) Okinawan
5. Japanese were influenced by the legal ideas of which of the following countries
(a) Britain (b) Germany
(c) China (d) France

Very Short Questions

1. Literary meaning of word dim sum
(NCERT page number 233)

2. Meaning of Tokyo
(NCERT page number 235)
3. Meaning of 'Fukoku kyuhei'
(NCERT page number 236)
4. Name the Japanese parliament
(NCERT page number 239)
5. Meaning of the word 'Moga'
(NCERT page number 241)
6. What do you mean by word 'burbura'
(NCERT page number 241)
7. What do you mean by the Word 'bolan wo'
(NCERT page number 244)
8. Name the famous Chinese philosopher
(NCERT page number 245)
9. what do you mean by the word 'san min chui'
(NCERT page number 246)
10. Write the three principles of San Yat Sen
(NCERT page number 246)
11. What were the 'four great needs' identified by San Yat Sen?
(NCERT page number 246)
12. What do you know about The Great Leap Forward Movement
(NCERT page number 250)
13. What were the five loves of the socialist man?
(NCERT page number 251)

14. What were the 'Four modernizations' goals of Chinese party in 1978 (NCERT page number 251)

Very Short Answers (3 Marks)

1. What were the causes responsible for the Meiji restoration?
2. The most important part of Meiji reforms was the modernization of economy' Explain in detail.
3. Discuss how daily life was transformed as Japan developed?
4. What do you know about Opium wars? How did it affect the life of Chinese?
5. Explain in detail the principles of San Yat Sen.
6. Note a note on the teachings of Confucius.

Long Answer Type Questions (8)

1. As a part of Meiji reforms how did the modernization of of economy took place in Japan? How did the development of industries affect the environment?
2. Describe the work done by Chiang Kai Shek as a Guomintang leader? Why did Guomintang fail to unite the nation?
3. Describe the changes introduced by Japan for the unification of nation and in school system in the decade of 1870s.
4. Describe in detail the two different paths of modernization adopted by China and Japan .
5. 'Transformation of Taiwan into a democracy had been very dramatic.' Explain.

Answer to the Long Questions

1. Modernization of Japanese economy under Meiji reforms

- Levying an agricultural tax
- Development of railways
- Import of textile machines from Europe.
- Training of workers by foreign technicians.
- Japanese students were sent abroad
- Launch of modern banking institutions.
- Subsidies and tax benefit to the companies

Effect of industrialization on the environment:-

- Environmental destruction due to increase in demand of natural resources such as timber
- Increase in water and air pollution due to industrialisation
- Shortage of agricultural products because of migration of people to the cities

2. Works done by Chang Kai Shek:-

- Launched a military campaign to control the warlords
- Eliminated the communists
- Advocated a secular and rational 'this worldly' Confucianism
Sought to militarise the nation
- encourage women to cultivate the four virtues of 'chastity, appearance, speech and work'

Causes of failure of Guomindang to unite the nation:-

- Narrow social base and limited political vision.

- Failure in regulating capital and equalising land sought to impose military order rather than addressing the problems faced by the people.
3. Changes in school system:
- Schooling was compulsory for boys and girls
 - Tuition fees were minimal
 - Curriculum based on western models and emphasis on modern ideas.
 - Stress was placed on loyalty and the study of Japanese history
 - More emphasis on moral culture, respect to parents, loyalty to the nation and on becoming good citizens. Control of education ministry over the curriculum and in selection of textbooks and in teachers training Efforts made by Meiji government to integrate the nation-:
 - Imposed the new administrative structure by altering old village and domain boundaries.
 - Arrangement of adequate revenue to maintain the local schools and health facilities.
 - All young men over twenty had to do a period of military service
 - Development of a modern military force Strict censorship was imposed Military and bureaucracy were put under the direct command of the emperor.
4. Japan was successful in retaining its independence and using traditional skills and practices in new ways. Its elite driven modernization generated an aggressive nationalism, helped to sustain a repressive regime that stilled dissent and demands for democracy, and established a colonial Empire that left a legacy of hatred in the region as well as distorted internal development, imitating Western imperial powers. It also attempted to find its own

solutions traditional ways were creatively used in new and different ways like new school system of modelled on European and American practices but the curriculum's main object was to make royal citizens The Chinese path to modernisation was very different. Foreign imperialism both Western and Japanese combined with a hesitant and unsure Qing Dynasty weaken government control and set the stage for breakdown of political and social order leading to immense misery for most of the people. In the 19th and 20th centuries saw a rejection of traditions and a search for ways to build National unity and strength. While calling for power to the people, it built a highly centralised state, the success of communist program promise hope but it's repressive political system turned the idea of liberation equality in two slogans to manipulate the people. Yet it did remove centuries-old inequalities spread called out and raise consciousness among the people.

Carried out market reforms and has been successful in making China economically powerful.

5. Defeated by the CCP Chiang Kai Shek fled in 1949 to Taiwan with a lot of gold and established the Republic of China The GMD under Chiang Kai Shek established a repressive government but carried out land reforms that increased agricultural productivity and modernised economy.

After the death of Chiang Kai Shek in 1975 Taiwan started transforming into a democracy In 1987 martial law was lifted opposition parties were legally permitted, the first free elections began the process of bringing localTaiwanese to power.

Full diplomatic relations and embassies are not possible as Taiwan is considered to be a part of China.

Answer to MCQs (Lesson-wise)

Lesson – 1

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (c) | 2. (d) | 3. (a) | 4. (?) | 5. (a) |
| 6. (a) | 7. (b) | 8. (d) | 9. (c) | 10. (d) |

Lesson – 2

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (d) | 2. (b) | 3. (a) | 4. (a) | 5. (c) |
| 6. (c) | 7. (a) | 8. (d) | 9. (b) | 10. (b) |

Lesson – 3

- | | | | | |
|--------|---------|------------------|--------|--------|
| 1. (b) | 2. (d) | 3. (a) | 4. (a) | 5. (d) |
| 6. (a) | 7. (b) | 8. The Colosseum | | |
| 9. (d) | 10. (d) | | | |

Lesson – 4

- | | | | | |
|------------------------------------|---------------------------|--------|--------|---------|
| 1. (a) | 2. (b) | 3. (a) | 4. (c) | 5. (c) |
| 6. (d) | 7. (a) | 8. (d) | 9. (a) | 10. (b) |
| 11. (a) | 12. Caliph Harun al-Rasid | | | 13. (c) |
| 14. Mustansiriya Madrsa of baghdad | | | | 15. (d) |

Lesson – 5

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (b) | 2. (c) | 3. (d) | 4. (a) | 5. (d) |
| 6. (a) | 7. (a) | | | |

Lesson – 6

- | | | | | |
|--------------------------------|------------------------|-------------|-----------|-----------|
| 1. (c) | 2. (a) | 3. (c) | 4. (b) | 5. (a) |
| 6. (i) | 7. Town air makes free | | | 8. (c) |
| 9. Answers to true and false - | | | | |
| (i) False | (ii) False | (iii) False | (iv) True | (v) False |

SOURCE BASED QUESTION

LESSON 1 – FROM THE BEGINNING OF THE TIME

Answer the following questions based on the following para:

PAINTINGS OF THE ALTAMIRA

Altamira is a cave site in Spain. The paintings on the ceiling of the cave were first brought to the attention of Marcelino Sanz de Sautuola, a local landowner and an amateur archaeologist, by his daughter Maria in November 1879. The little girl was 'running about in the cavern and playing about here and there*', while her father was digging the floor of the cave. Suddenly she noticed the paintings on the ceiling: 'Look, Papa, oxen!' At first, her father just laughed, but soon realised that some sort of paste rather than paint had been used for the paintings and became 'so enthusiastic that he could hardly speak'. He published a booklet the following year, but for almost two decades his findings were dismissed by European archaeologists on the ground that these were too good to be ancient.

1. In which country the Altamira situated?
2. Who was Marcelino? And what did his daughter show him?
3. What are the Altamira cave paintings famous for?

HADZA GROUP

The Hadza are a small group of hunters and gatherers, living in the vicinity of Lake Eyasi, a salt, rift-valley lake... The country of the eastern Hadza, dry, rocky savanna, dominated by thorn scrub and acacia trees...is rich in wild foods. Animals are exceptionally numerous and were certainly commoner at the beginning of the century. Elephant, rhinoceros, buffalo, giraffe, zebra,

waterbuck, gazelle, warthog, baboon, lion, leopard, and hyena are all common, as are smaller animals such as porcupine, hare, jackal, tortoise and many others. All of these animals, apart from the elephant, are hunted and eaten by the Hadza. The amount of meat that could be regularly eaten without endangering the future of the game is probably greater than anywhere else in the world where hunters and gatherers live or have lived in the recent past.

Vegetable food - roots, berries, the fruit of the baobab tree, etc. - though not often obvious to the casual observer, is always abundant even at the height of the dry season in a year of drought. The type of vegetable food available is different in the six-month wet season from the dry season but there is no period of shortage. The honey and grubs of seven species of wild bee are eaten; supplies of these vary from season to season and from year to year.

1. What is Hadza group, and where did these people live?
2. Which animals used to be hunted? Which animal was not eaten by Hadza people?
3. Describe any two specialities of the geographical conditions of Hadza group?

LESSION 2 – WRITING AND CITY LIFE

Answer the following questions based on the following para:

The Seal – An Urban Artefact

In India, early stone seals were stamped. In Mesopotamia until the end of the first millennium BCE, cylindrical stone seals, pierced down the centre, were fitted with a stick and rolled over wet clay so that a continuous picture was created. They were carved by very skilled craftsmen, and sometimes carry writing: the name of the owner, his god, his official position, etc. A seal could be rolled on clay covering the string knot of a cloth package- or the mouth of a pot, keeping the contents safe. When rolled on a letter written on a clay tablet, it became a mark of authenticity. So the seal was the mark of a city dweller's role in public life.

1. In ancient times what material was used to make seals in India?
(1 mark)
2. What type of text were found in Mesopotamian seals? (2 marks)
3. What do you know about the skilled craftsmen who made the seals?
(2 marks)

Read the following extract and answer the questions given below:

WARKA HEAD

This woman's head was sculpted in white marble at Uruk before 3000 BCE. The eyes and eyebrows would probably have taken lapis lazuli (blue) and shell (white) and bitumen (black) inlays, respectively. There is a groove along the top of the head, perhaps for an ornament. This is a world-famous piece of sculpture, admired for the delicate modelling of the woman's mouth,

chin and cheeks. And it was modelled in a hard stone that would have been imported from a distance.

1. When was the warka head made and which stone was used to make it? (2 marks)
2. How was women's head made and what were the characteristic features of it? (2 marks)
3. Why this sculpture of woman head world famous? (1 marks)

LESSION 3 – AN EMPIRE ACROSS THREE CONTINENTS

Answer the following questions based on the following para:

On the Treatment of Slaves 'Soon afterwards the City Prefect, Lucius Pedanius Secundus, was murdered by one of his slaves. After the murder, ancient custom required that every slave residing under the same roof must be executed. But a crowd gathered, eager to save so many innocent lives; and rioting began. The senate-house was besieged. Inside, there was feeling against excessive severity, but the majority opposed any change (...) [The senators] favouring execution prevailed. However, great crowds ready with stones and torches prevented the order from being carried out. Nero rebuked the population by edict, and lined with troops the whole route along which those condemned were taken for execution.'

– Tacitus (55-117), *historian of the early empire*

- | | |
|---|---|
| 1. Who was Tacitus? | 1 |
| 2. What action did Nero took towards these people? | 2 |
| 3. What was the position of Senate in the Roman Empire? | 2 |

Read the except and answer the questions that follow:

Incomes of the Roman Aristocracy, Early Fifth Century 'Each of the great houses of Rome contained within itself everything which a medium-sized city could hold, a hippodrome, fora, temples, fountains and different kinds of baths... Many of the Roman households received an income of four thousand pounds of gold per year from their properties, not including grain, wine and other produce which, if sold, would have amounted to one-third of the income in gold. The income of the households at Rome of the second class was one thousand or fifteen hundred pounds of gold.'

—Olympiodorus of Thebesm.

- | | |
|--|---|
| 1. What do you understand by the term Hippodrome? | 1 |
| 2. What was the income of the households of second class Romans? | 2 |
| 3. What resources did a great house of Rome had? | 3 |

LESSION 4 – RISE AND EXPANSION OF THE ISLAM

(Approximately 500–1200 C.E.)

Answer the following questions based on the following para:

The Ideal Student

Abd al-Latif, a twelfth-century legal and medical scholar of Baghdad, talks to his ideal student: 'I commend you not to learn your sciences from books unaided, even though you may trust your ability to understand. Resort to teachers for each science you seek to acquire; and should your teacher be limited in his knowledge take all that he can offer, until you find another more accomplished than he. You must venerate and respect him. When you read a book, make every effort to learn it by heart and master its meaning. Imagine the book to have disappeared and that you can dispense with it, unaffected by its loss. One should read histories, study biographies and the experiences of nations.

1. Who was Abd al-Latif ? 1
2. What was the context of talk of Abd al-Latif with his ideal student? 2
3. Why should people study history? 2

Read the following except carefully and answer the given questions.

Paper also facilitated the writing of commercial and personal documents of all kinds. In 1896, a huge collection of medieval Jewish documents was discovered in a sealed room (Geniza, pronounced ghaniza) of the Ben Ezra synagogue in Fustat. The documents had been preserved thanks to the Jewish practice of not destroying any piece of writing that contained the name of God. The Geniza was found to contain over a quarter of a million manuscripts and fragments dating back as far as the midnight century. Most

of the material dated from the tenth to the thirteenth centuries, that is, from the Fatimid, Ayyubid and early Mamluk periods. These included personal letters between merchants, family and friends, contracts, promises of dowry, sale documents, laundry lists, and other trivia. Most of the documents were written in Judaeo-Arabic, a version of Arabic written in Hebrew characters that was commonly used by Jewish communities throughout the medieval Mediterranean. The Geniza documents provide rich insights into personal and economic experiences as also into Mediterranean and Islamic culture. The documents also suggest that the business skills and commercial techniques of merchants of the medieval Islamic world were more advanced than those of their European counterparts. Goitein wrote a multi-volume history of the Mediterranean from Geniza records, and Amitav Ghosh was inspired by a Geniza letter to tell the story of an Indian slave in his book. In an Antique Land.

1. What was the advantage of wide circulation of paper ? How did it reach the rest of the Islamic world ? 1
2. Where and when a huge collection of Medieval Jewish documents were discovered? 2
3. Where did paper initially come from and how was it made? 2

Read the following excerpt carefully and answer the given questions.

Islamic Calendar

The Hijri era was established during the caliphate of Umar. with the first year falling in 622 CE. A date in the Hijri calendar is followed by the letters AH. The Hijri year is a lunar year of 354 days, 12 months (Muharram to Dhul Hijja) of 29 or 30 days. Each day begins at sunset and each month with the sighting of the crescent moon. The Hijri year is about 11 days shorter than

the solar year. Therefore, none of the Islamic religious festivals, including the Ramazan fast. Id and hajj. corresponds in any way to seasons. There is no easy way to match the dates in the Hijri calendar with the dates in the Gregorian calendar (established by Pope Gregory XIII in 1582 CE).

1. When and where was Prophet Muhammad born? 1
2. When was Hijra era established and what was its first year? 2
3. What are the Islamic religious festivals included in Hijra? 2

LESSION 5 – NOMADIC EMPIRES

Answer the following questions based on the following para:

Juwaini, a late-thirteenth-century Persian chronicler of the Mongol rulers of Iran, carried an account of the capture of Bukhara in 1220. After the conquest of the city, Juwaini reported, Gengis Khan went to the festival ground where the rich residents of city were and addressed them: 'O people know that you have committed great sins, and that the great ones among you have committed these sins. If you ask me what proof I have for these words, I say it is because I am the punishment of God. If you had not committed great sins, God would not have sent a punishment like me upon you'....Now one man had escaped from Bukhara after its capture and had come to Khurasan. He was questioned about the fate of the city and replied: 'They came, they[mined the walls], they burnt, they slew, they plundered and they departed.'

1. Who was Juwaini?
2. Which people were addressed by Gengis Khan in the festival ground and for what purpose?
3. What reply was given by the person regarding fate of Bukhara?

Answer the following questions based on the following para:

In 1221, after the conquest of Bukhara, Gengis Khan had assembled the the rich Muslim residents at the festival ground and had admonished them. He called them sinners and warned them to compensate for their sins by parting with their hidden wealth. The episode was dramatic enough to be painted and for a long time afterwards people still remembered the incident. In the late sixteenth century, 'Abdullah Khan, a distant descendant of Jochi, Gengis Khan's eldest son, went to the same festival ground in

Bukhara. Unlike Gengis Khan, however, 'Abdullah Khan went to perform his holiday prayers there. His chronicler, hafiz-i Tanish, reported this performance of Muslim piety by his master and included the surprising comment: 'this was according to yasa of Gengis Khan'.

1. What do you understand by "Yasa". Who started this and when?
2. State the comment of Hafiz-i Tanish about Abdullah Khan?
3. Where Gengis Khan assembled the Muslims and warned about?

Ghazan Khan's Speech

Ghazan Khan (1295-1304) was the first Il - Khanid ruler to convert to Islam. He gave the following speech to the Mongol-Turkish nomad commanders, a speech that was probably drafted by his Persian Wazir Rashiddudin and included in the minister's letters: 'I am not on the side of the Persian Peasantry. If there is a purpose of pillaging them all, there is no one with more power to do this than I. Let us rob them together. But if you wish to be certain of collecting grain and food for your tables in the future, I must be harsh with you. You must be taught reason. If you insult the peasantry, take their oxen and seed and trample their crops into the ground, what will you do in the future?...The obedient peasantry must be distinguished from the peasantry who are rebels....'

1. Who was Ghazan Khan?
2. State the reasons of Ghazan Khan in favour of Peasants?
3. Who was Rashiddidin and state his contribution?

LESSION 6 – THE THREE ORDERS

Answer the following questions based on the following para:

In the twelfth century. Abbess Hildegard of Bingen wrote: 'Who would think of herding his entire cattle in one stable - cows, donkeys, sheep, goats, without difference? Therefore it is necessary to establish difference among human beings, so that they do not destroy each other ... God makes distinctions among his flock, in heaven as on earth. All are loved by him, yet there is no equality among them.'

1. Who is the author of the above lines? 1
2. "It is necessary to establish difference among human beings" How are these lines justified by him? 2
3. Where will the herder think of herding his entire livestock? 2

Read the excerpt and answer the following question:

We also caused to be painted, by the exquisite hands of many masters from different regions, a splendid variety of new windows... Because these windows are very valuable on account of their wonderful execution and the profuse expenditure of painted glass and sapphire glass, we appointed an official master craftsman for their protection, and also a goldsmith...who would receive their allowances, namely, coins from the altar and flour from the common storehouse of the brethren, and who would never neglect their duty, to look after these [works of art].'

1. Why was it decided to enlarge and amplify the noble church? Give any two reasons. 2
2. What were the large churches known as? 1
3. Why did the large churches appoint a master craftsmen and a goldsmith? 2

Read the excerpt and answer the following question:

In Benedictine monasteries, there was a manuscript with 73 chapters of rules which were followed by monks for many centuries. Here are some of the rules they had to follow:

Chapter 6: Permission to speak should rarely be granted to monks.

Chapter 7: Humility means obedience.

Chapter 33: No monk should own private property.

Chapter 47: Idleness is the enemy of the soul, so friars and sisters should be occupied at certain times in manual labour, and at fixed hours in sacred reading.

Chapter 48: The monastery should be laid out in such a way that all necessities be found within its bounds: water, mill, garden, workshops.

1. What does humility mean? Why was it necessary for humans? 1
2. Which chapter contains the rules about private property? What is idleness? 2
3. How should monasteries be laid out? 2

LESSION 7 – CHANGING CULTURAL TRADITIONS

Answer the following questions based on the following para:

Niccollo Machiavelli wrote about human nature in the fifteenth chapter of his book 'the Prince' (1513).

'So, leaving aside imaginary things, and referring only to those which truly exist, I say that whenever men are discussed (and especially princes, who are more exposed to view), they are noted for various qualities which earn them either praise or condemnation. Some, for example, are held to be generous, and others miserly. Some are held to be benefactors, others are called grasping, some cruel, some compassionate; one man faithless, another faithful; one man effeminate and cowardly, another fierce and courageous; one man courteous, another pure: one guileless, another crafty; one stubborn, another flexible; one grave, another frivolous; one religious, another sceptical; and so forth.'

Machiavelli believed that 'all men are bad and ever ready to display their vicious nature partly because of the fact that human desires are insatiable'. The most powerful motive of Machiavelli saw as the incentive for every human action is self-interest.

1. What is the name of book from which the above paragraph is taken and who authored that book? 2
2. What observation was given by Machiavelli about human nature? 2
3. State that why the human desires remain incomplete? 1

Answer the following questions based on the following para:

ARTISTS AND REALISM

"Art is embedded in nature; he who can extract it, has it....Moreover you

may demonstrate much of your work by geometry, the more closely you work abides by life in its form, so much the better will it appear No man shall ever be able to make a beautiful figure out of his own imagination unless he has well stored his mind by much copying from life."

1. Describe that how man can create a beautiful image? 1
2. What do you mean by 'Realism'? 2
3. Define that why through imagination a man cannot create beautiful image? 2

Answer the following questions based on the following para:

'In this they be all agreed, to drive you from the knowledge of the scripture, and that ye shall not have the text thereof in the mother tongue, and to keep the world still in darkness, to the intent they might sit in the consciences of the people, through vain, superstition and false doctrine, to satisfy their proud ambition, and insatiable covetousness, and to exalt their own honor above king and emperor, yea, and above God himself....Which thing only moved me to translate the New Testament. Because, I had perceived by experience, how that it was impossible to establish the lay-people in any truth, except the scripture were plainly laid before their eyes in their mother tongue, that they might see the process, order, and meaning of the text.

1. Why it is essential that religious books should be in mother tongue. 1
2. What was 'Confession of Sins'? 2
3. Who were 'Thomas More' and 'Erasmus'. What were their views about the Church? 2

LESSION 8 – CONFRONTATION OF CULTURES

Answer the following questions based on the following para:

Don Marina

Bernrd Diaz del Castillo (1495-1584) wrote in his *Truer History of the Conquest of Mexico* that the people of Tobacco gave Cortes a woman attendant called Dona Marinda. She was fluent in three local languages, and was able to play a crucial role as interpreter for Cortex. 'This was the great beginning of our conquests, and without Dona Marina we could not have understood the language of New Spain and Mexico.

Diaz thought she was a princess, but the Mexicans called her 'Malinche', a word meaning 'betrayal'. *Malinchista* means someone who slavishly copies the costumes and language of another people.

- | | |
|--|---|
| 1. Who was Cortes? What did he conquer? | 2 |
| 2. Who was Dona Marina? How did she assist Cortes? | 2 |
| 3. What does the word 'Malinche' mean? | 1 |

Answer the following questions based on the following para:

Most visitors today wonder of the arts and skills of the Incas. However, there are some like the Chilean poet Neruda, who thought of the hours of hard work that thousands of people must have been forced to put in. And all that to achieve such high levels of agricultural output, such remarkable architecture and such exquisite crafts, in this difficult environment.

'Look at me from the depths of the earth, tiller of fields, weaver, reticent shepherd, ...

*mason high on your tracherous scaffolding,
Iceman of Andean tears,*

*jeweler with crushed fingers
 farmer anxious among his seedings,
 potter washed among his clays—
 bring to the cup of this new life
 your ancient buried sorrows,
 Show me your blood and your furrow,
 say to me here I was scourged
 because a gem was dull or because the earth
 failed to give up in time its time of corn or stone.*



1. Who was poet Neruda? What did he feel on seeing the arts and skills of the Incas? 2
2. Give two examples that show that Incas were very labourious? 2
3. Identify the picture shown in the passage. 1

Answer the following questions based on the following para:

Pizarro, in contrast to Cortes, was uneducated and poor when he joined the army and found his way to the Caribbean Islands in 1502. He had heard stories about the Inca kingdom as a land of silver and gold (*El-dor-ado*). He made repeated attemptse to reach it from the Pacific. On one of his journeys back home, he was able to meet the Spanish king and show him beautifully designed gold jars of Inca workmanship. The king's greed was aroused, and he promised Pizarro the governorship of the Inca lands if he conquered it. Pizarro planned to follow Cortes' methods, but was disconcerted to find that the situation in the Inca empire was different.

1. When and from where did Pizarro come to Caribbean Islands? 2
2. What had Pizarro heard about the Inca civilization? 2
3. What did the Spanish King promise Pizarro? 1

LESSION 9 – THE INDUSTRIAL REVOLUTION

Answer the following questions based on the following para:

D.H. Lawrence (1885-1930), British essayist and novelist, writing seventy years after Dickens, described the change in a village in the coal-belt, change which he had not experienced, but about which he had heard from older people.

‘Eastwood ... must have been a tiny village at the beginning of the nineteenth century, a small place of cottages and fragmentary rows of little four-roomed miners’ dwellings, the homes of the old colliers ... But somewhere about 1820 the company must have sunk the first big shaft ... and installed the first machinery of the real industrial colliery Most of the little rows of dwellings were pulled down, and dull little shops began to rise along the Nottingham Road, while on the down-slope ... the company erected what is still known as the New Buildings ... little four-room houses looking outward into the grim, blank street, and the back looking into the desert of the square, shut in like a barracks enclosure, very strange.’

1. Who is the author of the given passage? 1
2. Has the writer described his own experiences in the above passage? 2
3. What does the author want to convey through this description? 2

Answer the following questions based on the following para:

In his novel *Hard Times*, Charles Dickens (1812-70), perhaps the most severe contemporary critic of the horrors of industrialisation for the poor, wrote a fictional account of an industrial town he aptly called Coketown ‘It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural

red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a stare of melancholy madness.'

1. Do you agree with the description of Charles Dickens about the effects of industrialisation? If yes, why? 1
2. Describe the impact of industrialisation on women and children. 2
3. Mention the laws made by Government to improve the working conditions of women and children. 2

LESSION 10 – DISPLACING INDIGENOUS PEOPLES

Answer the following questions based on the following para:

In 1854, the President of the USA received a letter from a native leader, Chief Seattle. The president had asked the chief to sign a treaty giving a large part of the land they lived on to the American government. The Chief replied.

‘How can you buy or sell the sky, the warmth of the land? The idea is strange to us. If you do not own the freshness of the air and the sparkle of the water, how can on buy them? Every part of the earth is sacred to my people. Every shining pine-needle, every sandy shore, every mist in the dark woods, every clearing and every humming insect is holy in the memory and experience of my people. The sap which courses through the trees carries the memories of the red man ...

So, when the Great Chief in Washington sends word that he wishes to buy our land, he asks much of us. The Great Chief sends word that he will reserve us a place so that we can live comfortably. He will be our father and we will be his children. So we will consider your offer to buy our land. But it will not be easy. For this land is sacred to us. The shining water that moves in the streams and rivers is not just water but th blood of our ancestors. If we sell you land, you must remember that it is sacred and you must teach your children that it is sacred and that each gholstly reflection in the clear water of th lakes tells of events and memories in the life of my people. The water’s murmur is the voice of my father’s father ...’

1. What was the message of the Chief? 1
2. Why are the natives so much attached to land and resources? 2
3. “The shining water that moves in the streams and rivers is not just water.” How? Justify the statement. 2

Answer the following questions based on the following para:

Aboriginal production had been dramatically disturbed by the British presence. The arrival of a thousand hungry mouths, followed by hundreds more, put unprecedented pressure on local food resources.

So what would the Daruk people have thought of all this? To them such large scale destruction of sacred places and strange, violent behaviour towards their land was inexplicable. The newcomers seemed to knock down trees without any reason, for they were not making canoes, gathering bush honey or catching animals. Stones were moved and stacked together, clay dug up, shaped and cooked, holes were made in the ground, large unwieldy structures built. At first they may have equated the clearing with the creation of sacred ceremonial ground ... Perhaps they thought a huge ritual gathering was to be held, dangerous business from which they should steer well clear. There is no doubt the Daruks subsequently avoided the settlement, for the only way to bring them back was by an official kidnapping.

1. About whom and when was the above description given? 1
2. What were the evil effects of disturbing the aboriginal production? 2
3. How did the activities of newcomers affect the aboriginal people? 2

LESSION 11 – PATHS TO MODENISATION

Answer the following questions based on the following para:

The Peoples Republic of China government was established in 1949. It was based on the principles of the 'New Democracy', an alliance of all social classes, unlike the 'dictatorship of the proletariat' that the Soviet Union said it had established, Critical areas of the economy were put under government control, and private enterprise and private ownership of land were gradually ended. This programme lasted till 1953 when the government declared that it would launch a programme of socialist transformation. The Great Leap forward movement launched in 1958 was a policy to galvanise the country to industrialise rapidly. People were encouraged to set up steel furnaces in their backyards. In the rural areas, people's communes [where land would be collectively owned and cultivated]. By 1958 there were 26,000 communes covering 98 percent of the farm population.

1. When was the Peoples Republic of China government established? 1
2. What is meant by 'dictatorship of proletariat'? Who used this term? 2
3. When and why was 'The Great Leap Forward movement launched? 2

Answer the following questions based on the following para:

The Japanese had borrowed their written script from the Chinese in the sixth century. However, since their language is very different from Chinese they develop two phonetic alphabets – *hiragana* and *katakana*. *Hirangana* is considered feminine because it was used by many women writers in the Helan period (such as Murasaki). It is written using a mixture of Chinese characters and phonetics so that the main part of the word is written with a

character – for instance, in ‘going’, ‘go’ would be written with a character and the ‘ing’ in phonetics.

The existence of a phonetic syllabary meant that knowledge spread from the elites to the wider society relatively quickly. In the 1880s it was suggested that Japanese develop a completely phonetic script, or adopt a European language. Neither was done.

1. When and from where had the Japanese borrowed their written script? 1
2. Why is Hiragana considered feminine? 2
3. Name two phonetic alphabets developed by the Chinese. 2

Answer the following questions based on the following para:

Born in an impoverished samurai family, he studied in Nagasaki and Osaka learning Dutch and Western sciences and, later, English. In 1860, he went as a translator for the first Japanese embassy to the USA. This provided material for a book on the West, written not in the classical but in the spoken style that became extremely popular. He established a school that is today the Keio University. He was one of the core members of the Meirokusha, a society to promote Western learning.

1. To which period did great Japanese intellectualist Fukuzawa Yukichi belong? 1
2. What was Meirokusha? What did Yukichi mean by saying that Japan must expel Asia? 2
3. What did he write in his book? 2

Answer the following questions based on the following para:

In *The Encouragement to Learning* (*Gakumon no susume*, 1872-76) he was very critical of Japanese knowledge. 'All that Japan has to be proud of is its scenery'. He advocated not just modern factories and institutions but the cultural essence of the West – the spirit of civilisation. With this spirit it would be possible to build a new citizen. His principle was: 'Heaven did not create men above men, nor set men below men.'

1. Who wrote the above passage? 1
2. What did the author criticise? What was his logic behind this criticism? 2
3. According to writer what was the 'spirit of civilization'? What was his principle? 2

CASE STUDY BASED QUESTION

LESSION 1 – FROM THE BEGINNING OF THE TIME

Read the passage and answer the questions given below:

Homo is a Latin word, meaning 'man', although there were women as well! Scientists distinguish amongst several types of Homo. The names assigned to these species are derived from what are regarded as their typical characteristics. So, fossils are classified as Homo habilis (the tool maker), Homo erectus (the upright man), and Homo sapiens (the wise or thinking man). Fossils of Homo habilis have been discovered at Omo in Ethiopia and at Olduvai Gorge in Tanzania. The earliest fossils of Homo erectus have been found both in Africa and Asia: Koobi Fora and west Turkana, Kenya, Modjokerto and Sangiran, Java. As the finds in Asia belong to a later date than those in Africa, it is likely that hominids migrated from East Africa to southern and northern Africa, to southern and north-eastern Asia, and perhaps to Europe, some time between 2 and 1.5 mya. This species survived for nearly a million years.

1. What does the Latin word 'homo' mean?
(A) chimpanzee (B) man
(C) apes (D) none of these
2. (i) Homo is divided into many species.
(ii) Species of 'Homo' have been given different names.
(iii) Homo erectus—There are creatures standing upright.
(iv) Homosapiens are known as reflective humans.

Which of the above statements are true—

- | | |
|----------------------|---------------------------|
| (A) only (i), (ii) | (B) only (i), (ii), (iii) |
| (C) only (ii), (iii) | (D) All of the above |

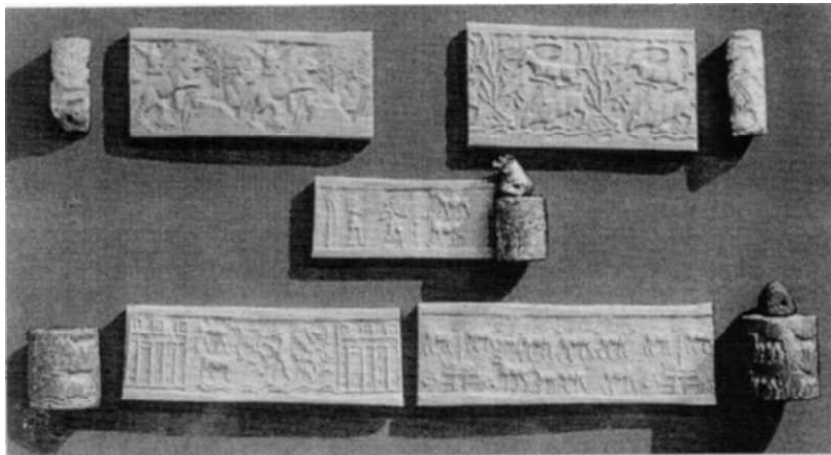
3. Two statements are given below, one is shown as statement (A) and the other as reason (R).

Assertion (A): Hominids migrated from East Africa to South and Northeast Asia 20 to 1.5 million years ago.

Reason (R): Fossils found in Asia are of later period than fossils found in Africa.

- (A) (A) is correct.
- (B) (R) is correct.
- (C) Both (A) and (R) are correct, but (R) is not the correct explanation of (A).
- (D) Both (A) and (R) are correct, and (R) is not the correct explanation of (A).

LESSION 2 – THE SEAL



1. The pieces shown in the above picture are of which period?
- (A) 5th century
 - (B) 11th century
 - (C) 12th century
 - (D) First millennium BC

2. (i) The pieces of ancient civilization were of stone.
(ii) The signs of ancient civilization were inscribed.
(iii) These pieces were cylindrical.
(iv) These seals were pierced through.

Which of the above statements are true?

- (A) only (i), (ii) (B) only (i), (ii), (iii)
(C) only (i) and (iii) (D) All of the above
3. Two statements are given below, one is shown as statement (A) and the other as reason (R).

Statement (A) Mudra reflects the role of the townspeople in public life.

Reason (R) Sometimes there were such articles on the currency, such as the name of the owner, the name of his presiding deity and his own position of position etc.

- (A) (A) is correct.
(B) (R) is correct.
(C) Both (A) and (R) are correct, but (R) is not the correct explanation of (A).
(D) Both (A) and (R) are correct, and (R) is not the correct explanation of (A).

LESSION 3

Read the following excerpt and answer the following questions:

The Emperor Trajan's Dream-A Conquest Of India?

‘Then, after a winter (115/16) in Antioch marked by a great earthquake, in 116 Trajan marched down the Euphrates to Ctesiphon, the Parthian capital, and then to the head of the Persian Gulf. There (the historian) Cassius Dio describes him looking longingly at a merchant-ship setting off for India, and wishing that he were as young as Alexander.’

–*Fergus Millar, The Roman near East*

1. Trajan felt the desire to be as young as Alexander at–
(A) Near Red Sea (B) Head of Persian Gulf
(C) At Euphrates (D) Staying at Antioch
2. Where did Trajan rule?
(A) Persian Empire (B) Roman Empire
(C) India (D) None of the Above
3. Who was Cassius Dio ?
(A) Emperor (B) Historian
(C) General (D) Soldier
4. Where did Emperor Trajan reach after marching down the Euphrates?
(A) Antioch (B) Ctesiphon
(C) Alexandria (D) Rome

LESSION 4

Read the given excerpt carefully and answer the following questions by choosing the correct option:

Paper, Geniza Records and History

In the central Islamic lands, written works were widely circulated after the introduction of paper. Paper (made from linen) came from China, where the manufacturing process was a closely guarded secret. In 751, the Muslim governor of Samarkand took 20,000 Chinese invaders as prisoners, some of whom were good at making paper. For the next 100 years, Samarqand paper remained an important export item. Since Islam prohibited monopolies, paper began to be manufactured in the rest of the Islamic world. By the middle of the tenth century, it had more or less replaced papyrus, the writing material made from the inner stem of a plant that grew freely in the Nile valley. Demand for paper increased, and Abd al-Latif, a doctor from Baghdad (see his depiction of the ideal student on p. 98) and a resident of Egypt between 1193 and 1207, reported how Egyptian peasants robbed graves to obtain mummy wrappings made of linen to sell to paper factories.

1. Where was paper invented?
 - (A) Samarkand
 - (B) China
 - (C) India
 - (D) Geniza
2. In 751 why did the governor of Samarqand take 20,000 Chinese prisoner's as invaders?
 - (A) Chinese had lost the war
 - (B) To learn the art of manufacturing paper.
 - (C) To learn the art of making papyrus.

Which of the statements is/are true?

- (i) (A) and (B)
- (ii) (A), (B) and (C)
- (iii) (B) and (C)
- (iv) Only (C)

3. Why did the Egyptian peasants rob graves? Choose the correct option.

- (A) To build houses
- (B) To see Egyptian artefacts
- (C) To sell Linen

LESSION 5

Read the given excerpt carefully and answer the following questions by choosing the correct option:

Following the research of David Ayalon, recent work on the yasa, the code of law that Genghis Khan was supposed to have promulgated at the quriltai of 1206, has elaborated on the complex ways in which the memory of the Great Khan was fashioned by his successors. In its earliest formulation the term was written as yasaq which meant 'law', 'decree' or 'order'. Indeed, the few details that we possess about the yasaq concern administrative regulations: the organisation of the hunt, the army and the postal system. By the middle of the thirteenth century, however, the Mongols had started using the related term yasa in a more general sense to mean the 'legal code of Genghis Khan'.

1. Which subject did David Aylon research?

- (A) last
- (B) Yasa
- (C) tribes
- (D) none of these

2. (i) Yasa was a regular practice.

(ii) It was implemented by Genghis Khan in 1206.

(iii) The meaning of Yasa was - Vijadh, obedience and order.

(iv) Yasa was prepared by 400 savanakas.

Which of the above statements are correct?

(A) only (i), (ii)

(B) only (ii), (iii)

(C) only (i), (ii), (iii)

(D) All the statements are correct

3. Two statements are given below, one is shown as statement (A) and the other as reason (R).

Assertion (A) - By the thirteenth century the Mongols began to use the word Yasa more commonly, which meant the law code of Genghis Khan.

Reason (R) - Yasa was related to administrative regulations — eg: the organization of the military, the military and the postal system.

(A) (A) is correct.

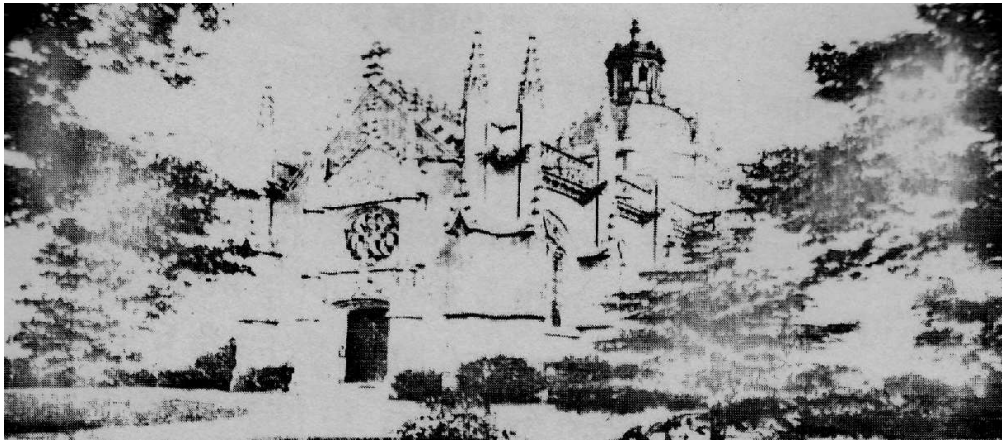
(B) (R) is correct.

(C) Both (A) and (R) are correct, but (R) is not the correct explanation of (A).

(D) Both (A) and (R) are correct, and (R) is not the correct explanation of (A)

LESSION 6

See the picture carefully and answer the following questions:



1. What were abbeys ?

- (A) monasteries
- (B) religious communities
- (C) cities

Choose the correct answer:

- (i) only (A)
- (ii) only (A) and (B)
- (iii) (A), (B) and (C)

2. Where is this monument located ?

- (A) Italy
- (B) France
- (C) England
- (D) Germany

3. What are/were the function/s of the monasteries?

- (A) Place of dwelling of monks
- (B) Writing religious books
- (C) Meditation
- (D) all of the above

4. To which religious group this building belongs to—

- | | |
|-----------|------------------|
| (A) Islam | (B) Christianity |
| (C) Jews | (D) Buddhism |

LESSION 7

Read the passage carefully and answer the following questions ::

William Tyndale (1494-1536), an English Lutheran who translated the Bible into English in 1506, defended Protestantism thus:

‘In this they be all agreed, to drive you from the knowledge of the scripture, and that ye shall not have the text thereof in the mother-tongue, and to keep the world still in darkness, to the intent they might sit in the consciences of the people, through vain superstition and false doctrine, to satisfy their proud ambition, and insatiable covetousness, and to exalt their own honour above king and emperor, yea, and above God himself... Which thing only moved me to translate the New Testament. Because I had perceived by experience, how that it was impossible to establish the lay-people in any truth, except the scripture were plainly laid before their eyes in their mother-tongue, that they might see the process, order, and meaning of the text.’

1. In 1506, which opinion was supported by Lutheran Englishman William Tyndale?

(A) Roman Catholic	(B) Protestantism
(C) Jewish	(D) Zoroastrian
2. (i) The priestly class wanted translations of scripture not available in the mother tongue of the people.
(ii) So that superstitions and false doctrines continue in people’s conscience.

- (iii) The priestly class used to motivate people towards superstitions to fulfill their personal interests.
- (iv) The priestly class used to present facts based on logic and science to the people.

Which of the above statements are true:

- (A) only (i) and (ii)
 - (B) only (ii) and (iii)
 - (C) only (i), (ii), (iii)
 - (D) All of the above
3. Two statements are given below, one is shown as statement (A) and the other as reason (R).

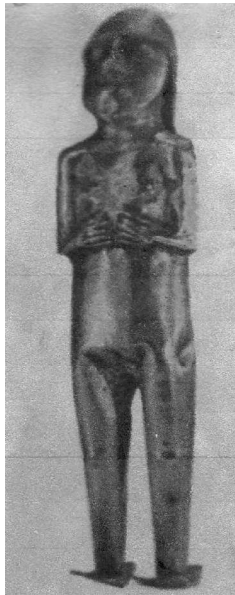
Statement (A) - Reasonable and real information about religious books may be available to ordinary people.

Reason (R) - The spiritual truth is revealed by the translation of the scriptures into the mother tongue.

- (A) (A) is correct.
- (B) (R) is correct.
- (C) Both (A) and (R) are correct, but (R) is not the correct explanation of (A)
- (D) Both (A) and (R) are correct, and (R) is not the correct explanation of (A)

LESSION 8

See the picture carefully and answer the following questions:



1. Above picture is related to—
(A) The warka head (Uruk) (B) Aborigine of Australia
(C) Modern Girl of Japan (D) Statuette of a woman, Peru
2. Which of the following are correct:
(A) The first Inca emperor was Manco Capac.
(B) He established his capital at Cuzco.
(C) Cuzco is named after God Mexitli.

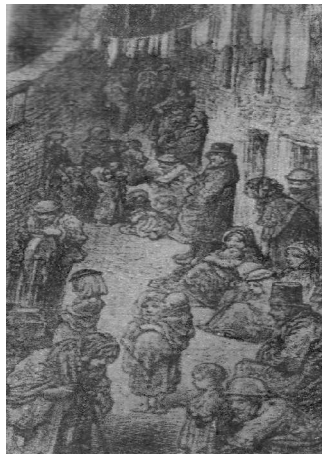
Choose the correct answer:

- (i) only (A) and (B)
- (ii) only (B) and (C)
- (iii) All are correct.

3. Who among the following conquered Incas?
- (A) The Spaniards (B) The Portuguese
(C) The French (D) The English

LESSION 9 – THE INDUSTRIAL REVOLUTION

See the picture carefully and answer the following questions:



1. What does the picture depict?
- (A) Displacing indigenous (B) Roman slaves
(C) Industrial labourers (D) The Mongol
2. Two statements are given below, one is shown as statement (A) and the other as reason (R).

Statement (A) - In the industrial cities the condition of labourers was very miserable. They were forced to live in small houses and congested streets.

Reason (R) - That effected adversely on their health and they became victims of many diseases.

- (A) (A) is correct.
- (B) (R) is correct.
- (C) Both (A) and (R) are correct, but (R) is not the correct explanation of (A)
- (D) Both (A) and (R) are correct, and (R) is not the correct explanation of (A)

3. Which of the following statements are correct?

- (A) Industrial revolution was a mixed boon.
- (B) During industrial revolution the society was divided into two classes – capitalists and labour class.
- (C) The industrial revolution first began in China.

Choose the correct answer:

- (i) only (A) and (B)
- (ii) only (B) and (C)
- (iii) All are correct.

LESSION 10

Read the passage carefully and answer the following questions ::

It was indicated on the stone tablets that the Hopis had that the first brothers and sisters that would come back to them would come as turtles across the land. They would be human beings, but they would come as turtles. So when the time came close the Hopis were at a special village to welcome the turtles that would come across the land and they got up in the morning and looked out at the sunrise. They looked out across the desert and they saw the Spanish Conquistadores coming, covered in armour, like turtles across the land. So this was them. So they went out to the Spanish man and they extended their hand hoping for the handshake but into the hand the

Spanish man dropped a trinket. And so word spread throughout North America that there was going to be a hard time, that may be some of the brothers and sisters had forgotten the sacredness of all things and all the human beings were going to suffer for this on the earth.'

1. The Hopis are native of—

- (A) Italy
- (B) Spain
- (C) California
- (D) Portugal

2. Which of the following are correct:

- (A) Hopis believed that the first brothers and sisters that would come back to them would come as turtles across the land.
- (B) Hopis themselves were turtles.
- (C) The Spaniards came to them in the form of turtles.

Choose the correct answer:

- (i) only (A)
- (ii) both (A) and (B)
- (iii) All are correct.

3. In the beginning how was the behaviour of the natives towards the Europeans—

- (A) Friendly
- (B) Aggressive
- (C) Suspicious

LESSION 11

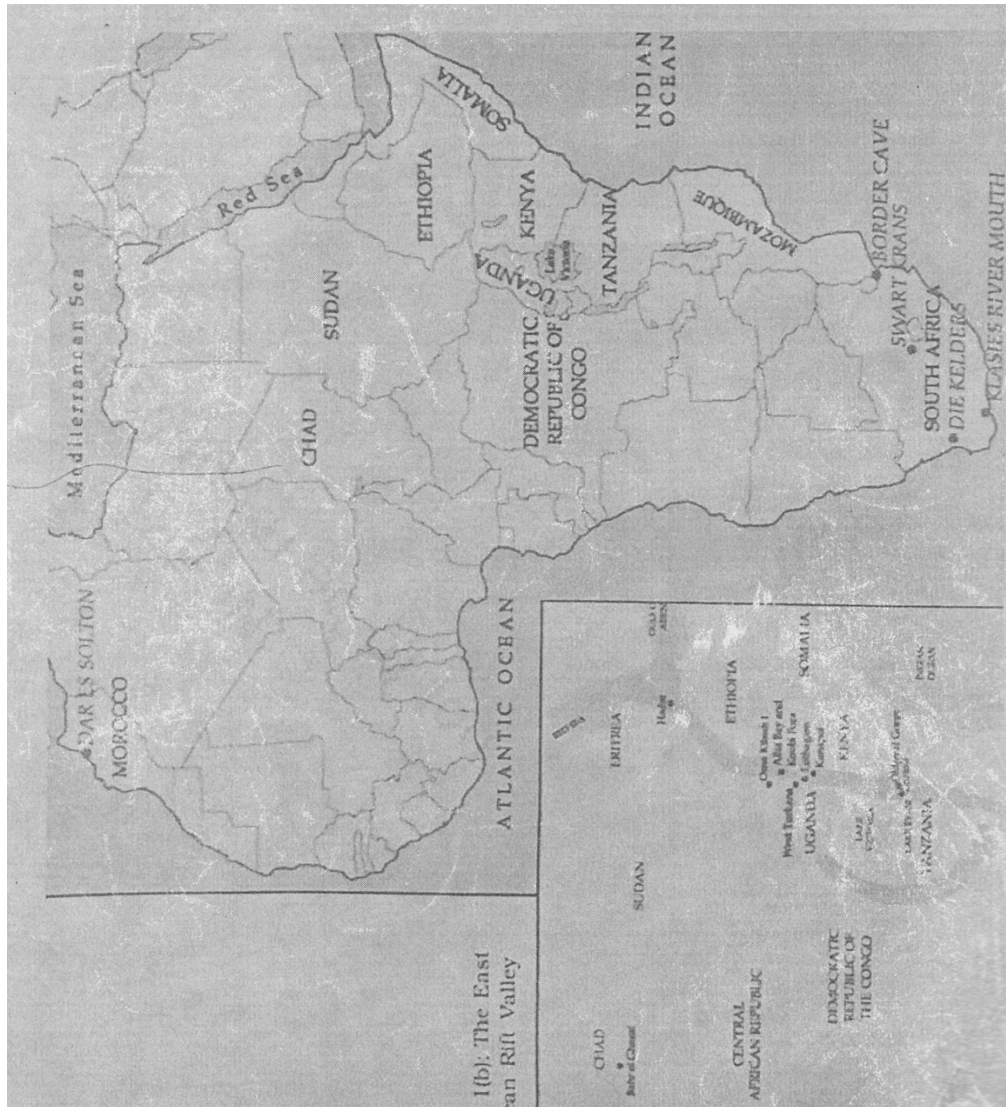
Study the picture carefully and answer the given questions:



1. What is reflected in the above picture?
(A) Women's car club (B) Departmental store
(C) Theatre (D) Radio station
2. What does the word 'Moga' denote?
(A) Gem (B) Fashionable
(C) Modern Girl (D) Heroine
3. Two statements are given below one an assertion (A) and second as Reason (R)
(A) In the twentieth century, there was gender equality in Japan.
(R) So many women started working in theatre as heroines.
(A) Only A is correct (B) Only R is correct
(C) Both A and R are correct but R is not the correct explanation of A.
(D) Both A and R are correct and R is the correct explanation of A.

MAP WORK

CHAPTER 1



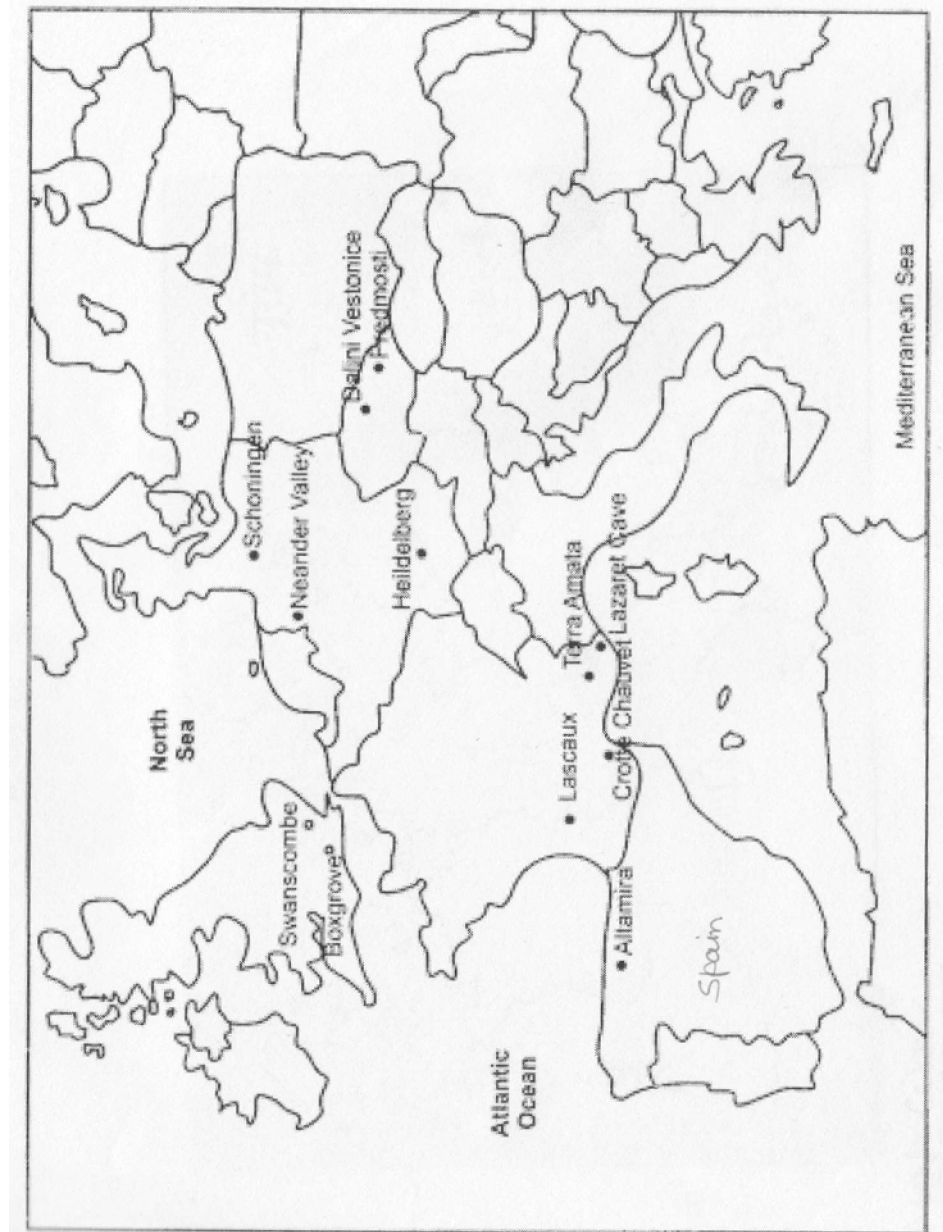
Africa



Map Work

1. On the given map of Africa locate and label the following with appropriate symbols:
(1) Morocco, (2) Chad, (3) Kenya, (4) Somalia, (5) Mozambique
2. On the given map of Africa 3 places have been marked as 1–3. Identify them and write their correct names.

Europe



Europe



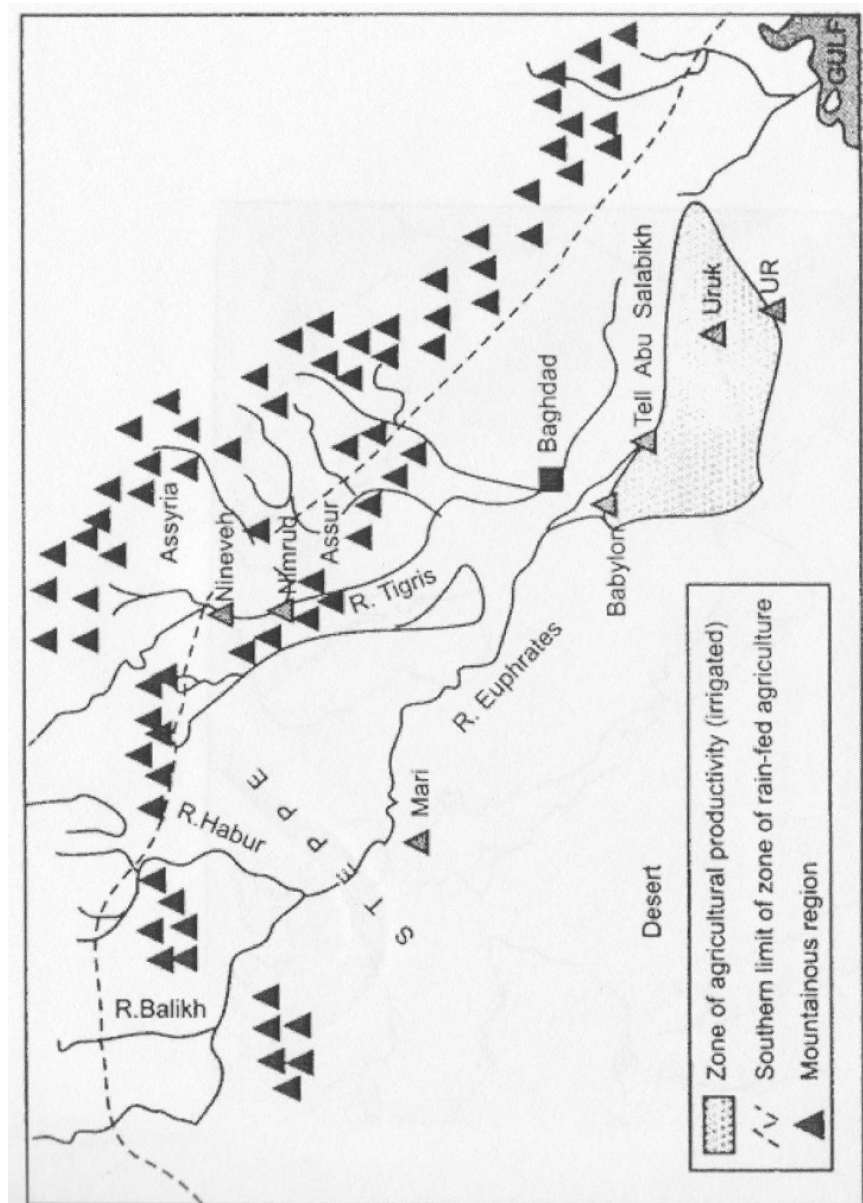
Map Work

1. On the given map of Europe locate and label the following:
(1) Spain, (2) Italy, (3) France, (4) Lazaret cave, (5) Neander Valley
2. On the given map of Europe 3 places have been marked as 1–3.
Identify them and write their correct names.

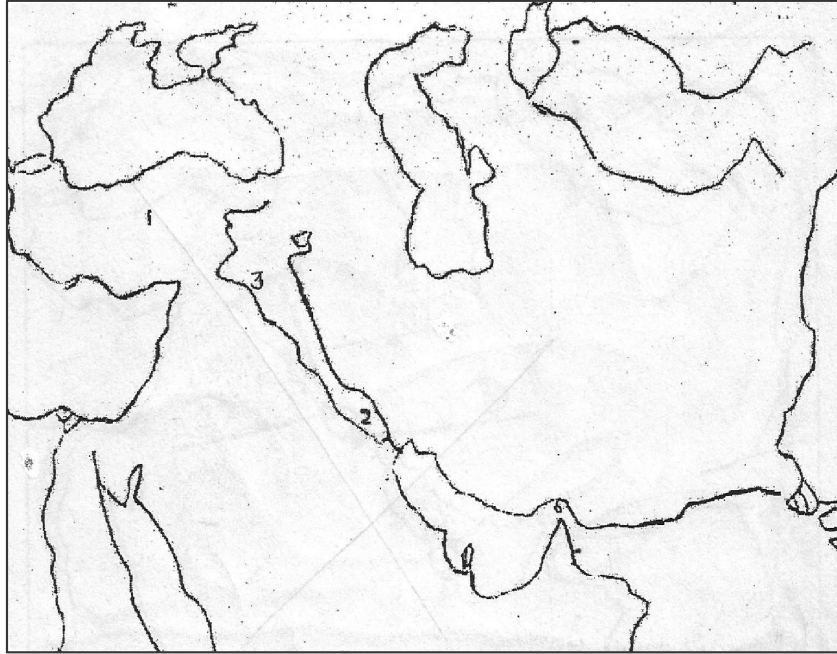
MAP WORK

CHAPTER 2

WEST ASIA (MESOPOTAMIA)



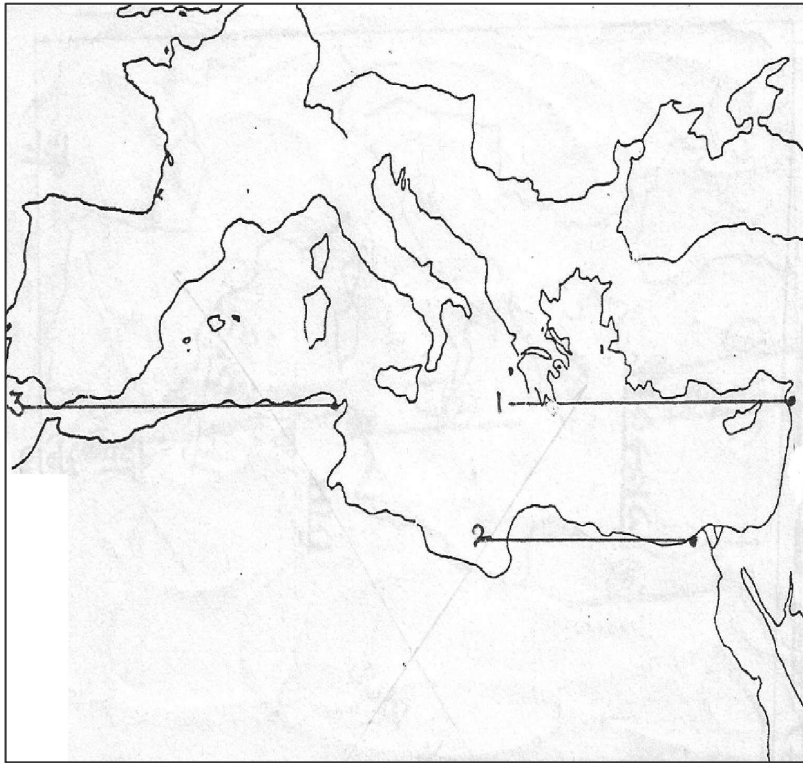
Mesopotamia



Map Work

1. On the given map of West Asia locate the following:
(1) Syria, (2) Lebanon, (3) Uruk, (4) Euphrates, (5) Tigris
2. On the given map of West Asia Identify and write their correct names as 1–3.

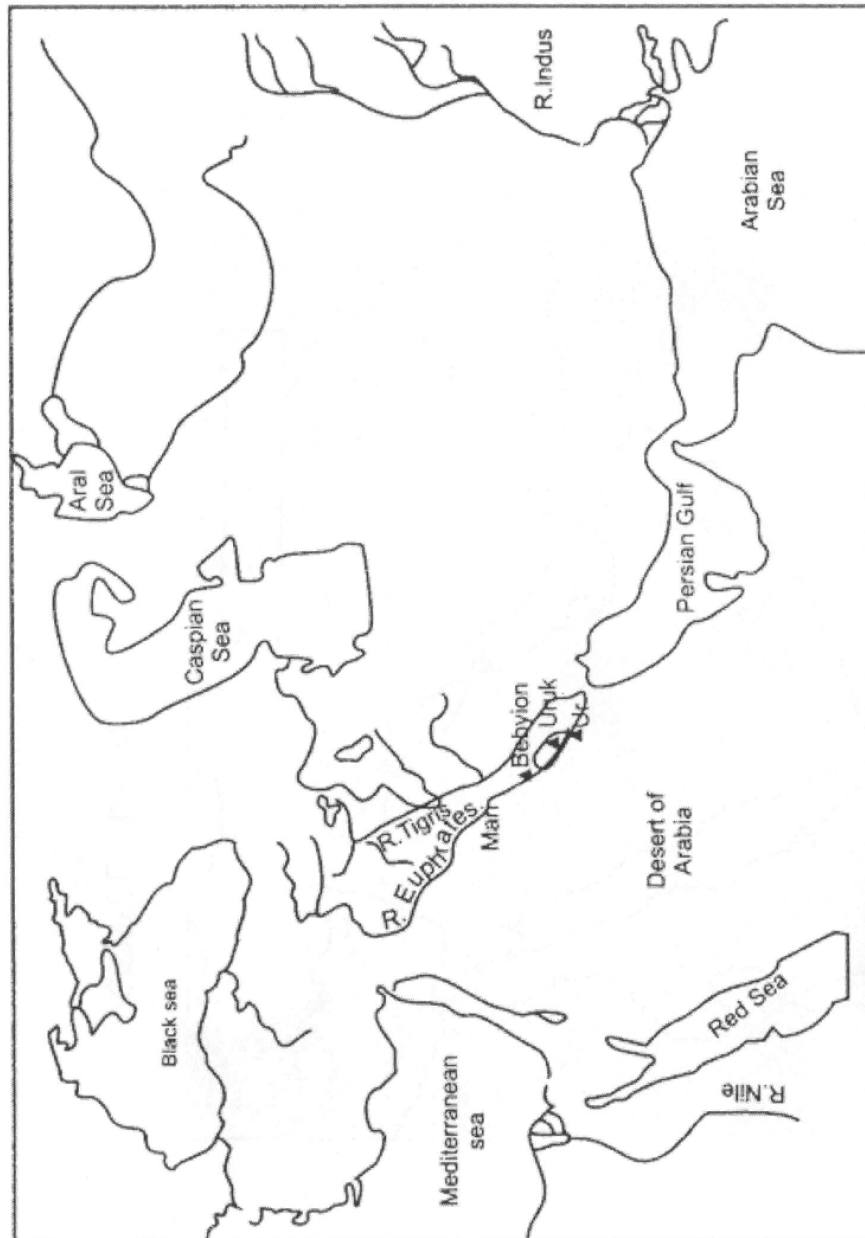
Europe and North Africa



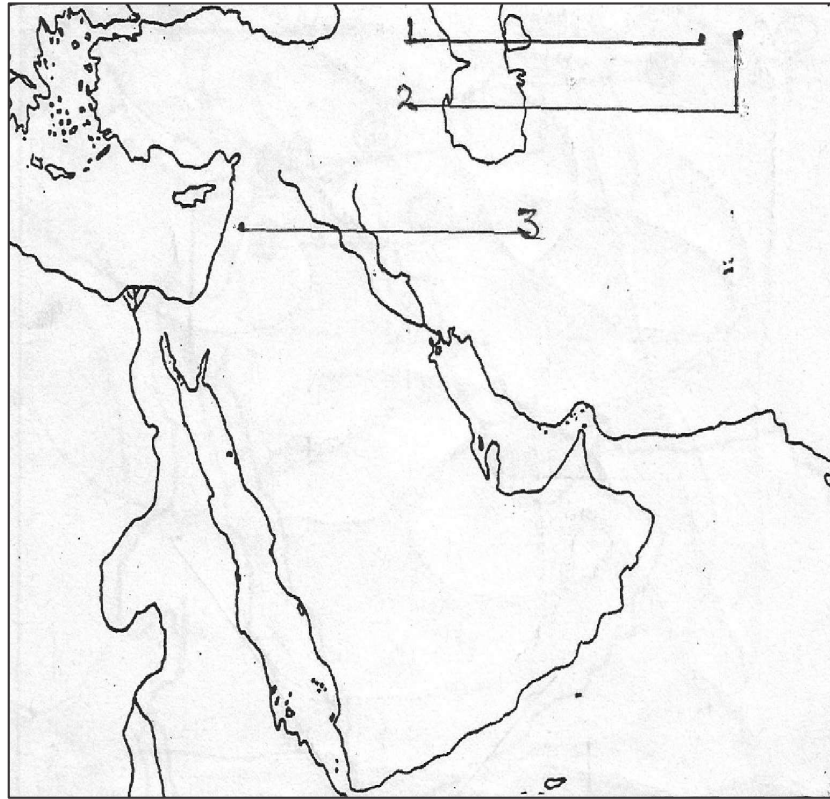
Map Work

1. On the given map of Europe and Africa locate the following:
(1) Rome, (2) Sicily, (3) Naples, (4) Damascus, (5) Constantinople
2. On the given map of Europe and North Africa Identify and write their correct names as 1–3.

WEST ASIA



WEST ASIA



Map Work

1. On the given map of West Asia locate the following:
(1) Cairo, (2) Baghdad, (3) Medina, (4) Mecca, (5) Iraq
2. On the given map of West Asia Identify and write their correct names as 1–3.

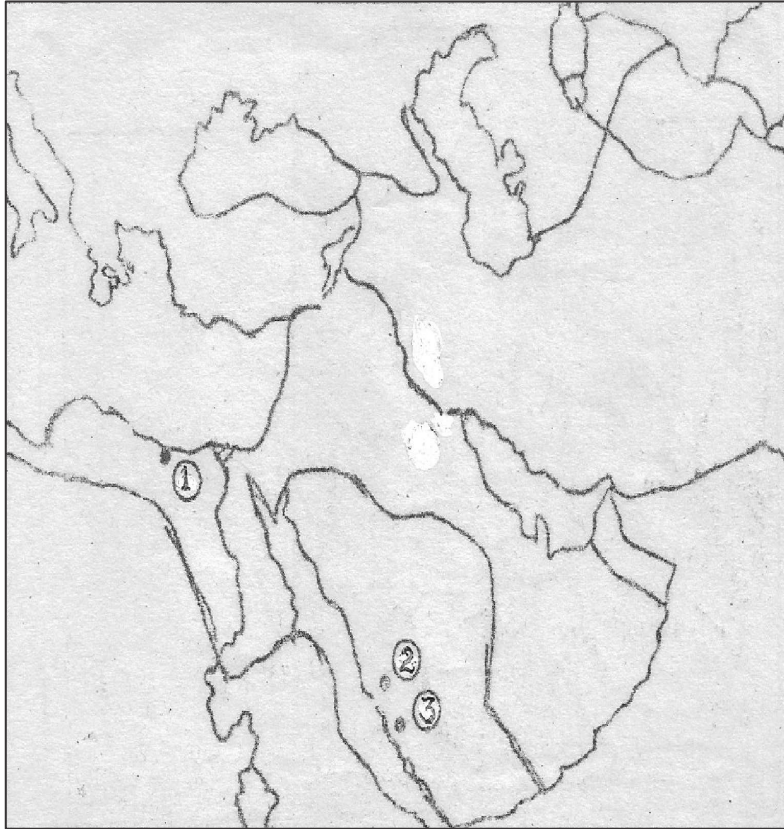
MAP WORK

CHAPTER 4

ISLAMIC LANDS



ISLAMIC LANDS



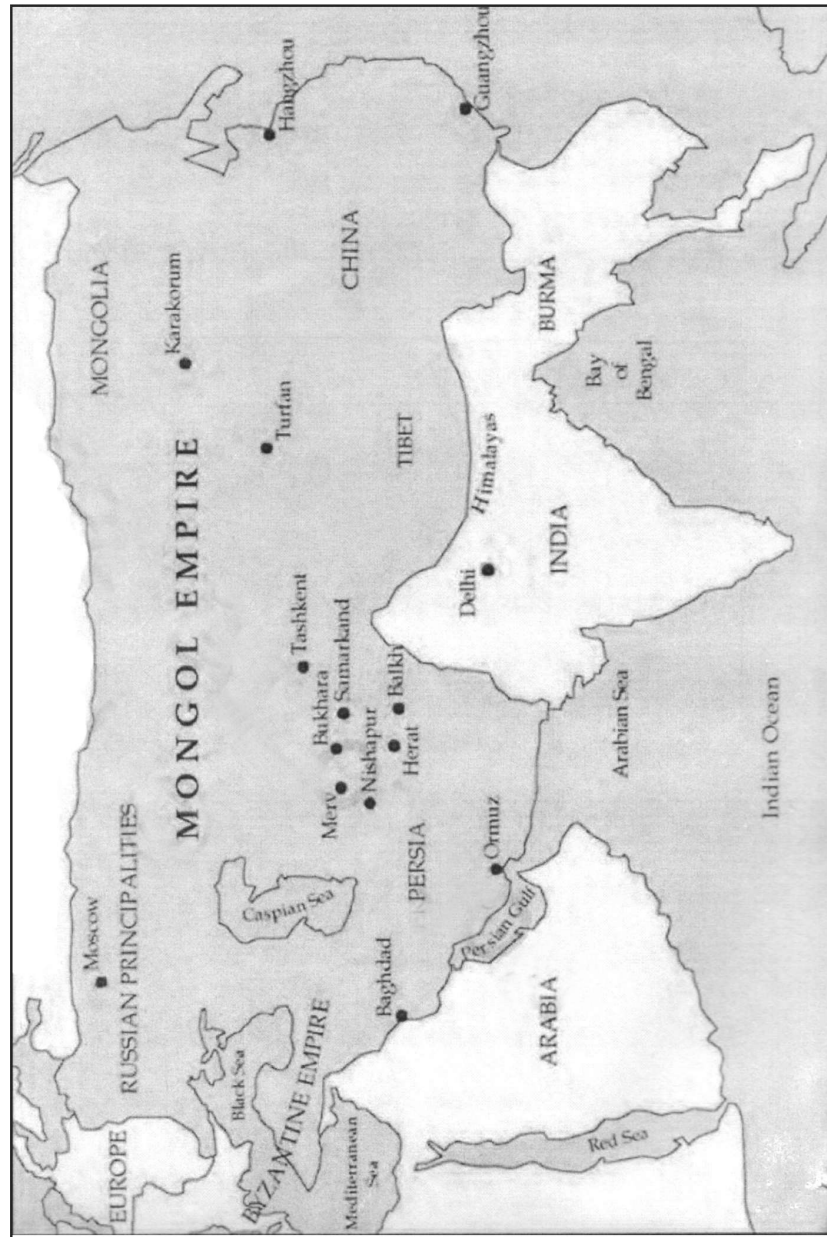
Map Work

1. On the given map of Islamic lands locate the following:
(1) Samarkand, (2) Nishapur, (3) Damascus, (4) Jerusalem, (5) Ghazni
2. On the given map of Islamic lands Identify and write their correct names as 1–3.

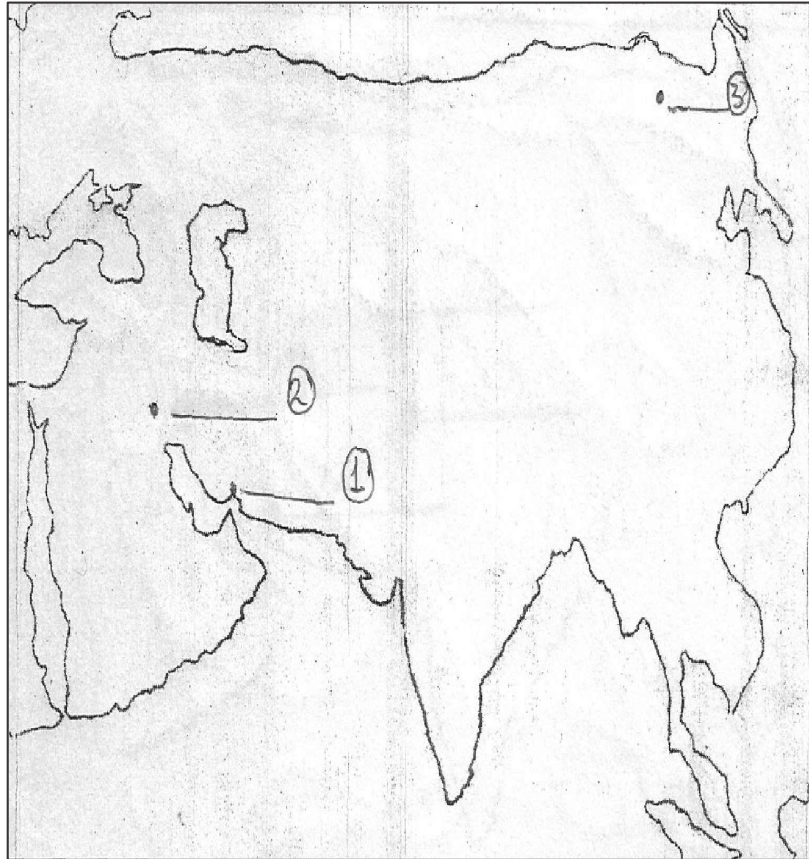
MAP WORK

CHAPTER 5

MONGOL EMPIRE



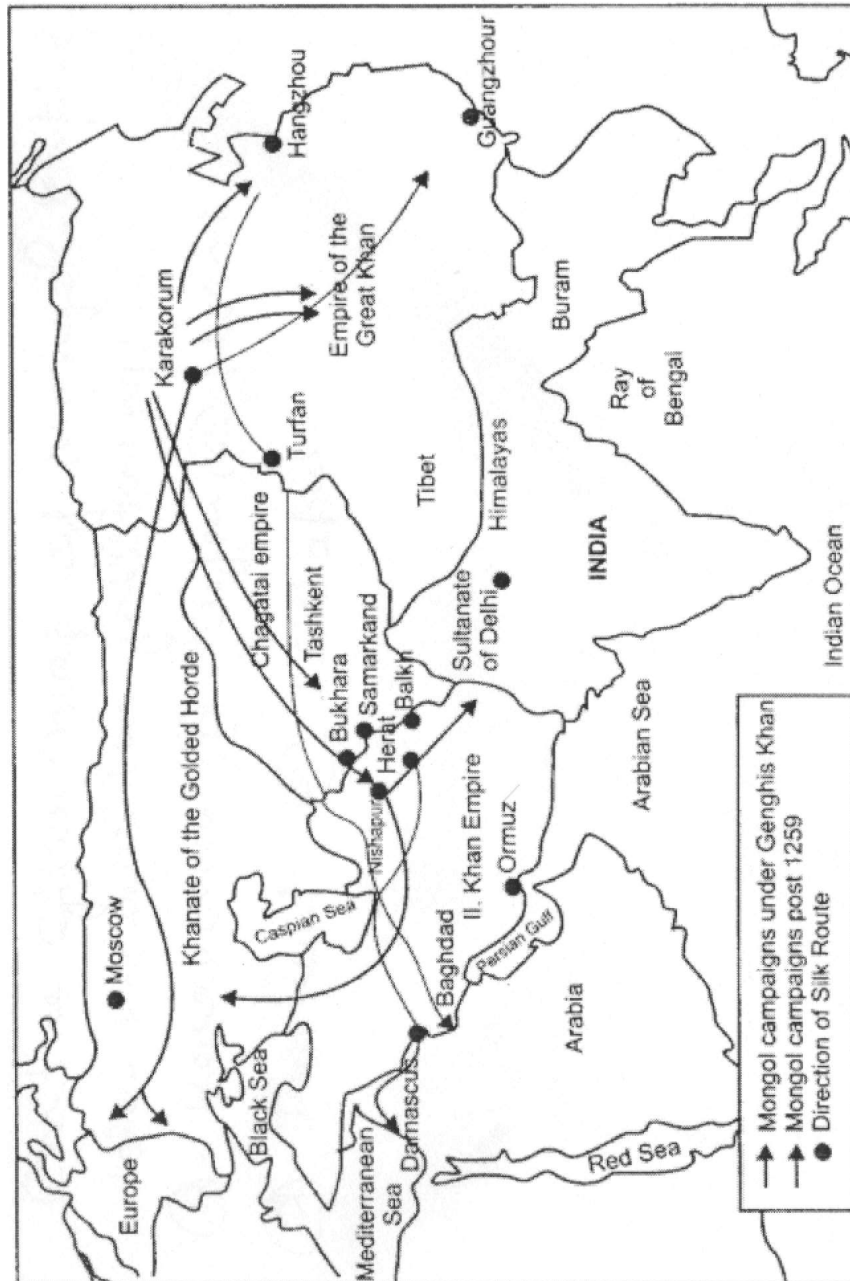
MONGOL EMPIRE



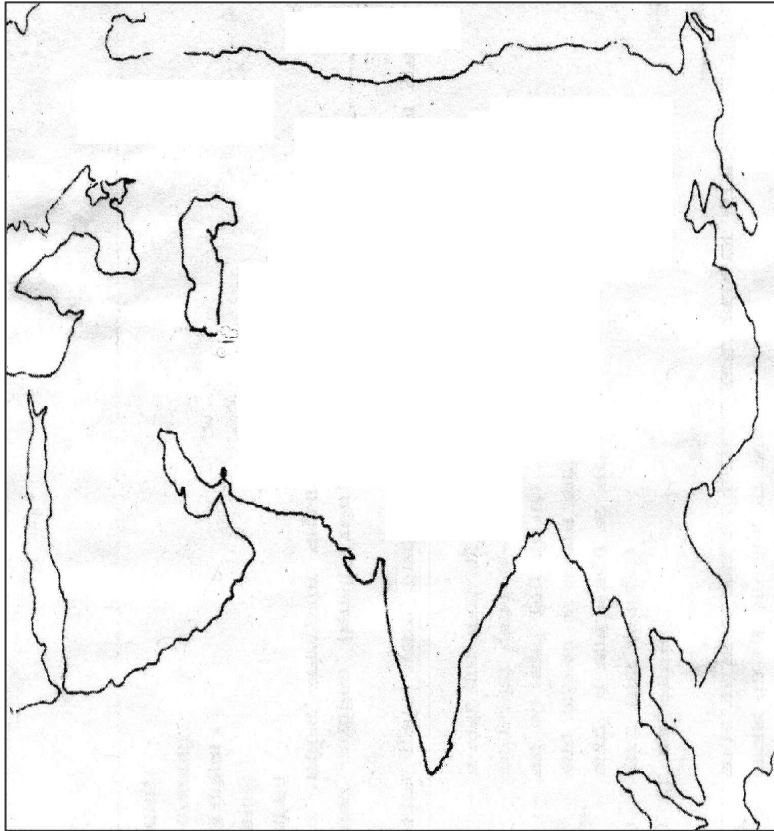
Map Work

1. On the given map of Mongol Empire Identify and write their correct names as 1–3.

MONGOL CAMPAIGNS



MONGOL CAMPAIGNS



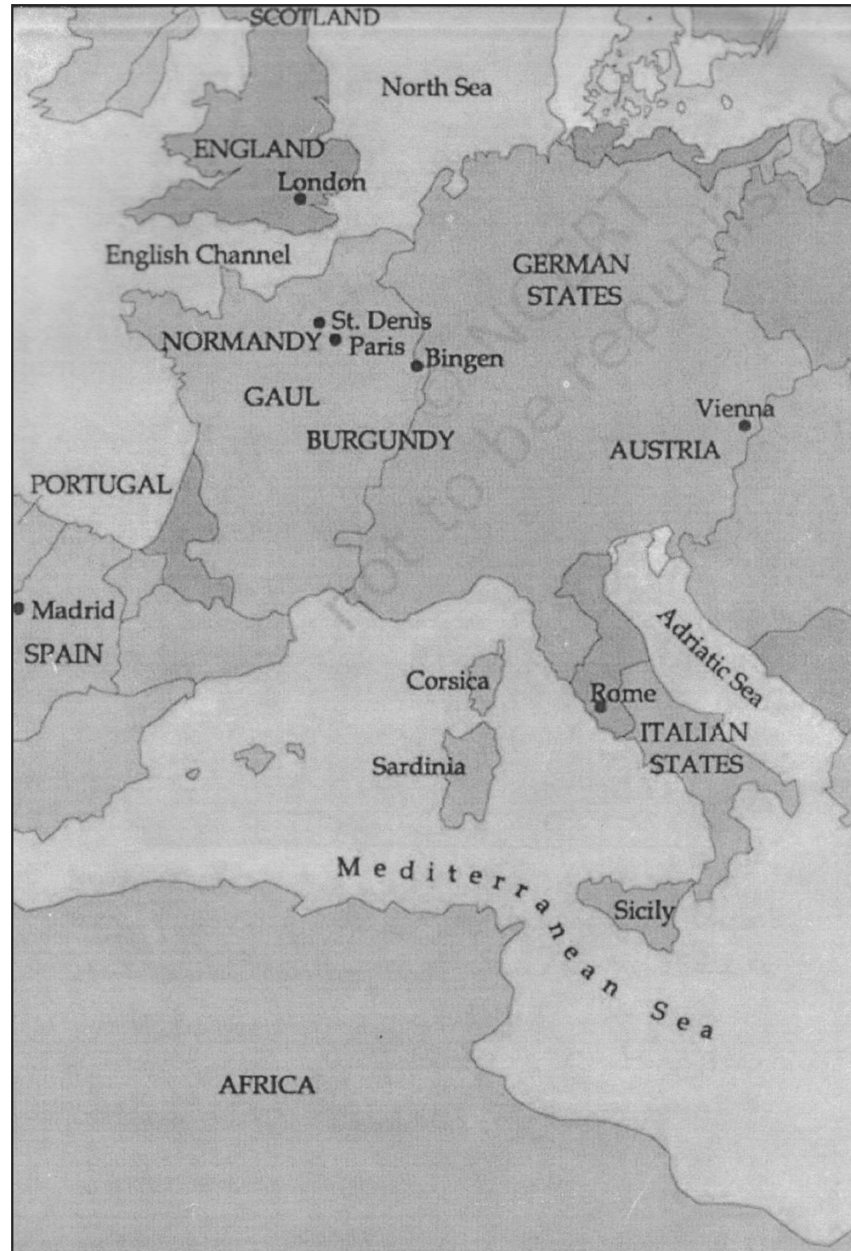
Map Work

1. On the given map of Mongol Empire locate the following:
(1) Karakorum, (2) Turfan, (3) Herat, (4) Tash kent, (5) Nishapur

MAP WORK

CHAPTER 6

WEST EUROPE



WEST EUROPE



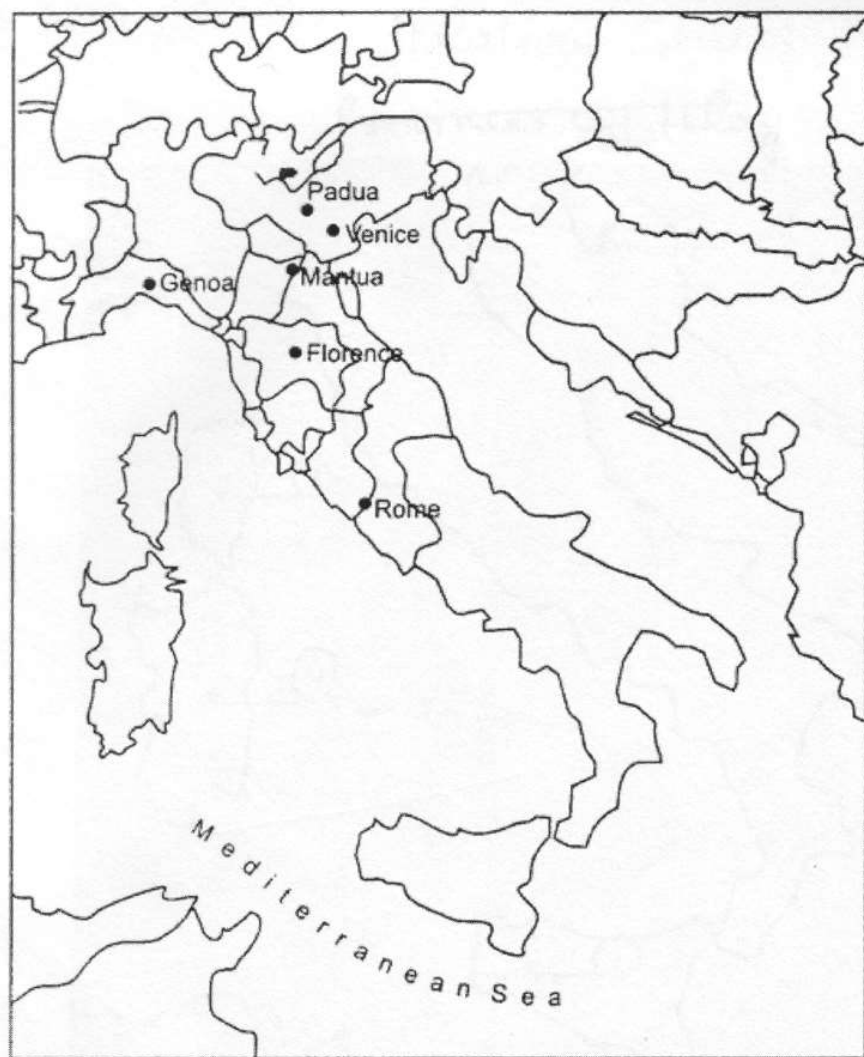
Map Work

1. On the given map of West Europe locate the following:
(1) Vienna, (2) Sardinia, (3) Sicily
2. On the given map of West Europe Identify and write their correct names as 1–5.

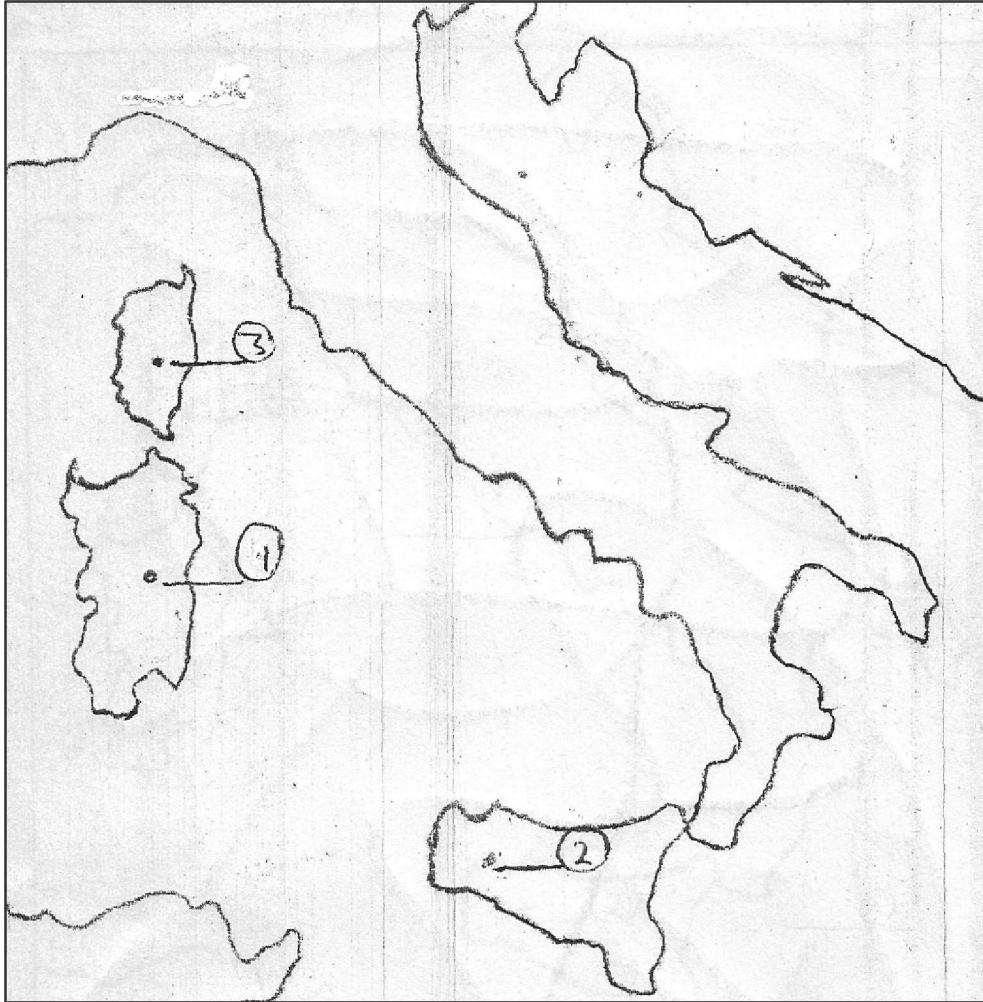
MAP WORK

CHAPTER 7

ITALIAN STATES



ITALIAN STATES



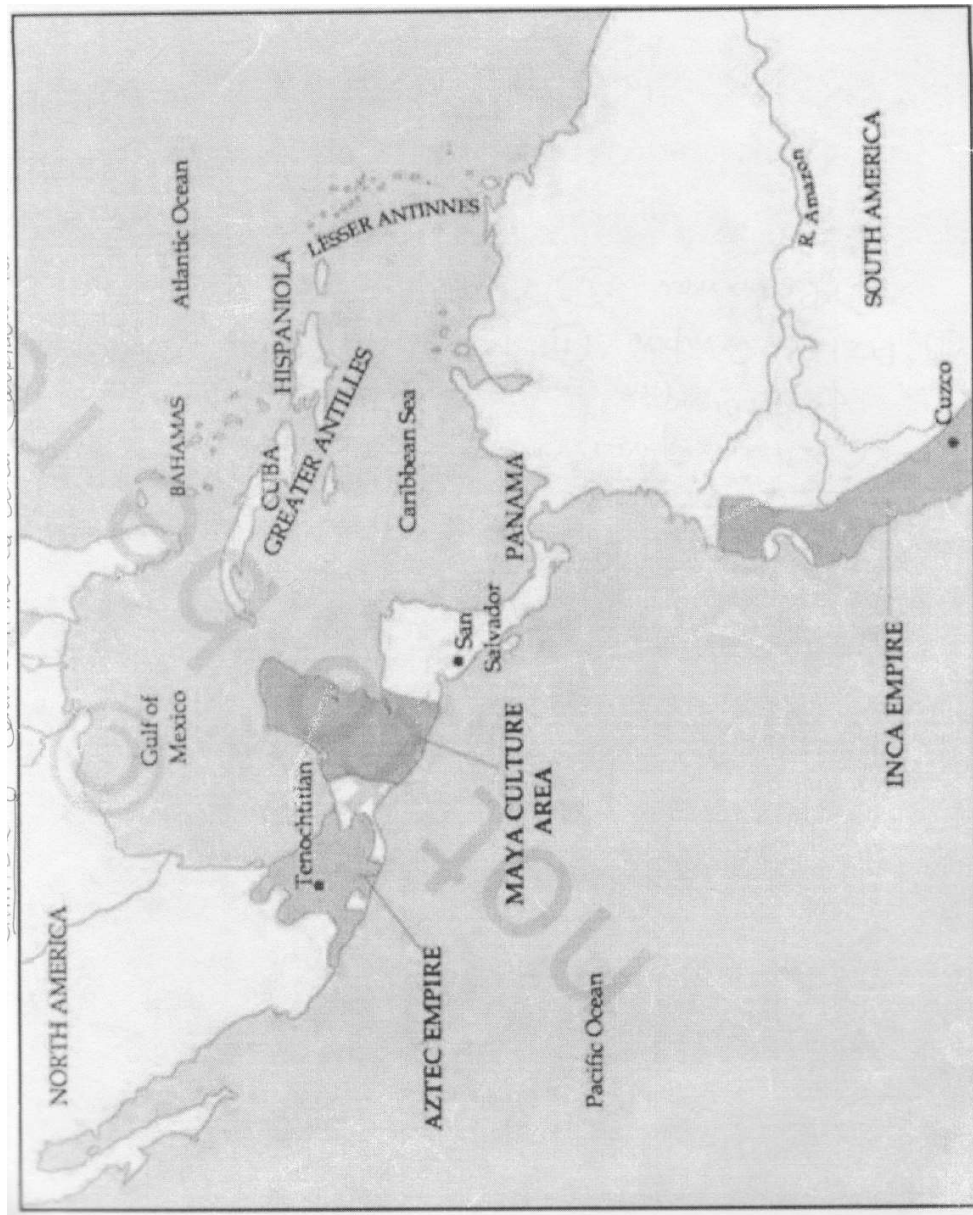
Map Work

1. On the given map of Italy locate the following:
(1) Padua, (2) Venice, (3) Florence, (4) Rome, (5) Bologna
2. On the given map of Italy Identify and write their correct names as 1–3.

MAP WORK

CHAPTER 8

CENTRAL AMERICA AND CARRIBIAN ISLAND



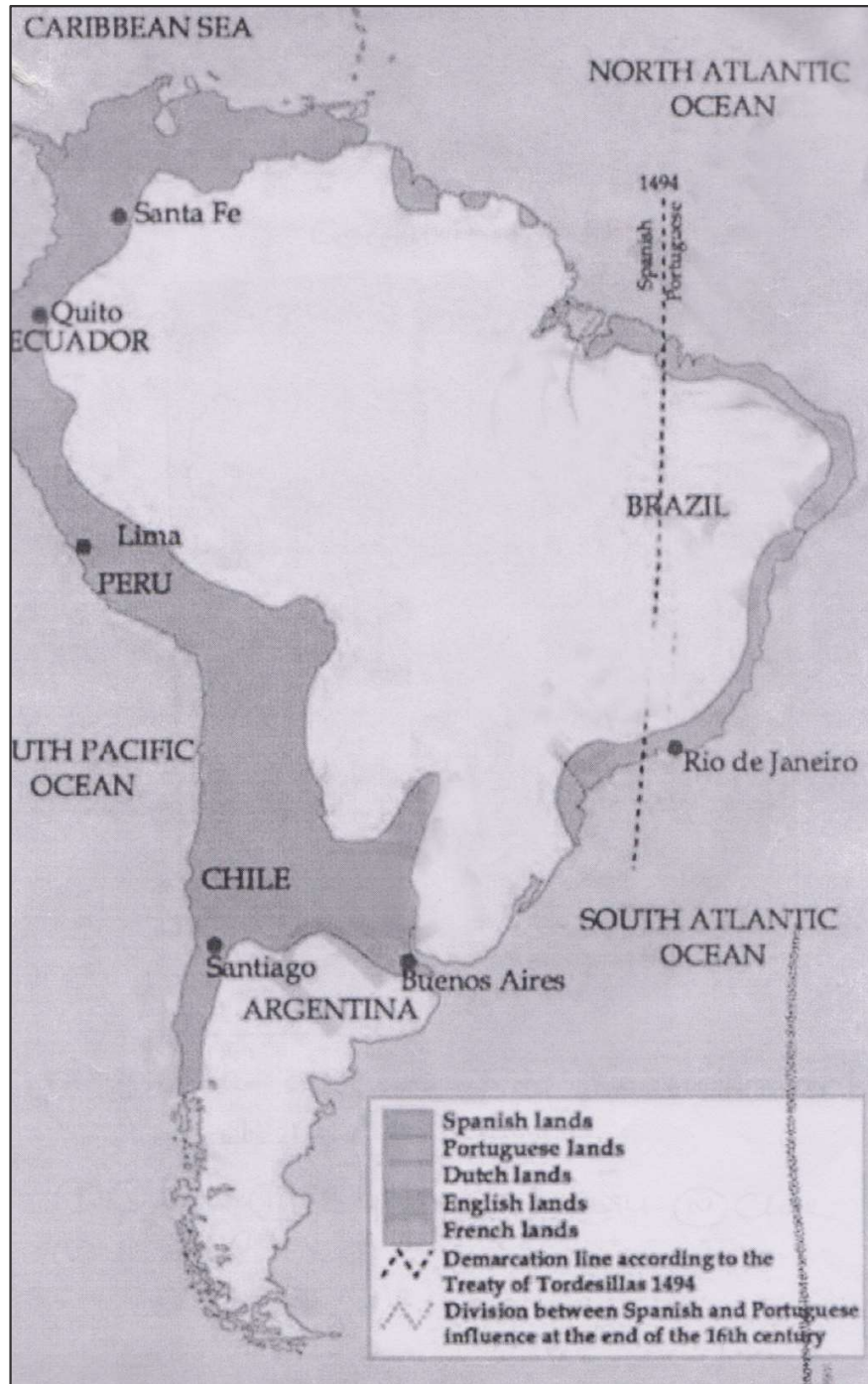
CENTRAL AMERICA AND CARRIBIAN ISLAND



Map Work

1. On the given map of Central America locate the following:
(1) Aztec Empire, (2) Maya, (3) Inca, (4) Bahamas, (5) Cuba

SOUTH AMERICA



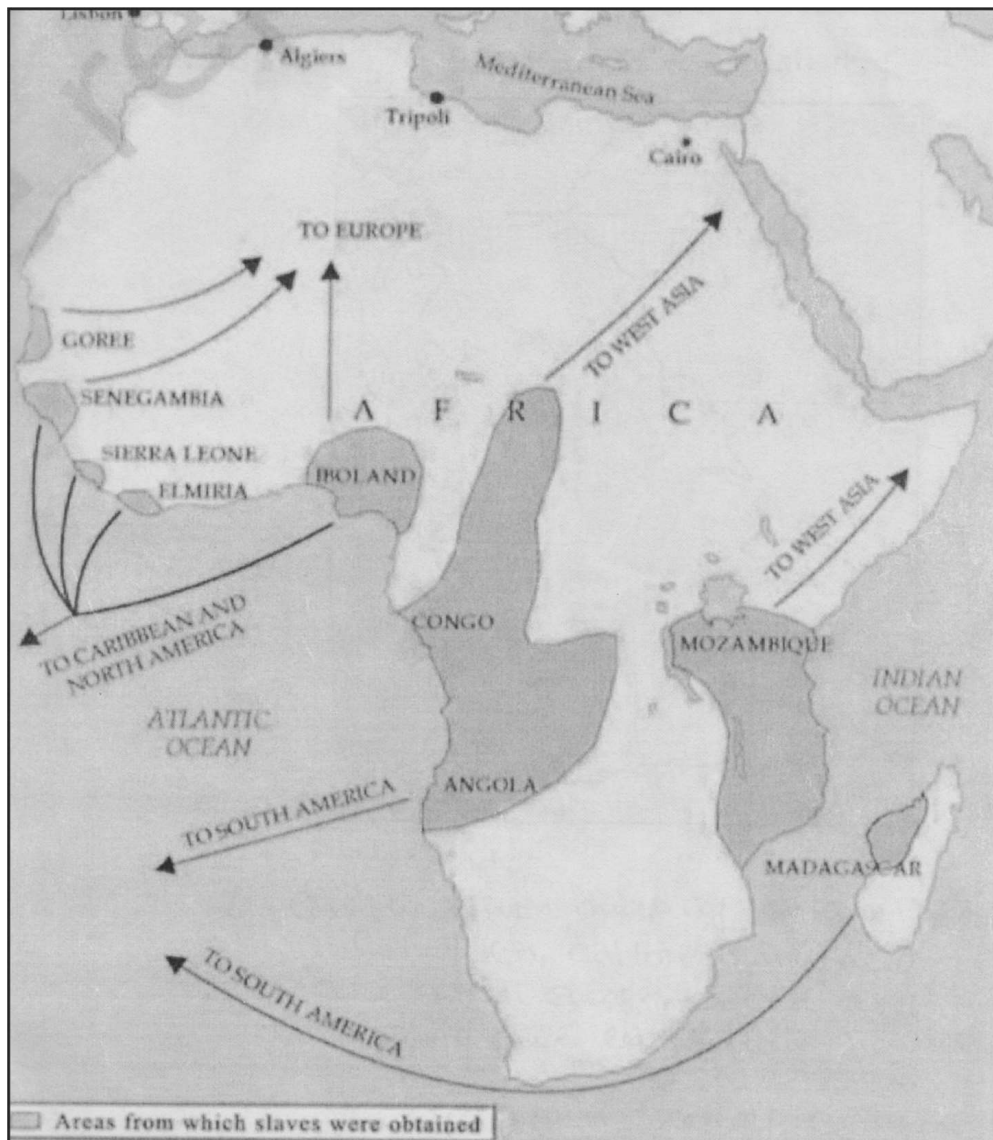
SOUTH AMERICA



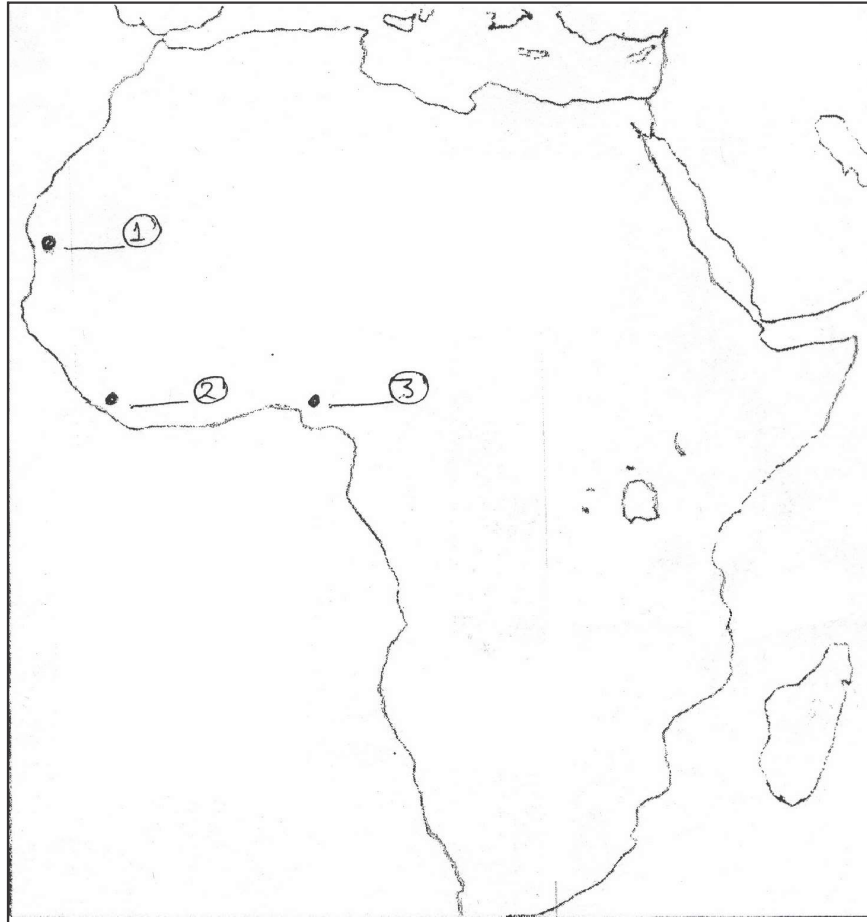
Map Work

1. On the given map of Central America locate the following:
(1) Quito, (2) Ecuador, (3) Peru, (4) Chile, (5) Brazil

AFRICA – SLAVE TRADE



AFRICA



Map Work

1. On the given map of Africa locate and label the places marked as 1–3 from where slaves were caught.
2. On the given map of Africa locate the following:
(1) Congo, (2) Tripoli, (3) Cairo, (4) Madagascar, (5) Elmiria

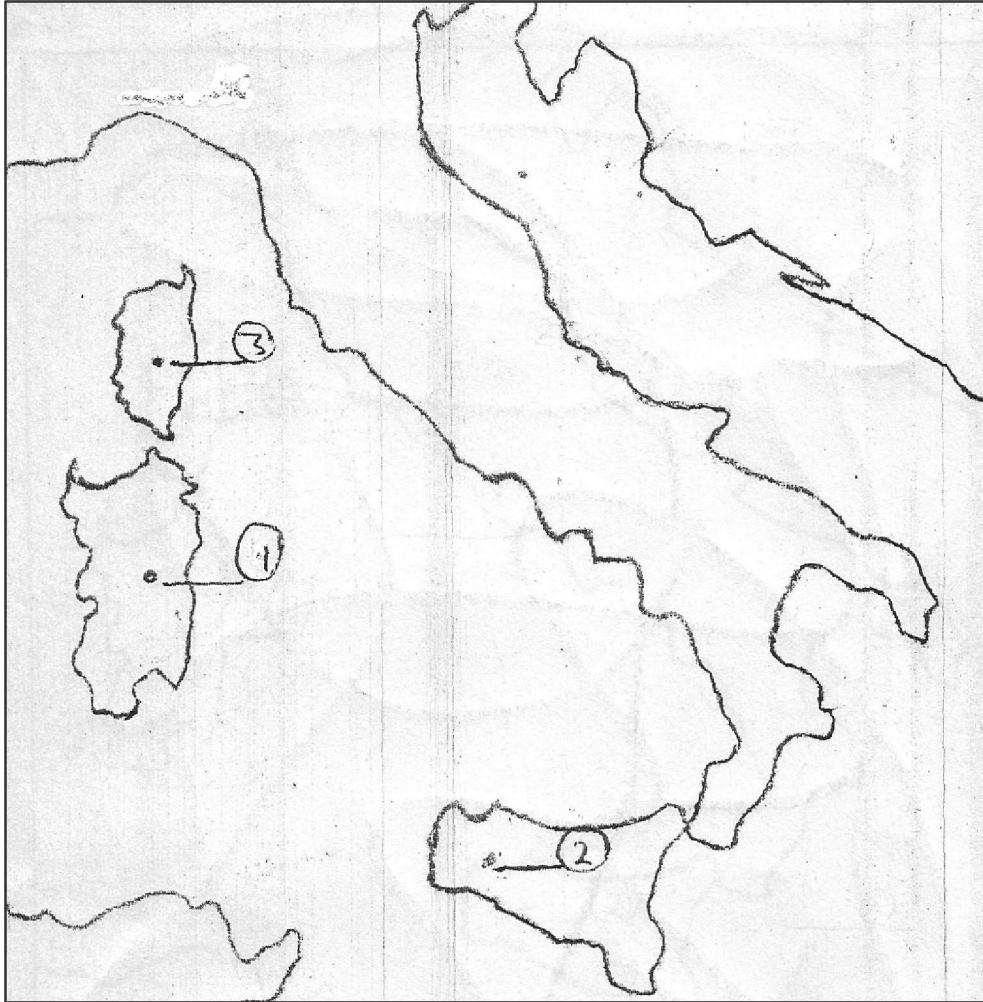
MAP WORK

CHAPTER 9

BRITAIN – IRON AND COAL INDUSTRY



IRON AND COAL MINING AREAS



Map Work

1. On the given map of Britain locate and label the places marked as 1–3 related to iron and coal.

BRITAIN – TEXTILE INDUSTRY



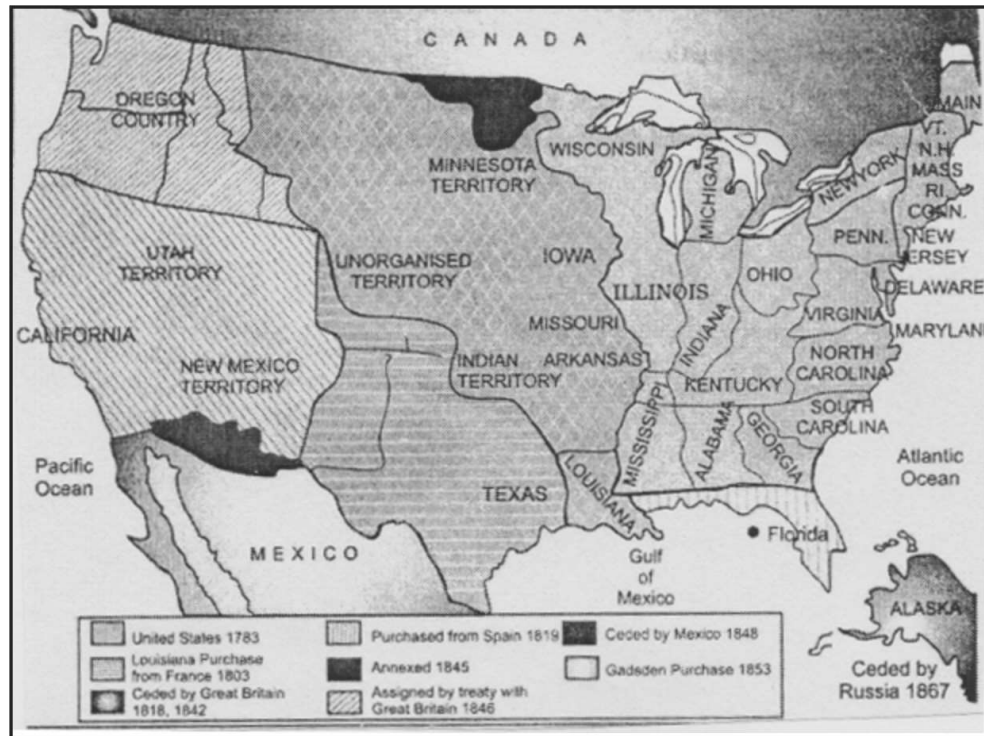
BRITAIN – COTTON CLOTH INDUSTRY



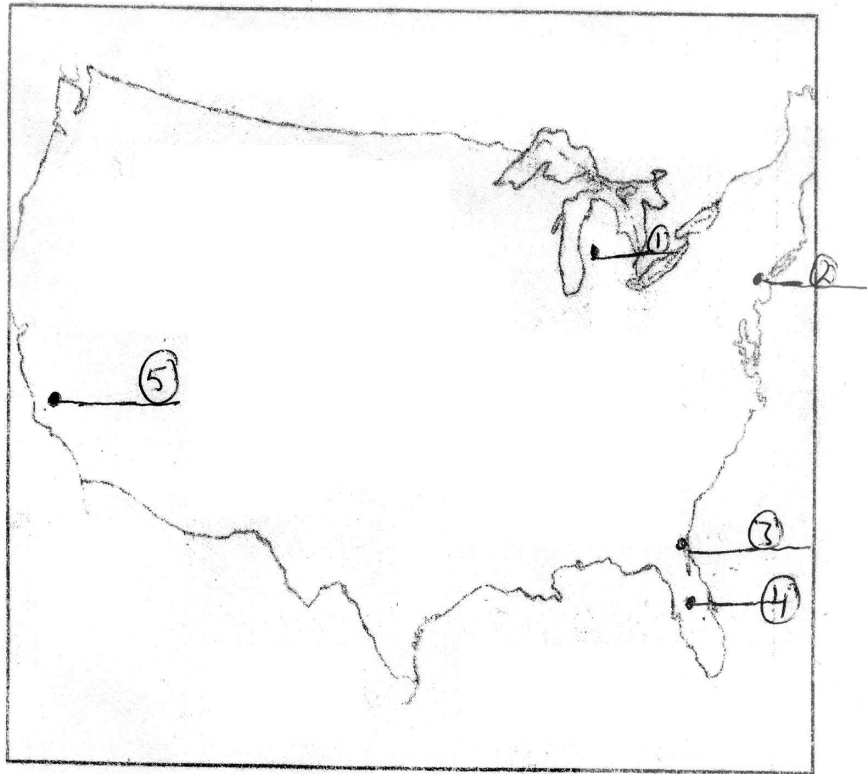
Map Work

1. On the given map of Britain places related to cotton manufacturing are given and marked as 1–3 identify and write their names.
2. On the given map of Britain locate the places related to cotton manufacturing:
(1) Manchester, (2) Lancashire, (3) Birmingham

EXPANSION OF USA



USA



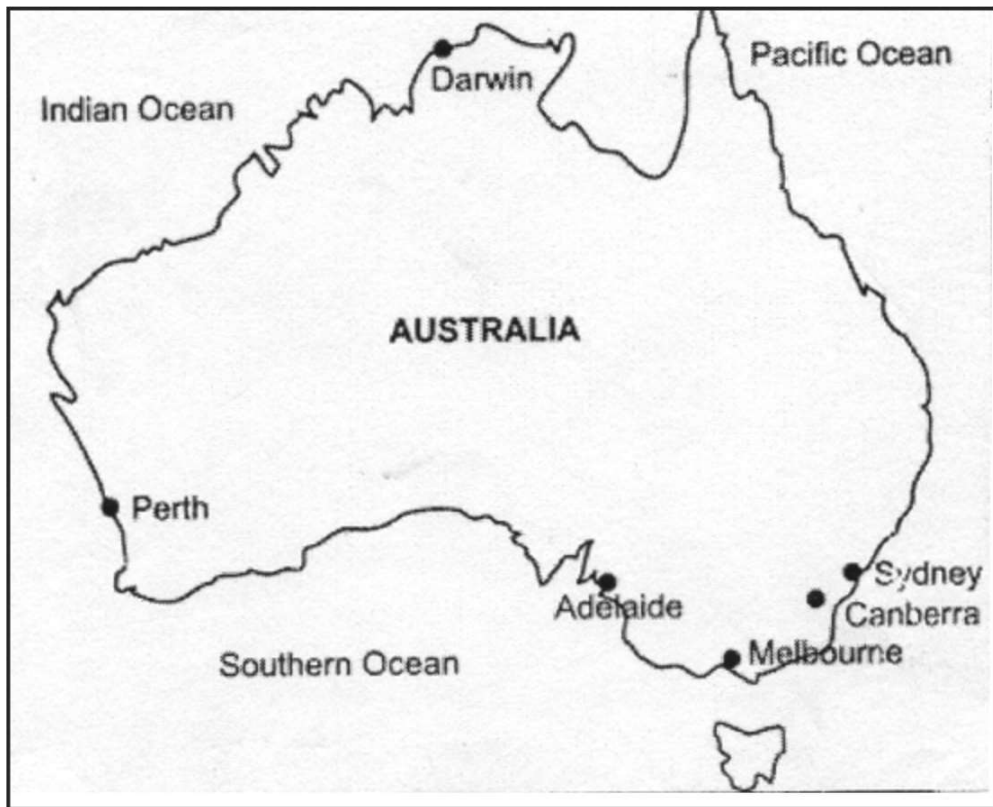
Map Work

1. On the given map of USA locate the following places marked as 1–5.

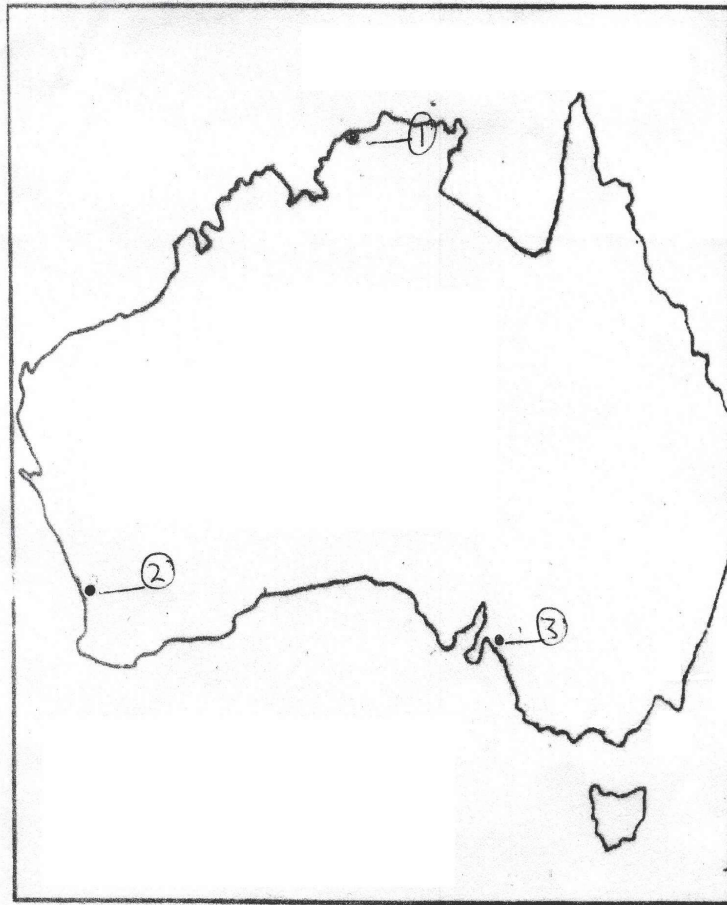
MAP WORK

CHAPTER 10

AUSTRALIA



AUSTRALIA



Map Work

1. On the given map of Australia locate the following places marked as 1–3.

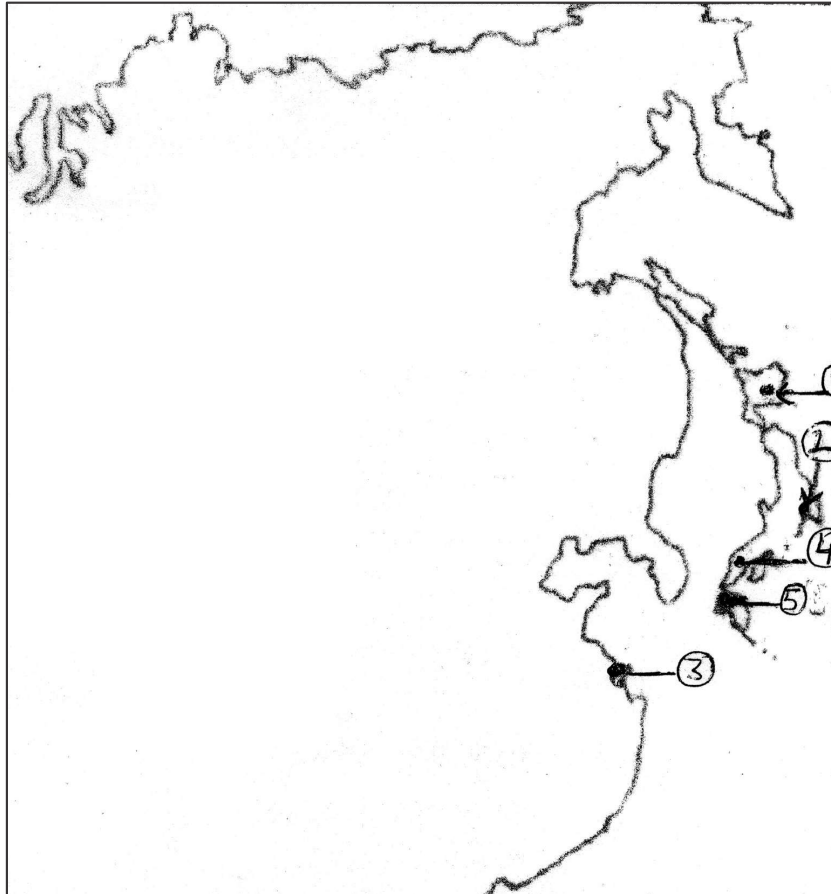
MAP WORK

CHAPTER 11

EAST ASIA



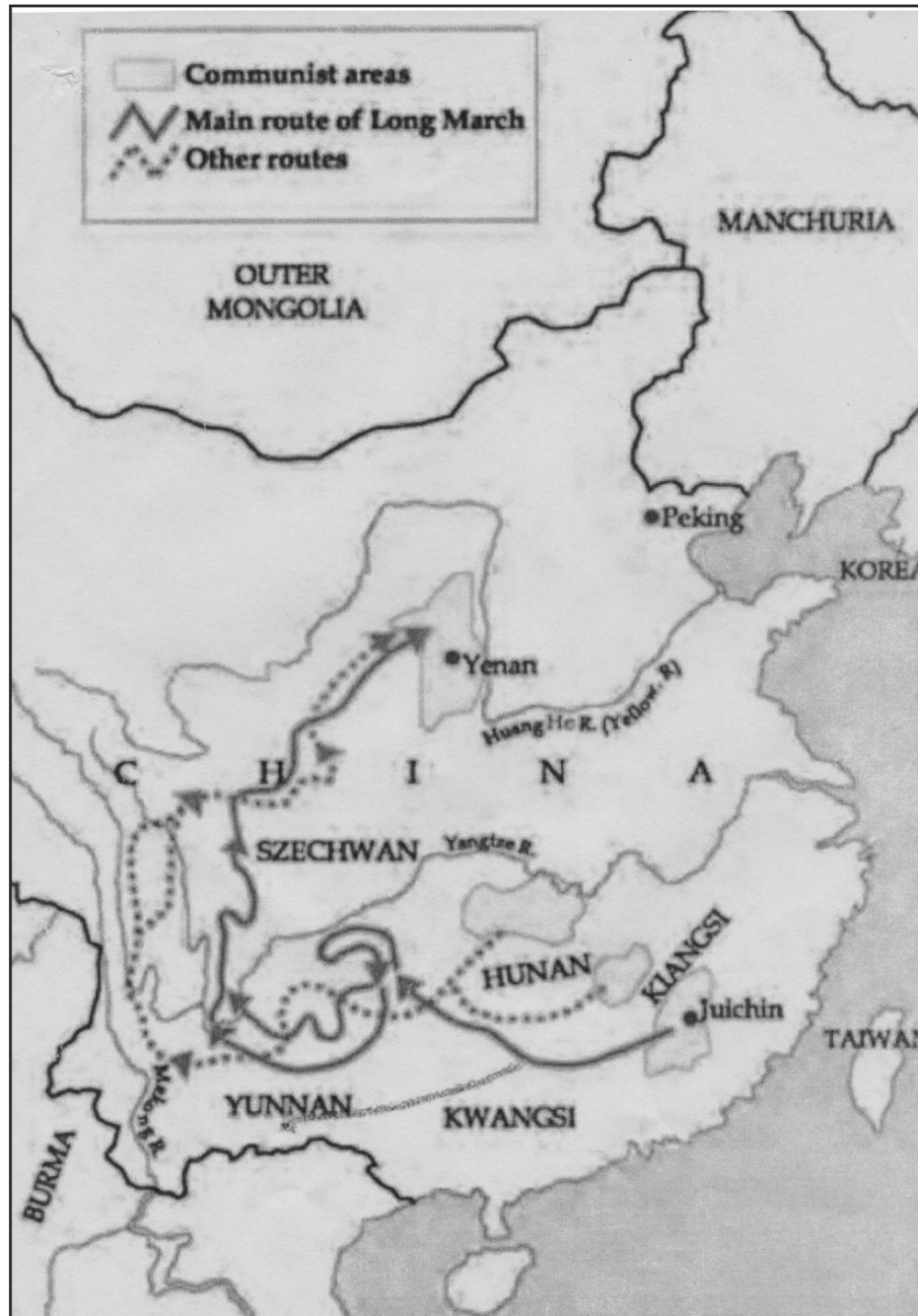
EAST ASIA



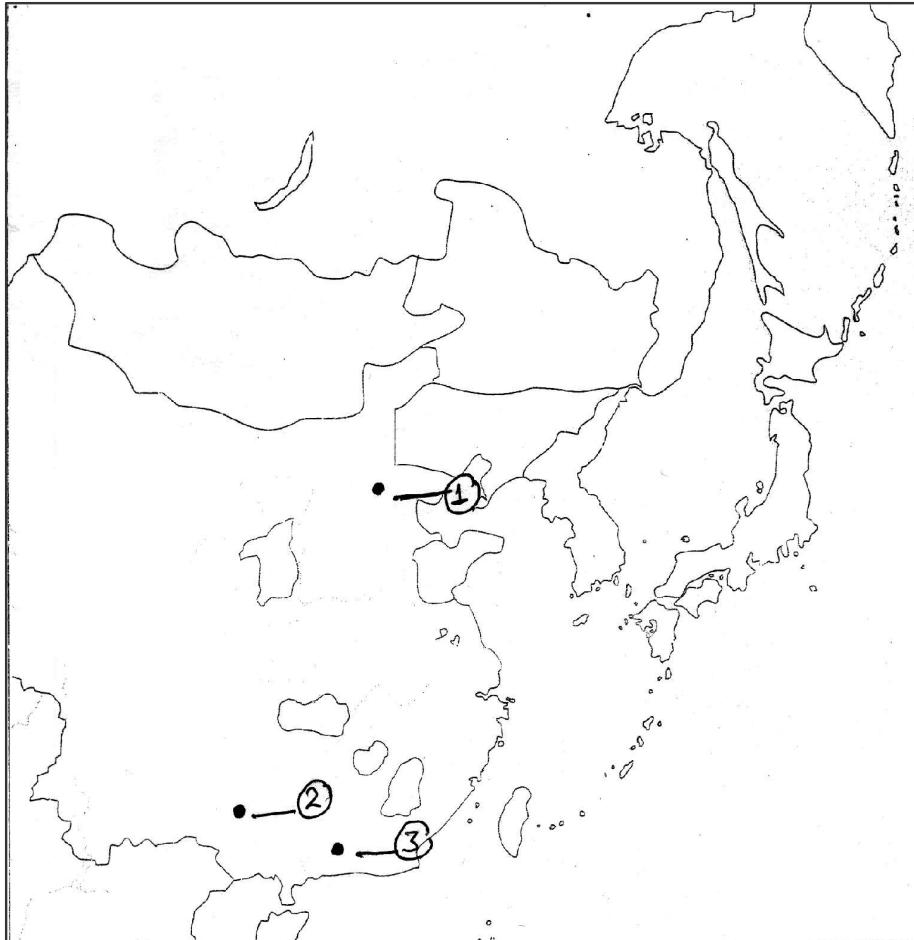
Map Work

1. On the given map of East Asia locate the following places marked as 1–5.

EAST ASIA



ASIA



Map Work

1. On the given map locate and mark three communist Areas.
2. Identify and write the marked places on the given map.

GUIDELINES FOR PROJECT

Project Work : Important Information of Students

1. First Page : Write Project Work
Topic/Subject : (Name of the chapter)
2. Second Page : Name of the student
Class – XI
Section
Roll No. CBSE Roll No.
Name of School –
Session – 2021-22
3. Third Page : Index
4. Fourth Page : Acknowledgment
5. Fifth Page : Detail of Project Work
6. Bibliography : Website
Book (Name of the author/authors)
Magazine and Report
News Papers
Text Book
Other support

7. Last Page : Teachers Comment
- (1) Collaboration and Participation
 - (2) Presentation and neatness
 - (3) Date of submission of project work
 - (4) Total marks
 - (5) Comment
 - (6) Signature of Teachers and Date

Project should be hand written by the students.

(Not more than 15-20 pages)

Assessment

Allocation of Marks 20

The Marks will be allocated under the following heads:

		Marks
1.	Project synopsis	2
2.	Timeline/Explanation and interpretation/Map work	5
3.	Visual/overall Personation	4
4.	Analysis/Data/Statistical Analysis	4
5.	Bibliography	1
6.	Viva	4
Total		20

Note: The project reports are to be preserved by the school will the final results are declared for scrutiny by CBSE.

Project Work
Subject/Topic–9 Industrial Revolution

1. Topic of the Project: The origin of industrial revolution, imp. inventions and benefits related to the industrial revolution.
2. Introduction : New inventions were the root causes of the beginning of the industrial revolution in England and its impact (detail study of the revolution.)
3. Skill development: Contemplation, observation work and evaluation of facts.
4. Classification: Data collection and analysis.
5. Instruction: Collection of the information related to the origin and development of the industrial revolution by the students, on the development and society related to the industrial revolution and its effect on society (should be hand written pages 6–8)
6. Methodology: Where and when was the first industrial revolution called students' will write with the help of a text book on society and economy.
7. Causes of industrial revolution:
 - Population
 - Offices in London
 - Sound financial system
 - Proper transport system
8. Inventions: 26000 inventions in 18th century half of them were in the period of 1782 to 1800. These

inventions led to many changes including.

Following are the four major changes:

- Refinement of iron industry
- Cotton spinning and weaving
- Development of steam energy
- Introduction of railroads

(Write in detail Page 198–203)

9. Impact: Impact on workers, women and children (Page No. 205–207 intext book write in detail)
10. Revolt movements: (Page No. 208, 209) write in detail.
11. Improvement by laws: (Page No. 210) write in detail.
12. It was not only confined to economic and industrial sectors but to there are as also – impact on society (2nd classes).

A. Bourgeoisie (middle class)

B. Working class living in cities and rural areas.

In the end – Historian A.E. Maroon states that,

“The period from 1850 to 1914 is sufficient basis to consider a period in which the industrial revolution actually took place on a very wide scale in which the entire economy and the metamorphosis of society was much faster and wider than any other changes.”

(Students write positive and negative effects themselves).

Use textbooks and websites for pictures in the project.

Project Work

Suggested Topics

- Chapter 1: In the project the information of survival and evaluation of human can be shown through timeline and pictures. Use of maps for showing places of origin/remains of man. Models of weapons and wheel also can be made.
- Chapter 2: Use timeline, pictures and map to show the process of urbanization and development of Mesopotamian civilization. Writing can be shown through models. Give complete information of the contribution of the civilization of Mesopotamia to the world.
- Chapter 3: Show Roman Empire through pictures maps and timeline. The role of emperor, senate and the army, expansion of empire and downfall should be discussed.
- Chapter 4: Origin of Islam, expansion should be discussed through pictures, maps and timeline and flowcharts. Collect pictures of architecture of Islam and display them.
- Chapter 5: Using the maps, pictures and timeline explain Genghis Khan, expansion of his Empire his, military achievements, Yasa, Ulus system.
- Chapter 6: Explain in detail three orders of French society i.e. Clergy, Nobility Pesants.
- Use of tables, flow charts, pictures, maps and timeline should be used for this project.

- Chapter 7: During Humanistic Renaissance: Rise of cities, universities, realism, architecture, published books, new inventions by scientists and famous art works by artists should be shown through maps, pictures and timeline.
- Chapter 8: Show with the help of pictures, maps, timeline and flow charts the development of civilization of the Aztecs, Maya and Incas during the discoveries of Northern and Southern America by the Europeans in 15th to 17th centuries on this project.
- Chapter 9: Show with the help of pictures, maps, timeline and charts the beginning of industrial revolution contribution of Britain, positive and negative effects of the revolution. (Models can be used) in this project.
- Chapter 10: Show with the help of maps, timeline and maps the displacement of indigenous people, attitude of Government towards them and wave of change in this project.
- Chapter 11: Show the process of modernization of China and Japan with the help of pictures, maps, and timeline in this project.
- (In all the project work data should be collected from different sources. Use the library and internet also).

Practice Question Paper-1 (Solved)

Time: 3 Hours Maximum

Marks 80

General Instructions:

1. Answer all the questions. Some questions have internal choices. Marks are indicated against each question.
2. There are six sections in this question paper.
3. Section A (Question No. 1 to 16) is objective question (1 mark). Answer them in a word or a line. Answer any 15 questions.
4. Section B (Questions Nos. 17 to 19) is a source based multiple choice question. Each question is of 3 marks.

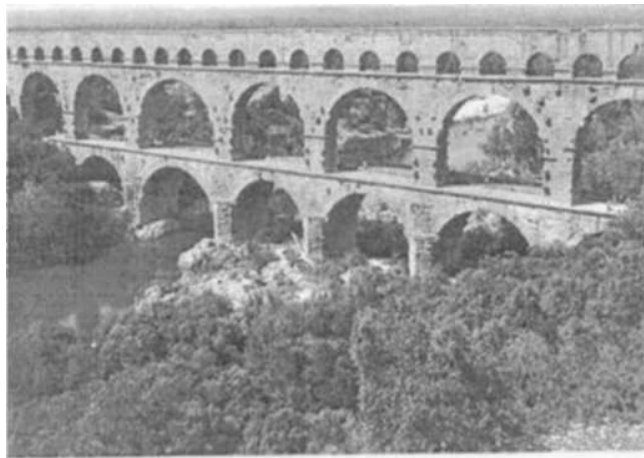
There are 4 sub-parts in each question, out of which three sub-parts should be answered.

5. Each question in section C (Question No. 20 to 23) is of 3 marks. Answer each question in a maximum of 100 words.
6. Each question in section D (Question No. 24 to 26) is of 8 marks. Answer each question in a maximum of 350 words.
7. Section E (Questions Nos. 27 to 29) is a source based question. Each question is of 5 marks.
8. Section F (Question No. 30) is a map, question that includes identification and location of significant test items. Attach the map with the answer book.

SECTION A

Answer any 15 questions

1. In which species Scientists have divided Homo?
(a) Homo Habilis (b) Homo erectus
(a) Homo Sapiens (b) All of the above
2. What is the name of the script found in the Mesopotamia civilization?
3. What is the term used for history written by contemporary Roman historians.
4. The name of the author of "On the Origin of Specialties" is:
(a) Charles Dickens (b) Karl Marx
(c) Charles Darwin (d) None of the above
5. Look at the picture below carefully....



Identify this picture and write its name.

For visually impaired candidates only in lieu of question no. 5. Which system was adopted for watersupply in ancient Rome ?

6. What is meant by 'Khushnavisi'?
- (a) Geometric design (b) The art of writing beautifully.
(c) Building (d) Bagh
7. Which statement about Genghis Khan is not true?
- (a) He organized the Mongols
(b) His childhood name was Temujin
(c) He founded the Transcontinental Empire.
(d) His rule was based on one language and one religion.
8.was a well-planned movement that overthrown The Umayyad Dynasty in 750 A.D.
9. Match the pair:

List I

List II

- | | |
|------------|---|
| (a) Hadith | (I) Records of prophet's sayings and activities |
| (b) Quran | (II) Religious pilgrimage to Mecca |
| (c) Salat | (III) Daily Prayer |
| (d) Hajj | (IV) Religious Book of Islam |

Choose the correct option

- | | |
|-----------------------------|-----------------------------|
| (a) a-III, b-IV, c-I, d-II | (b) a-III, b -I, c-IV, d-II |
| (c) a-I, b -IV, c-III, d-II | (d) a-II, b -III, c-IV, d-I |

10. What was printed first in the printing press by Gutenberg in 1455?
- (a) Books related to Humanism
 - (b) Medical Dictionary
 - (c) 150 copies of Bible
 - (d) "The Prince"
11. What does Calmecac mean?
12. The Canterbury Tales' was composed by-
- (a) Eddie Rodro
 - (b) Vichy
 - (c) Geoffrey Chausar
 - (d) Yarthno Polo
13. What was the term used for one tenth of the yield taken by the church from the farmer in a span of 1 year?
- (a) Tieth
 - (b) Tally
 - (c) Abbey
 - (d) Parish
14. Following are two statements, one of which is represented as Assertion (A) and the other as reason (R):
- A. The Humanitarian ideas were first experienced in Italian cities.
 - R. The learned people started to settle in Italy after the occupation of Constantinople by the Turks.
- (a) Both A and R are true and R is the correct explanation of A.
 - (b) Both A and R are true but R is not the correct explanation of A.
 - (c) A is true but R is false.
 - (d) A is false but R is true.

15. When was the gold rush started in America?

- | | |
|----------|----------|
| (a) 1849 | (b) 1870 |
| (c) 1890 | (d) 1876 |

16. What is the other name of Comintern?

- | | |
|-------------------------|--------------------------|
| (a) First International | (b) Second International |
| (c) Third International | (d) Fourth International |

SECTION-B

Case Study Based Questions

3 × 3 Marks

17. Read the given source carefully and answer any three of the following questions:-

The Emperor Trajan's Dream - A Conquest of India?

- 'Then, after a winter (115/16) in Antioch marked by a great earthquake, in 116 Trajan marched down the Euphrates to ctesiphon, the Parthian capital, and then to the head of the Persian Gulf. There [the historian] Cassius Dio describes him looking longingly at a merchant-ship setting off for India, and wishing that he were as young as Alexander.'
- Fergus Millar, The Roman Near East.

1. The desire to be young as Alexander was felt by Trajan at-

- | | |
|------------------|--------------------------|
| (a) Near Red Sea | (b) Head of Persian Gulf |
| (c) Euphrates | (d) Staying at Antioch |

2. Where did Trajan rule?

- (a) Persian Empire
- (b) Roman Empire
- (c) India
- (d) None of the Above

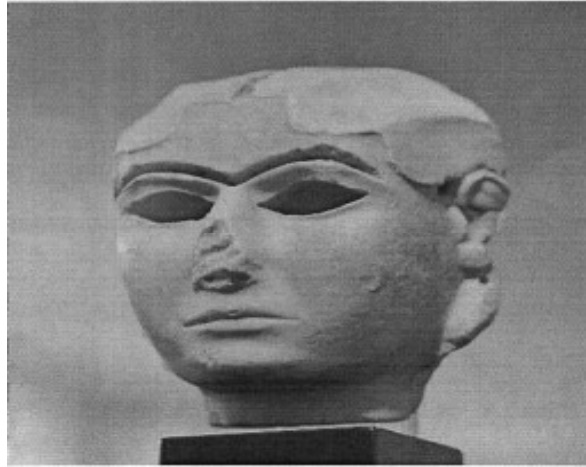
3. Who was Cassius Dio?

- (a) Emperor
- (b) Historian
- (c) General
- (d) Soldier

4. Where did Trajan reach via Euphrates river?

- (a) Antioch
- (b) Ctesiphon
- (c) Alexandria
- (d) Rome

18. Look at the picture carefully and answer any three questions:



1. To whom does the famous statue of Warka Head belong?

- (a) Woman
- (b) Male
- (c) Goddess
- (d) Queen

2. Which stone has been used to make this statue?

- (a) White marble (b) Black marble
- (c) White limestone (d) Black limestone

3. Given below are two statements, one labelled as assertion (A)
The Other as reason (R)

Assertion (A): This statue of a stone-carved woman is a world-renowned specimen of sculpture.

Reason (R): It is known for its mouth, a little more well-made well-made texture.

- (a) Both A and R are correct . R supports A.
- (b) Both A and R are correct . R does not support A.
- (c) A is correct . R is not correct.
- (d) A is not correct . R is correct.

4. This statue has been found in which city of Mesopotamia?

- (a) Ur (b) Uruk
- (c) Mari (d) Sumer

Question for visually impaired candidates only in lieu of question no 18
William Tyndale (1494-1536), an English Lutheran who translated the Bible into English in 1506, defended Protestantism. Thus in this they be all agreed, to drive you from the knowledge of the scripture, and that they shall not have the text thereof in the mother tongue, and keep the world still in darkness, to the intent they might sit in the consciences of the people, through vain superstitions and false doctrine, to satisfy their proud ambition, and insatiable covetousness, and to exalt their own honor above king and emperor, and

above god himself...which thing only moved me to translate the new testament. Because I have perceived by experience, how that it was impossible to establish the lay-people in any truth, except the scripture were plainly laid before their eyes in their mother tongue, that they might see the process, order, and meaning of the text.

1. To whom did William Tyndale defend?
 - (a) Protestants
 - (b) Churches
 - (c) Pope
 - (d) Humanists
2. Why didn't they wanted to translate the Bible into English?
 - (a) They wanted to keep the world in darkness.
 - (b) They wanted to promote superstitions.
 - (c) They wanted people to believe in false doctrine.
 - (d) All of these
3. What was the experience of the writer?
 - (a) People should read books in many languages.
 - (b) Everyone should learn many languages.
 - (c) Mother tongue is important to see the true meaning of the text.
 - (d) All of these
19. Read the given source carefully and among the following:
Answer any three questions
It was indicated on the stone tablets that the Hopis* had that the first brothers and sisters that would come back to them would come as

turtles across the land. They would be human beings, but they would come as turtles. So when the time came close the Hopis were at a special village to welcome the turtles that would come across the land and they got up in the morning and looked out at the sunrise. They looked out across the desert and they saw the Spanish Conquistadores coming, covered in armour, like turtles across the land. So this was them. So they went out to the Spanish man and they extended their hand hoping for the handshake but into the hand the Spanish man dropped a trinket. And so word spread throughout North America that there was going to be a hard time, that maybe some of the brothers and sisters had forgotten the sacredness of all things and all the human beings were going to suffer for this on the earth.' - From a talk by Lee Brown, 1986

1. The Hopi people were the residents of—
 - (a) Italy
 - (b) Spain
 - (c) California
 - (d) Portugal
2. Given below are two statements, one labelled as Assertion (A) the other Reason (R).

Assertion (A) - They believed that their sisters and brothers would come as turtles on earth.

Reason(R) - The Hopi people themselves were turtles.

- (a) Both A and R are correct. R supports A.
- (b) Both A and R are correct . R does not support A.
- (c) A is correct . R is not correct.
- (d) A is not correct . R is correct.

3. What was the behaviour of the original inhabitants in the beginning towards the new visitors?
- (a) Friendly (b) Aggressive
(c) Doubtful (d) Disgusting
4. Which statement about the natives is untrue;
- (a) They were skilled artisan and beautiful clothes weavers
(b) They could read the earth, climate and various landscapes.
(c) They spoke many languages.
(d) They also knew how to write

SECTION – C

Short Questions

3 × 3 Marks

20. How far would it be appropriate to say that nomadic pastoralists were threats to the urban life?
21. What is meant by war of religion? What was the impact of the war of religion on Asia and Europe?
22. Why did the Industrial Revolution first begin in the UK.
23. What do you understand by the Copernican Revolution? Explain.

SECTION – D

Long Questions

3 × 3 Marks

24. Why were the natives of America evicted from their land? What were the reasons for this eviction?

Or

What steps were taken through laws were introduced to improve the condition of industrial workers? Describe.

25. What were the results of search trips? Write your thoughts in terms of colonization and the slaves

Or

By the beginning of the fourteenth century, Europe's economic expansion slowed down. What were its causes? Explain

26. What was Yasa? What were the reasons for the change in its meaning? Discuss the importance of yasa.

Or

What were the characteristics of the modernized Roman society and its economy? Explain

SECTION – E

Source Based Questions

(5 × 3 Marks)

27. The Seal - An Urban Artefact, early stone seals were stamped. In Mesopotamia until the end of the first millennium BCE, cylindrical stone seals, pierced down the centre, were fitted with a stick and rolled over wet clay so that a continuous picture was created. They were carved by very skilled craftsmen, and sometimes carry writing: the name of the owner, his god, his official position, etc. A seal could be rolled on clay covering the string knot of a cloth package or the mouth of a pot, keeping the contents safe.

When rolled on a letter written on a clay tablet, it became a mark of authenticity.

So the seal was the mark of a city dweller's role in public life.

1. From what substance were the seals made in ancient Mesopotamia?
 2. What types of articles were found in Mesopotamia?
 3. What do you know about the skilled artisans who made artefacts?
28. Read the following quote carefully and write the answers to the questions below.

Dona Marina: Bernard Diaz del Castillo (1495-1584) wrote in his True History of the Conquest of Mexico that the people of Tabasco gave Cortes a woman attendant called Dona Marina. She was fluent in three local languages, and was able to play a crucial role as interpreter for Cortes. 'This was the great beginning of our conquests, and without Dona Marina we could not have understood the language of New Spain and Mexico.'

Diaz thought she was a princess, but the Mexicans called her 'Malinche', a word meaning 'betrayal'. Malinchista means someone who slavishly copies the costumes and language of another people.

Bernard D'A.D.D. Del Who multiple imitates I

1. Who was the Cortes?
 2. Who was Donna Marina? How did she help Cortes?
 3. What does 'Malinchita' mean?
29. **FukuzawaYukichi (1835-1901):** Bom in an impoverished samurai family, he studied in Nagasaki and Osaka learning Dutch and Western sciences and, later, English. In 1860, he went as a translator for the first Japanese embassy to the USA. This provided material

for a book on the West, written not in the classical but in the spoken style that became extremely popular. He established a school that is today the Keio University. He was one of the core members of the Meirokusha, a society to promote Western learning. In *The Encouragement to Learning* (Gakumon no susume, 1872-76) he was very critical of Japanese knowledge: 'All that Japan has to be proud of is its scenery'. He advocated not just modern factories and institutions but the cultural essence of the West-the spirit of civilisation. With this spirit it would be possible to build a new citizen. His principle was: 'Heaven did not create men above men, nor set men below men.'

1. What was preached by Meirokusha institution?
2. Which institution was established by Fukuzawa Yukichi?
3. Describe the western and other traditions advocated by Fukuzawa Yukichi.

SECTION – F

30. Map Questions

1. Mark the following Italian states on the given political map of Europe:
 - (a) Rome
 - (b) Sicily
 - (c) Sardinia
2. On the given map of Europe
Identify and label the following areas:
 - (i) Name of the then French province
 - (ii) An area where the Duke of Normandy expanded feudalism.



Question for visually impaired candidates only : in lieu of question no 30.

30.1 Write the name of three Roman states.

30.2 Write the two names of states where feudalism flourished.

ANSWER SHEET

- | | |
|---|---|
| 1. (a) all of the above | 1 |
| 2. cuneiform script | 1 |
| 3. Annals | 1 |
| 4. (c) Charles Darwin | 1 |
| 5. Aquaduct | 1 |
| 6. (b) the art of beautiful writing | 1 |
| 7. (d) his kingdom was based on one caste one language and one religion. | |
| 8. The movement called Dawa overthrew the Ummayed dynasty. | 1 |
| 9. (c) A-I, B-IV, C-III, D-II | 1 |
| 10. (c) 150 copies of the Bible | 1 |
| 11. Kalamecak was a school of reading for children of the elite where they were trained to become military officers or religious leaders. | 1 |
| 12. (c) Geoffrey Chaucer | 1 |
| 13. (a) Teith | 1 |
| 14. (c) Assertion (A) and Reason (R) are both true but Reason (R) is not an explanation of Assertion (A). | 1 |
| 15. (a) 1849 | 1 |
| 16. (c) Third International | 1 |

17.
 1. (b). At the tip of Persian Gulf
 2. (b). of Rome
 3. (b). Historian
 4. (b). Historian
18.
 1. (a). Female
 2. (a). White marble
 3. (d) Assertion (A) and Reason (R) are both true and Reason (R) is the explanation of (A).
 4. (b) Uruk
19.
 1. (c) California
 2. (a) Only Assertion (A) is correct.
 3. (b) Only Assertion (A) is correct.
 4. (d) He also knew how to write.
20. It is perfectly correct to say that at times nomadic pastoralists were a threat to urban life because
 - (i) They damaged the crops.
 - (ii) They used to rob the goods of the farmer by attacking their villages.
 - (iii) They stopped the path of pastoralists.
 - (iv) They carried the looter with them.
21. Wars fought in the name of God by the Christians of Europe to free

Palestine and Jerusalem from the possession of Islam were called Crusades.

Between 1095 to 1291 AD three religious wars were fought in the name of god.

- (i) Culture and knowledge of European civilization was developed
- (ii) European business and use of new materials like , silk, cotton, sugar, glass ware, garam masala , medicine, were increased
- (iii) Many new geographical discoveries were made.
- (iv) There was widespread loss of population and money.

22. (i) Unilateral Governance - England, Wales and Scotland

- (ii) One law, one currency system,
- (iii) Availability of raw materials and a system of fixed markets. 3

23. (i) Christians believed that the Earth is located in the middle of the universe and all the planets are revolving around it.

- (ii) Copernicus announced that all the planets including the Earth revolve around the Sun
- (iii) Fear of extreme vengeance 3

24. Causes of eviction of aborigines from the land were:

- the desire to become land owners
- Living a prosperous new life in America.
- Making profits by selling crops in Europe.
- According to them eviction was not wrong.

- Various ways adopted for eviction
- Acquiring more land by cheating
- Not giving money
- Forcing the original settlers to withdraw after signing a land agreement.
- Using American armed forces to drive out the natives.
- Original settlers were also pushed out, if they discover the glass, gold or minerals inside the land.

or

The status of industrial workers was improved by making new laws.

- Government in 1819 made laws to improve the condition of workers; Working of children under 9 years of age was banned in the factory.
- Working hours of children 9 to 16 years of age reduced to 12 hours.
- Through an Act of 1835, children below 9 years of age were allowed to work only in silk factories
- Hours of work were fixed for older children. Appointment of factory inspectors
- The Mines and Coal Act of 1842 Prohibits the use of children below 10 years of age in mines .
- 1847, the law that women and children under 18 years of age should not be used for more than 10 hours.

25. Results of discoveries -

- The continent, America, was discovered due to which world trade was encouraged.
- A new route to India was discovered
- Many countries of Europe competed to colonize and establish empire (England, France, Spain, Portugal etc.) in America.
- The propagation of Christianity and European civilization and slave trade also increased.
- The original inhabitants of America were colonized and started working in mines factories and plantations.
- Along with this, there emerged the capitalist system of production.
- New economic activities were started. The forests were cleared. After cleaning up, animal husbandry was started on that land.
- Demand for cheap labour was available for all type of the work.

or

Causes of crisis of 14th century.

- By the beginning of the 14th century economic expansion of Europe was slowed down by the end of the 13th century, in Europe, cool summers took place in northern Europe, in place of hot summers yields in the farm reduced due to of small, storms and floods of the ocean. Farms were destroyed and Governmen Income was reduced.

- Due to Three Regional Crop Circles and the First Intensive plowing soil became weaker.
- Lack of reduction in number of livestock
- Due to population growth reduction of available resources
- 1315-11317 fearful famine in Europe, 1320 AD death of many animals.
- Due to Reduction in production of silver mines of Austria and Syria I, metal - currency trade affected
- Rats, came with the ships which brought infection of epidemic like bubonic plague.
- Millions of people suffered destruction. Economic recession led to social displacement, decline in the number of workers, increase in wages upto rate to 250%.

26. YASA – The code of law implemented by their ancestor Genghis Khan.

8

- Initially YASA was the Code applied in Kurultai by Genghis Khan 1206.
- Meaning – Law, Order
- Rules of organization – hunting, military and postal system
- Changes in meaning
- By the middle of the 13th century the Mongols formed a vast unified empire.

- They ruled over complex urban societies but less in numbers themselves.
- Claimed the invention of the sacred law to protect their identity and distinctiveness.

Importance –

- United the Mongols having the same faith in. YASA its descendants' proximity to the Mongols retained the tribal identity of the descendants Confidence of applying rule to the defeated. Yasa was inspired by the imaginations of Genghis Khan, was instrumental to expand the Mongol empire Worldwide

or

Features to show Roman society and economy modern -

- tax collection by the aristocrats
- active assistance in the task of administration
- Elite class
- Nuclear -family
- Status of women
- Cultural diversity
- Literacy
- Urban Life

Economy –

- Strong Economy

- Use of Containers – Amphora, Dressal-20
- Exports -, Products, trade center, Use of Water energy
- Extraction of minerals from mines
- Organized Business
- Banking System
- Use of Money Extensively

27. The seals were made of stone. 5

27.1. The Seals were made of stone

27.2. The seals in Mesopotamia used to write about the name of the owner, the name of the presiding deity and its own position, etc. By stamping the items in the bundle or pot on wet soil. The seal used to be secured became a symbol of its authenticity.

27.3. By the end of the first century BCE in Mesopotamia, the stone cylindrical pieces, which pierced the middle were fastened over the wet soil by twisting and they were engraved by highly skilled artisans.

28.1 Cortes was a resident of Spain who conquered Mexico. 1

28.2 Donna Marina played a pivotal role as the interpreter for Cortes
Malincishtalt means- a person who mimics the language of others and loved ones. The people often call her Malinch. 2

28.3 Malinche - a word meaning betrayal

Malinchista means someone, who slavishly copies the costumes and language of another people.

29. Fukuzawa Yukichi (1835-1901) 5
institution of Meirokusha preached Western education 1
- 29.1 I Fukuzawa was one of the prominent intellectuals of the Meirokusha, a society to promote Western education.
FukuzawaYukichi thought that Japan should take Asia out of itself. The reason for this should be removed was that the future generation was questioning the question of embracing westernization II. They promoted the cultural essence of the West.
- 29.2 He established a school which rose to the position of a university, the Keio University.
- 29.3 He advocated not just the institutions, but also the cultural essence of the west, which is the 'soul of civilization. His principle was 'Heaven did not make men above men, nor set men below men.'
30. 30.1 Europe
(a) Rome
(b) Sicily
(c) Sardinia
- 30.2 (i) Normandy
(ii) England

Practice Question Paper-2 (2020-21)

Time: 3 Hours Maximum

Marks 80

General Instructions:

1. Answer all the questions. Some questions have internal options. The marks in each question are inscribed in front of it.
2. There are six sections in this question paper.
3. Section A (QuestionNo. 1 to 16) is objective question (with 1 marks). Answer them in a word or a line. Answer any 15 questions.
4. Clause B (QuestionsNos. 17 to 19) is a source based multiple choice question. Each question is of 3 marks.

There are 4 sub-parts of each question, out of which one of the three sub-parts should be answered.

5. Each question in section C (QuestionNo. 20 to 23) is of 3 marks. Answer each question in a maximum of 100 words.
6. Each question in section D (QuestionNo. 24 to 26) is of 8 marks. Answer each question in a maximum of 350 words.
7. Section E (Questions Nos. 27 to 29) is a source based question. Each question is of 5 marks.
8. Section F (Question No. 30) is a map, which includes identifying the symptoms and showing important issues. Attach the map with the answer book.

SECTION : A (Objective Type Questions)

Answer any 15 questions

1. Lapis Lazuli was a
(a) Red Stone (b) Type of cereal
(c) currency (d) Blue Stone
2. Name of the city that Gilgamesh ruled was
(a) Ur (b) Uruk
(c) Mari (d) Susa
3. The First President of the Republic of China was
4. Choose the correct answer from the given options. Name of the Roman emperor who introduced the gold coin was :
(a) Augustus (b) Octavian
(c) Constantine (d) Diocletian
5. Look at the picture below carefully and write its name.



Question is only for visually impaired candidates in lieu of question no. 5 : Write the name of the containers which were used to transport olive oil in Spain .

6. was considered the father of the new Persian poetry?
7. Match the items of column B with the items of column A.

Column A	Column B
(a) Army Captain	(i) Anda
(b) Blood Brother	(ii) Yum
(c) Courier system	(iii) Yasa
(d) Code of law	(iv) Noyan

The correct answer is:

- | | |
|----------------------------|----------------------------|
| (a) A-IV, B-I, C-II, D-III | (b) A-III, B-I, C-IV, D-II |
| (c) A-I, B-IV, C-III, D-II | (d) A-II, B-III, C-IV, D-I |

8. The estate of a Lord was called as
 9. Write the name of the sculptor of 'The Paitya'.
- | | |
|-------------------|------------------|
| (a) Lorenzo Valla | (b) Machiavelli |
| (c) Elbury | (d) Michelangelo |
10. Find the relationship between the two parts of 'row 'A' and fill in the blanks of 'row 'B' accordingly.
- | |
|------------------|
| (a) Maya: Mexico |
| (b) Inca: ? |

11. Match the items of 'Column A' with the items of 'Column B'.

Column A	Column B
Blast Furnace	Richard Trevithick
Flying Shuttle	Abraham Darby
Puffing Devil	James Watt
Steam Engine	John K

12. The word 'Terra Nulius' means;
- (a) Not related to anyone (b) Place of meeting
- (c) Village (d) Land in the Southern Ocean
13. What was the name of the capital of Shoguns.
14. Choose the correct answer from the options given below:
- Who was the first Calipah?
- (a) Umar (b) Abu Bakr
- (c) Ali (d) Muavia
15. The two statements are given below , one is labeled as Assertion (A) and the other is labeled as Reason (R).

Assertion (A): In 1853, the United States sent Commodore Matthew Perry to Japan to sign a treaty.

Reason (R.): At that time, there was only one Western country that traded with Japan. Choose the right option.

- (a) (A) and (R) both are correct and R is the correct explanation of A.
- (b) Both (A) and (R) are correct, but (R) (A) is not a correct explanation of A

- (c) (A) is correct but (R) is not correct,
 - (d) (A) is not correct but (R) is correct
16. Arrange and write the following events chronologically:
- (a) Establishment of the Chinese Communist Party
 - (b) First Opium War
 - (c) Meiji restoration
 - (d) Long March

SECTION – B

Case Study Based Questions 3 Marks

17. Read the given source carefully and answer any three of the following questions:

Fukujawa Yukichi (1835-1901)

Born in a poor samurai family, he studied Nagasaki and Osaka learning Dutch and Western science and, later, in English. In the 1860, he went as a translator to the first Japanese Embassy to the United States. It provided material for a book on the West, not written in classical, but in spoken style that became hugely popular. He set up a school which is Today's Keio University. He was one of the main members of Meirokusha, a society for promoting Western education. In the impetus to learning (Gakumon no susume, 1872-76) he was very critical of Japanese wisdom: 'All that Japan should be proud of is its scenery'. He advocated not only modern factories and institutions but also advocated the cultural essence of the West - a spirit of civilization. With this spirit, it will be possible to build a new citizen. His theory was: 'Heaven did not make men above, nor set men under men. '

1. Which of the following facts about FukujawaYukichi is not true:

- (i) He was born into a poor samurai family.
- (ii) He set up a school known as Keo University.
- (iii) He studied at Nagasaki and Osaka and learned Western Science, Dutch, and English language
- (iv) He did not want to promote Western education.

2. Which of the following fact about Fukujawa Yukichi is true;

- (i) Leading intellectual of his time
- (ii) Preacher of Japanese Knowledge
- (iii) English translator at the U.S. Embassy,
- (iv) None of the above.

3. Choose the right option

Assertion: (A) The United States and Western civilization Were considered at the highest peak of the civilization by some people.

Reason: (R) - Japan should remove its Asian characteristics and become part of the West.

- (i) Both A and R are correct and R is a correct explanation of (A).
- (ii) Both A and R are correct, but R is not the correct explanation of (A).
- (III) A is a right, but R is wrong.
- (IV) A is wrong, but R is right.

4. What is the meaning of Meirokusha

- (i) Study
- (ii) Artificial Pond
- (iii) Promotion for Learning
- (iv) Heaven

18. Look at the picture carefully and answer any three questions:



Study this clay tablet and answer the following questions. (Any three questions)

(Choose the correct option)

1. The above clay tablet from 3200 AD has

- (i) The cunifom script and the Akaddi language.
- (ii) Only pictures of numbers , bulls, fish grains and fish etc.
- (iii) Cuniform script and and Sumerian language,
- (iv) None of the above.

2. (Choose the correct option)

The above clay tablet shows that—

- (i) the clay tablet was written in the cuneiform script on both sides.

- (ii) A part of the clay plaque contains images such as signs and numbers.
- (iii) It is a mathematical exercise as one can see a triangle and lines across the triangle at the top of the opposite side.
- (iv) Both I and III.

3. (Choose the correct option)

The cuneiform signs indicate :

- (i) a syllable
- (ii) a voice
- (iii) Letters
- (iv) None of the above.

4. (Choose the correct option):

Who among the following first thought about using the clay tablets;

- (i) Assurbanipal
- (ii) Gilgamesh
- (iii) Ruler of Arta
- (iv) Enmerker

Question is only for visually impaired candidates in lieu of question no. 18: City life began in Mesopotamia, the land between the Euphrates and the Tigris rivers that is now part of the Republic of Iraq. Mesopotamian civilisation is known for its prosperity, city life, its voluminous and rich literature and its mathematics and astronomy. Mesopotamia's writing system and literature spread to the eastern Mediterranean, northern Syria, and Turkey after 2000 BCE. so that the kingdoms of that entire region were writing to one another, and to the Pharaoh of Egypt, in the language and script of Mesopotamia.

1. Mesopotamia civilization is known for its :

- (a) prosperity and city life

- (b) voluminous and rich literature
- (c) mathematics and astronomy
- (d) all the above

2. Choose the right option;

Assertion: Mesopotamia's writing system and literature spread to the eastern Mediterranean, northern Syria, and Turkey.

Reason: R- The kingdoms of that entire region were writing to one another, and to the Pharaoh of Egypt, in the language and script of the Mesopotamia.

- (i) Both A and R are correct and R is a correct explanation of the A.
- (ii) A and R are both correct but R is not correct explanation of A.
- (iii) A is correct but R is not correct.
- (iv) A is not correct but R is correct.

3. Mesopotamia, the land between the Euphrates and the Tigris rivers, is now part of

- (a) Iran
- (b) Iraq
- (c) Syria
- (d) India

4. The term Mesopotamia is derived from:

- (a) Latin
- (b) Greek
- (c) English
- (d) None of the above

19. Read the given source carefully and among the following Answer any of the three questions:-

- In Benedictine monasteries, there was a manuscript with 73 chapters of rules which were followed by monks lot many centuries. Here are some of the rules they had to follow:



- **Chapter 6** : Permission to speak should rarely be granted to monks.
- **Chapter 7**: Humility means obedience,
- **Chapter 33**: No monk should own private property.
- Idleness is the enemy of the soul, so monks and sisters should be occupied at certain times in manual labour. Utilised hours in suited reading.
- **Chapter 48**: The monastery should be laid out in such a way that all necessities be found within its bounds: water, mill, garden, workshops.

(a) Choose the right option;

Assertion (A): In addition to a church, devoted Christians had another type of Organization where they lived in a different way.

Reason:(R): They lived in religious communities called Abbey.

- (i) Both A and R are correct and R is correct explanation of the A.
- (ii) A and R are both correct but R is not correct explanation of A.
- (iii) A is correct but R is not correct,
- (iv) A is not correct but R is correct.

(b) From which language is the word 'Monasteries' derived from?
(Choose the correct option).

- (i) Latin
- (ii) Greek
- (iii) Roman
- (iv) Arabic

(c) There is a famous monastery in 'St. Benedict' in Italy write the name of the another popular monastery around 910 AD;
(Choose the correct option)

- (i) St. Michael Benedictine Abbey, Farnborough, England.
- (ii) Clooney. Burgundy, France
- (iii) Whitby Abbey, England
- (iv) Fontane, France

(d) Who developed the tradition of community singing in the church?
(Choose the correct option)

- (i) St. Benedict
- (ii) Abbott Sugar
- (iii) Abase Hildegard
- (iv) None of the above

SECTION – C

Short Questions 3 Marks

20. Describe the differences between Australopithecus and Homo.
21. 'Abbasid Revolution' changed both the political structure and the culture of Islam'. Check the validity of this statement and give suitable answer .
22. What were the objectives behind geographical explorations? Explain.
23. Examine the role played by canals and railways in spreading the industrial revolution.

SECTION – D

Long Questions 8 Marks

24. "The industrial revolution helped some people in society to increase their capital, at the same time it made the lives of workers, women and children miserable". In the light of the above statement,analyze the plight of workers, women and young children in England during Industrial Revolution.

Or

Explain the steps taken by the Government of Britain to improve the plight of workers.

How far had they been benefitted during the Industrial Revolution?

25. A distinctive feature of the Renaissance in the 14th century was the revival of classical knowledge and culture.

Evaluate the characteristics of the Renaissance based on this statement?

Or

Compare Aztec civilization with Inca civilization?

26. Do you think Mao-Tse-Tung and the Communist Party of China did succeed in liberating China and making a solid base for its current success?

Or

How accurate is this statement that, "the fourteenth century crisis create social unrest and political transformation in Europe?" Give a reasonable answer.

SECTION – E

Source Based Questions

5

27. Read the given Source carefully and answer the questions given:

Balthasar Castiglione, author and diplomat, wrote in his book the Courtier (1528):

'I hold that a women should in no way resemble a man as regards hwer ways, manners, words, ghestures and bearing. Thus just as it is very fitting that a man should display a certain robust and sturdy manliness, so it is well for a women to have a certina soft and delicate tenderness, with an air of feminite sweetness in her every movement, which, in her goin and staying and whatsoever she does, always makses her appear a woman, without any resemblance to a man. If this precept be added to the rules that these gentlemen have tought the courtier, then I think that she ought to be able to make use of many

of them, and adorn herself with the finest accomplishment. For I consider that many virtues of the mind are as necessary to a woman as to a man; as it is to be of good family; to shun affectation: to be naturally graceful; to be well mannered, clever and prudent; to be neither proud, envious or eviltongued, nor vain... to perform well and gracefully the sports suitable for women.

1. Write about a woman who was intellectually creative during the period of renaissance in Europe.
 2. Compare aspirations of women expressed by Cassandra Fadel and BalthasarCastiglione?
 3. What was the status of women in middle class families?
28. Read the following Source carefully and write the answers to the questions given below:

On the Treatment of Slaves "Soon afterwards the City Prefect, Lucius PedaniusSecundus. was murdered by one of his slaves. After the murder. ancient customrequired that every slave residing under the same roof must be executed. But a crowd gathered, eager to save so many innocent lives; and rioting began. The senate-house was besieged. Inside, there was feeling against excessive severity, but the majority opposed any change (...) [The senators] favouring execution prevailed. However, great crowds ready with stones and torches prevented the order from being carried out. Nero rebuked the population by edict, and lined with troops the whole route along which those condemned were taken for execution." — Tacitus (55-117). historian of the early empire.

1. Who was the Tacitus?
2. What was the attitude. Nero took towards these people?
3. What was the position of the Senate in the Roman Empire?

29. Read the following Source carefully and write the answers to the questions below: The eastern Hadza assert no rights over land and its resources. Any individual may live wherever he likes and may hunt animals, collect roots, berries, and honey and draw water anywhere in Hadza country without any sort of restriction...In spite of the exceptional numbers of game animals in their area, the Hadza rely mainly on wild vegetable matter for their food. Probably as much as 80 per cent of their food by weight is vegetable, while meat and honey together account for the remaining 20 per cent. Camps are commonly small and widely dispersed in the wet season, large and concentrated near the few available sources of water in the dry season. There is never any shortage of food even in the time of drought.'

– *Written in 1960 by James Woodburn, an anthropologist.*

1. What is the name of an anthropologist who did research on Hadza people?
 2. Why did they never face any shortage of food even in the times of drought.?
 3. Why did the Eastern Hadja people not have rights over land and resources?
30. (1) Mark the following locations on the given outline world map
- (a) Mecca
 - (b) Medina
 - (c) Constantinople

(2) Two sites A, B are Marked on the given political Map. Identify them and write their names-

(a) Sea that separates Europe from Africa

(b) Desert which is located in the south of the Kingdom of Rome

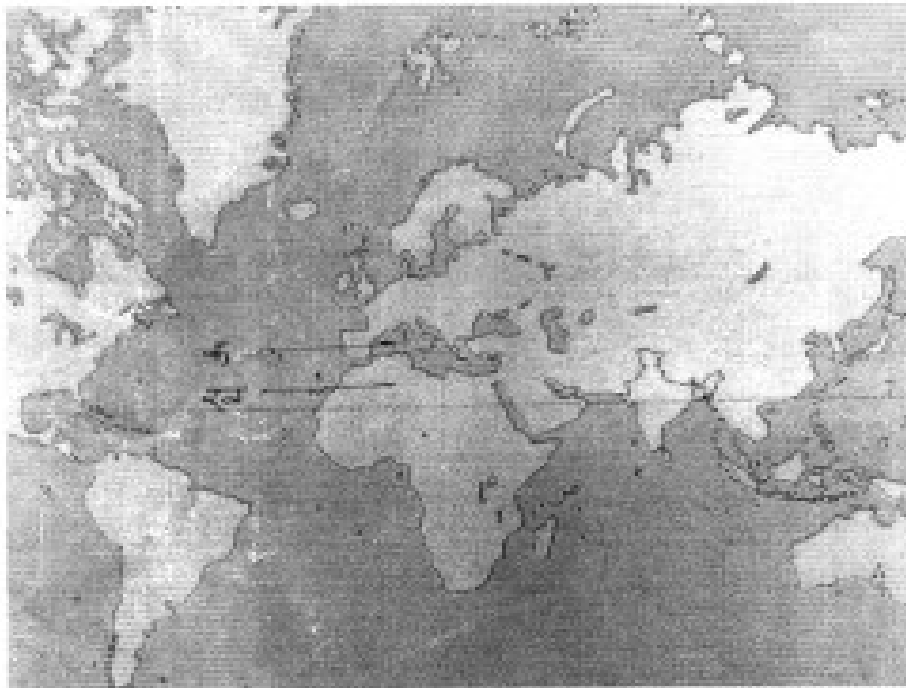
Question is only for visually impaired candidates in lieu of question no. 30

30.1 Write names of any three Islamic capital cities.

30.2 Write the name of the—

(a) Sea that separates Europe from Africa

(b) Desert which is located in the south of the Kingdom of Rome



Practice Question Paper-3 (2020-21)

Time: 3 Hours Maximum

Marks 80

General Instructions:

1. Answer all the questions. Some questions have internal options. The marks in each question are inscribed in front of him.
2. There are six sections in this question paper.
3. **Section A** (Question No. 1 to 16) is objective question (with 1 marks). Answer them in a word or a line. Answer any 15 questions.
4. **Clause B** (Questions Nos. 17 to 19) is a source based multiple choice question. Each question is of 3 marks.

There are 4 sub-parts of each question, out of which one of the three sub-parts should be answered.

5. Each question in section C (Question No. 20 to 23) is of 3 marks. Answer each question in a maximum of 100 words.
6. Each question in section D (Question No. 24 to 26) is of 8 marks. Answer each question in a maximum of 350 words.
7. Section E (Questions Nos. 27 to 29) is a source based question. Each question is of 5 marks.
8. Section F (Question No. 30) is a map, which includes identifying the symptoms and showing important issues. Attach the map with the answer book.

SECTION : A

Objective Type Questions

15 Marks

1. Punch blade technique was introduced to create
 - (a) Spear
 - (b) Bow and arrow
 - (c) Like small chiseled apparatus
 - (d) Sewing Needle
2. Mesopotamia is now part of
 - (a) Egypt
 - (b) Iraq
 - (c) Iran
 - (d) Turkey
3. One of these does not belong to the Roman Empire
 - (a) Amphitheatre
 - (b) Colosseum
 - (c) Minaret of Pisa
 - (d) Aqueduct
4. Choose the correct answer from the options given below:
 - (a) The heart of the Roman Empire is:
 - (i) Red Sea
 - (ii) Black Sea
 - (iii) Mediterranean Sea
 - (iv) Atlantic Ocean

5. Look at the picture below carefully....



Identify this picture and write its name.

Question For visually impaired candidates only in lieu of que no. 5
Write the name of the place where Gladiators fights were arranged.

6. Arrange the following events chronologically:

1. Prophet Muhammad's journey from Mecca to Medina
2. Crusades
3. Establishment of Ghaznavid Sultanate by Alp -Tigin
4. Battle of Camel

The correct chronology of these events is

- | | |
|---------------|---------------|
| 1. A, D, C, B | 2. D, C, B, A |
| 3. C, A, B, D | 4. C, B, A, D |

7. Link objects of column 'A' with appropriate objects from column 'B'

Column 'A'	Column 'B'
A. Quriltai	I. Postal System
B. Tama	II. Legal
C. Yama	III. Assembly
D. Yasa	IV. Military Team

The correct answer is:

- | | |
|----------------------------|-----------------------------|
| (a) A-III, B-IV, C-I, D-II | (b) A-III, B-I, C-IV, D-II |
| (c) A-I, B-IV, C-III, D-II | (d) A-II, B-I 11. C-IV, D-I |

8. Find the relationship of two parts of section 'A' and fill the section 'B' accordingly.

- (a) ET: Taxes levied on farmers by kings
- (b) Tieth _____ ?

9. The word 'Renaissance Man' means:

- (a) A person who is very strong
- (b) A person who is very clever
- (c) A person who is very courageous
- (d) A person with multiple interests and skills.

10. Find the relationship of two parts of section 'A' and fill the section 'B' accordingly.

- (a) Quipu: Accounting System (b) Chinmapa : _____ ?

11. The "Great Australian Silence" is a series of lectures by :
- (a) Wordsworth (b) Roussos
(c) W. E.H. Steiner (d) Henry Reynolds
12. The name of the Parliament of Japan is :
- (a) Mitsubishi (b) Sumitomo
(c) Jaibtsu (d) Diet
13. The word 'Samurai' indicates
- (a) Warrior Class (b) Aristocratic Class
(c) Trade organization (d) Merchant Class
14. The following are two statements, one of which is represented as statement (A) and the other as reason (R)
- Assertion (A):** In 1853, the United States sent Commodore Matthew Perry to Japan to sign a treaty.
- Reason(R):** At that time, Japan only traded with a Western country.
- Choose the right option.
- (a) Both A and R are correct and the reason is the correct explanation of the assertion.
(b) Both A and R are correct but the reason is not the correct explanation of the assertion.
(c) A is right, but R is wrong.
(d) A is wrong but R is right .

15. When did the Gold Rush happen in America?

- (a) 1849
- (b) 1870
- (c) 1890
- (d) 1876

16. Arrange the following events chronologically;

- (a) Founding of the Chinese Communist Party
- (b) First Opium War
- (c) Meiji restoration
- (d) Long March

SECTION-B

Case Study based Questions

3 × 3 Marks

17. Homo is a Latin word, meaning 'man', although there were women as well! Scientists distinguish amongst several types of Homo. The names assigned to these species are derived from what are regarded as their typical characteristics. So fossils are classified as Homo habilis (the tool maker), Homo erectus (the upright man), and Homo sapiens (the wise or thinking man). Fossils of Homo habilis have been discovered at Omo in Ethiopia and at Olduvai Gorge in Tanzania. The earliest fossils of Homo erectus have been found both in Africa and Asia: Koobi Fora and west Turkana, Kenya, Modjokerto and Sangiran, Java. As the finds in Asia belong to a later date than those in Africa, it is likely that hominids migrated from East Africa to southern and northern Africa, to southern and north-eastern Asia, and perhaps to Europe, sometime between 2 and 1.5 mya. This species survived for nearly a million years.

1. What is meant by Latin term 'Homo' ?
- (a) Chimpanzee (b) Man
(c) Primates (d) None of the above
2. I. 'Homo' is divided into several types of species.
ii. Different species of Homo are assigned different names.
iii. Homo erectus-is known as the upright man
iv. Homo sapiens-is known as the wise or thinking man.
- From the above statements choose the correct options:-
- (a) Only I , ii (b) Only I, ii,ii
(c) Only ii, iii (d) All the above
3. Following are the two statements, one of which is represented as statement (A) and the other as reason (R)
- Assertion (A):** Hominids migrated from East Africa to southern and northern Asia sometime between 2 and 1.5 mya.
- Reason (R):** The fossils finds in Asia belong to a later date than fossils found in Africa.
- Choose the right option.
- (a) Both A and R are correct and the R is the correct explanation of the assertion.
(b) Both A and R are correct but the R is not the correct explanation of the assertion.
(c) A is correct, but R is wrong.
(d) A is wrong but R is correct.
4. Fossils of Homo habilis have been discovered at Olduvai Gorge situated in

18. Look at the picture carefully and answer any three questions;



1. This image is shown as:
 1. Ladies Car Club
 2. multi-departmental store
 3. stage
 4. radio station
2. What is meant by the term Moga:
 1. Precious stone
 2. The girl
 3. Trolley
 4. A small garden
3. Choose the right option

Assertion (A): Moga represented the coming together of gender equality ideas in the twentieth century.

Reason (R): Many women started working as cinema artists.

- (a) Only A is correct.
- (b) Only R is correct.
- (c) A and R are both correct but R does not support A.
- (d) A and R are both correct and R supports A.

4. In which play actress Matsui did become a national star playing the role of Nora?

Question For visually impaired candidates only in lieu of que no. 18.
"At sunset on the day before America (that is, before the Europeans reached there and gave the continent this name), diversity lay at every hand. People spoke in more than a hundred tongues. They lived by every possible combination of hunting, fishing, gathering, gardening and farming open to them. The quality of soils and the effort required to open and tend the determined some of their choices how to live. Cultural and social biases determined others. Surpluses of fish or grain or garden plants or meats helped create powerful, tiered societies here but not there. Some cultures had endured for millennia"
William Macleish, The Day before America.

1. What do you mean by Natives?
- (a) A person settled in North America
 - (b) A person born in European colony
 - (c) A person born in a place where he/she lives in
 - (d) A person worked in European companies

2. How natives did arrange their livelihood?

- (a) By farming
- (b) By gathering and gardening
- (c) By hunting and fishing
- (d) All of these

3. How did Europeans help to create powerful and tiered societies?

- (a) through surplus of grains and fish
- (b) through Army
- (c) through Rulers
- (d) through Senates

19. Read the given source carefully and answer the following questions
Following the research of David Ayalon, recent work on the yasa, the code of law that Genghis Khan was supposed to have promulgated at the quriltai of 1206, has elaborated on the complex ways in which the memory of the Great Khan was fashioned by his successors. In its earliest formulation the term was written as yasaq which meant 'law', 'decree' or 'order'. Indeed, the few details that we possess about the yasaq concern administrative regulations: the organization of the hunt, the army and the postal system. By the middle of the thirteenth century, however, the Mongols had started using the related term yasa in a more general sense to mean the 'legal code of Genghis Khan'.

1. On which subject was the research done by David Ayalon?

- (a) Hunting
- (b) Yasa
- (c) Tribes
- (d) None of the above

2. (i) Yasa was a code of conduct.
(ii) Genghis Khan promulgated in 1206.
(iii) Yasa means 'law', 'decree' or 'order'
(iv) 400 soldiers prepared Yasa.

Choose the correct option

- (a) Only i, ii (b) Only i, iii
(c) i, ii (d) All of the above

3. Choose the right option

Assertion (A): In its earliest formulation the term was written as yasaq which meant 'law', 'decree' or 'order'

Reason (R): Yasaq was concerned with administrative regulations: for example: the hunt, the army and the postal system.

- (a) Only A is correct.
(b) Only R is correct.
(c) A and R are both correct but R does not support A.
(d) A and R are both correct and R supports A

SECTION-C

Short Questions

(3 × 4 Marks)

20. 'Ur excavation indicates lack of city planning'. How far do you agree with this statement?
21. What kind of malpractices were prevalent in the church during Medieval times?
22. What do you understand by the term Manor? Explain.
23. What were the major achievements of Mezi restoration in the field of economy?

SECTION - D

Long Questions

(8 × 3 Marks)

24. What circumstances led to the establishment of the Caliphate Institution? Discuss the administrative and economic policies adopted by Early caliphs to maintain the unity of the Ummah.

OR

The 11th century CE to the 13th century CE has been from a series of conflicts between European Christians and Arab state. Analyse the crusade and its impact based on the statement.

25. Discuss the impact of the Industrial Revolution on Britain.

OR

What types of protests did take place after industrialization?

How did the government react to such a protest?

26. Discuss the main features of the lifestyle of native peoples of North America.

OR

Write briefly about Australia's history and its development.

SECTION–E

Source Based Questions

(5 × 3 Marks)

Read the given paragraph carefully and answer the given questions:

27. **Cave Paintings at Altamira:** Altamira is a cave site in Spain. The paintings on the ceiling of the cave were first brought to the attention of Marcelino Sanz de Sautuola, a local landowner and an amateur archaeologist, by his daughter Maria in November 1879. The little girl was 'running about in the cavern and playing about here and there', while her father was digging the floor of the cave. Suddenly she noticed the paintings on the ceiling: 'Look, Papa, oxen!' At first, her father just laughed, but soon realised that some sort of paste rather than paint had been used for the paintings and became 'so enthusiastic that he could hardly speak'. He published a booklet the following year, but for almost two decades his findings were dismissed by European archaeologists on the ground that these were too good to be ancient.

1. In which country is Altamira situated?
 2. Who was Marcelino ?What did his daughter Maria tell him?
 3. Why are paintings of The Altamira Cave famous for?
28. Read the following paragraph carefully and write the answers to the questions given below:

Incomes of the Roman Aristocracy, Early Fifth Century: 'Each of the great houses of rome contained within itself everything which a medium-sized city could hold,' a hippodrome, fora, temples, fountains and different kinds of baths... Many of the Roman households received an income of four thousand pounds of gold per year from their properties, not including grain, wine and other products which, if sold, would have amounted to one-third of the income in gold. The income of the households at Rome of the second class was one thousand or fifteen hundred pounds of gold. — *Olympiodorus of Thebes*.

1. Who was Olympiodorus?
 2. Why did the monetary system of the transitional empire break down? What measures were then taken to control the situation?
 3. How much income can a Roman family of the aristocracy earn from wealth and produce?
29. Read the following paragraph carefully and write the answers to the questions given below:

The Japanese had borrowed their written script from the Chinese in the sixth century. However, since their language is very different from Chinese they developed two phonetic alphabets - hiragana and katakana. Hiragana is considered feminine because it was used by many women writers in the Heian period (such as Murasaki). It is written using a mixture of Chinese characters and phonetics so that the main part of the word is written with a character - for instance, in 'going', 'go' would be written with a character and the 'ing' in phonetics. The existence of a phonetic syllabary meant that knowledge spread from the elites to the wider society relatively quickly. In the 1880s it was suggested that Japanese develop a completely phonetic script, or adopt a European language. Neither was done.

1. From which country and when the Kanji script was taken by Japanese ?
2. Why was Hiragana considered feminine?
3. Write the names of two phonetic alphabets.

SECTION-F

Map Question:

(1 × 5 Marks)

1. Mark the following sites on the given political map:
 - A. Manchester
 - B. Yorkshire
 - C. Lancashire
2. On the same given political map, two sites A and B are marked, identify and write their names
 - A. Capital of England-
 - B. The City where The Queen of England Resides

Question For visually impaired candidates only in lieu of que no. 18.

1. write the name of three cities in Britain where cotton manufacturing units are located
2. write the name of the following:
 - A. Capital of England-
 - B. The City where The Queen of England Resides-

The British Isles



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