

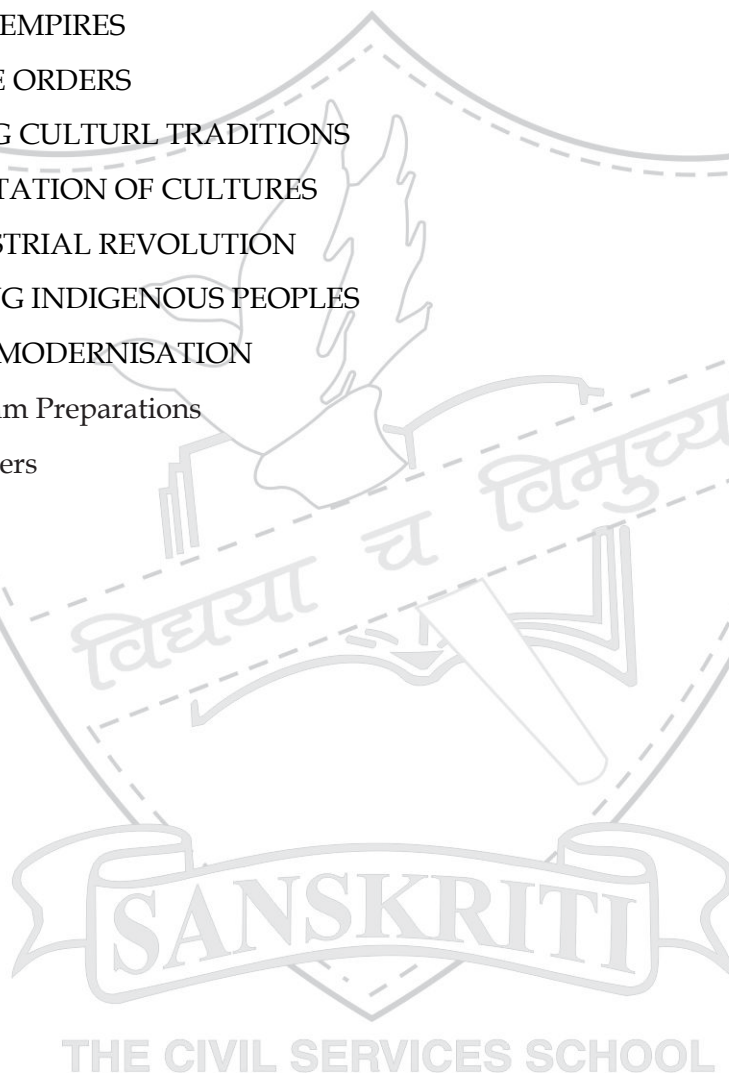
Academic Session 2021-22

CLASS: XI

HISTORY

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Syllabus

Academic Session 2021-22

June-July**Introduction to World History****SECTION A: EARLY SOCIETIES****Introduction**

From the Beginning of Time 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.

Focus: Africa, Europe till 15000 BC

- (a) Views on the origin of human beings.
- (b) Early societies.
- (c) Historians' views on present-day hunting-gathering societies.

August**Early Cities**

Familiarize the learner with the nature of early urban centres.
Discuss whether writing is significant as a marker of civilization.

Focus: Iraq, 3rd millennium BC

- (a) Growth of towns.
- (b) Nature of early urban societies.
- (c) Historians' Debate on uses of writing.

SECTION B: EMPIRES**Introduction****An Empire Across Three Continents**

Familiarize the learner with the history of a major world empire
Discuss whether slavery was a significant element in the expansion of economy.

Focus: Roman Empire, 27 B.C to A.D 600.

- (a) Political evolution
- (b) Economy
- (c) Religion
- (d) Late Antiquity.
- (e) Historians views on the institution of Slavery.

Central Islamic Lands:

Familiarize the learner with the rise of Islamic empires and the history of the crusades.

Understand what the crusades meant in these regions and how they were experienced.

Focus: 7th to 12th centuries rise of Islamic empires in the Afro-Asian territories and its

- (a) Polity
- (b) Economy
- (c) Culture.
- (d) Historians viewpoints on the nature implications for economy and society.

September**SECTION C: CHANGING TRADITIONS****Introduction****Three Orders**

Familiarize the learner with the nature of the economy and society of this period

Show how the debate on the decline of feudalism helps in understanding processes of transition.

Focus: Western Europe, 13th-16th century

- (a) Feudal society and economy:
- (b) Formation of states.
- (c) Church and the changes within them.
- (d) Historian's views on decline of feudalism

October**Changing Cultural Traditions**

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'.

Focus on Europe, 14th to 17th century'.

- (a) New ideas, and new trends in literature and arts.
- (b) Relationship with earlier ideas
- (c) The contribution of West Asia.
- (d) Historian's view points on the validity of the notion 'European Renaissance' _

Confrontation of Cultures

Discuss changes in 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 enslavement.

Focus on the America 15th to 18th century.

- (1) European voyages of exploration.
- (b) Search for gold; enslavement, raids,
- (c) Indigenous people and cultures - the Arawaks, the Aztecs, the Incas.
- (c) The history of displacements.
- (d) Historian's view points on the of these "discoveries".

November

SECTION D: PATHS TO MODERNIZATION (To be covered through student presentations)

Introduction

The Industrial Revolution.

Understand the nature of growth in the idea of industrial revolution

Focus on England, 18th and 19th century. _

- (a) Innovations and technological change in the period and its limits.
- (b) Patterns of growth.
- (c) Emergence of a working class.
- (d) Historians' viewpoints Debate, 'Was there an Industrial Revolution.'

Displacing Indigenous People.

Sensitize students to the processes of displacements that accompanied the development of America and Australia.

Understand the implications of repression of local people, populations.

Focus on North America and Australia, 18th-20th century

- (a) European colonists in North America and Australia.
- (b) Formation of white settler societies.
- (c) Displacement and such processes for the displaced
- (d) Historians view points on the impact of European settlement on indigenous population.

December

Paths to Modernization.

Make students aware that transformation in the modern world takes many different forms

Show how notions like 'modernization' need to be critically assessed.

Focus on East Asia. Late 19th and 20th century..

- (a) Militarization and economic growth in Japan.

- (b) China and the Communist alternative.
- (d) Historians' Debate on meaning of modernization

January

Begin with class XII Syllabus



Why Study History?

By Peter N. Stearns

People live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been?

Any subject of study needs justification: its advocates must explain why it is worth attention. Most widely accepted subjects—and history is certainly one of them—attract some people who simply like the information and modes of thought involved.

In a society that quite correctly expects education to serve useful purposes, the functions of history can seem more difficult to define than those of engineering or medicine. History is in fact very useful, actually indispensable, but the products of historical study are less tangible, sometimes less immediate, than those that stem from some other disciplines.

In the past history has been justified for reasons we would no longer accept. For instance, one of the reasons history holds its place in current education is because earlier leaders believed that a knowledge of certain historical facts helped distinguish the educated from the uneducated; the person who could reel off the date of the Norman conquest of England (1066) or the name of the person who came up with the theory of evolution at about the same time that Darwin did (Wallace) was deemed superior—a better candidate for law school or even a business promotion. Knowledge of historical facts has been used as a screening device in many societies, from China to the United States, and the habit is still with us to some extent. Unfortunately, this use can encourage mindless memorization—a real but not very appealing aspect of the discipline.

History should be studied because it is essential to individuals and to society, and because it harbors beauty. There are many ways to discuss the real functions of the subject—as there are many different historical talents and many different paths to historical meaning. All definitions of history's utility, however, rely on two fundamental facts.

History Helps Us Understand People and Societies

In the first place, history offers a storehouse of information about how people and societies behave. Understanding the operations of people and societies is difficult, though a number of disciplines make the attempt. An exclusive reliance on current data would needlessly handicap our efforts. How can we evaluate war if the nation is at peace—unless we use historical materials?

How can we understand genius, the influence of technological innovation, or the role that beliefs play in shaping family life, if we don't use what we know about experiences in the past? Some social scientists attempt to formulate laws or theories about human behavior. But even these recourses depend on historical information, except for in limited, often artificial cases in which experiments can be devised to determine how people act. Major aspects of a society's operation, like mass elections, missionary activities, or military alliances, cannot be set up as precise experiments. Consequently, history must serve, however imperfectly, as our laboratory, and data from the past must serve as our most vital evidence in the unavoidable quest to figure out why our complex species behaves as it does in societal settings. This, fundamentally, is why we cannot stay away from history: it offers the only extensive evidential base for the contemplation and analysis of how societies function, and people need to have some sense of how societies function simply to run their own lives.

History Helps Us Understand Change and How the Society We Live in Came to Be

The second reason history is inescapable as a subject of serious study follows closely on the first. The past causes the present, and so the future. Any time we try to know why something happened—whether a shift in political party dominance in the American Congress, a major change in the teenage suicide rate, or a war in the Balkans or the Middle East—we have to look for factors that took shape earlier. Sometimes fairly recent history will suffice to explain a major development, but often we need to look further back to identify the causes of change. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change.

One of the leading concerns of contemporary American politics is low voter turnout, even for major elections. A historical analysis of changes in voter turnout can help us begin to understand the problem we face today. What were turnouts in the past? When did the decline set in? Once we determine when the trend began, we can try to identify which of the factors present at the time combined to set the trend in motion. Do the same factors sustain the trend still, or are there new ingredients that have contributed to it in more recent decades? A purely contemporary analysis may shed some light on the problem, but a historical assessment is clearly fundamental—and essential for anyone concerned about American political health today.

History, then, provides the only extensive materials available to study the human condition. It also focuses attention on the complex processes of social change, including the factors that are causing change around us today. Here, at base, are the two related reasons many people become

enthralled with the examination of the past and why our society requires and encourages the study of history as a major subject in the schools.

The Importance of History in Our Own Lives

These two fundamental reasons for studying history underlie more specific and quite diverse uses of history in our own lives. History well told is beautiful. Many of the historians who most appeal to the general reading public know the importance of dramatic and skillful writing—as well as of accuracy. Biography and military history appeal in part because of the tales they contain. History as art and entertainment serves a real purpose, on aesthetic grounds but also on the level of human understanding. Stories well done are stories that reveal how people and societies have actually functioned, and they prompt thoughts about the human experience in other times and places. The same aesthetic and humanistic goals inspire people to immerse themselves in efforts to reconstruct quite remote pasts, far removed from immediate, present-day utility. Exploring what historians sometimes call the "pastness of the past"—the ways people in distant ages constructed their lives—involves a sense of beauty and excitement, and ultimately another perspective on human life and society.

History Contributes to Moral Understanding

History also provides a terrain for moral contemplation. Studying the stories of individuals and situations in the past allows a student of history to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration. "History teaching by example" is one phrase that describes this use of a study of the past—a study not only of certifiable heroes, the great men and women of history who successfully worked through moral dilemmas, but also of more ordinary people who provide lessons in courage, diligence, or constructive protest.

History Provides Identity

History also helps provide identity, and this is unquestionably one of the reasons all modern nations encourage its teaching in some form. Historical data include evidence about how families, groups, institutions and whole countries were formed and about how they have evolved while retaining cohesion. For many Americans, studying the history of one's own family is the most obvious use of history, for it provides facts about genealogy and (at a slightly more complex level) a basis for understanding how the family has interacted with larger historical change. Family

identity is established and confirmed. Many institutions, businesses, communities, and social units, such as ethnic groups in the United States, use history for similar identity purposes. Merely defining the group in the present pales against the possibility of forming an identity based on a rich past. And of course nations use identity history as well—and sometimes abuse it. Histories that tell the national story, emphasizing distinctive features of the national experience, are meant to drive home an understanding of national values and a commitment to national loyalty.

Studying History Is Essential for Good Citizenship

A study of history is essential for good citizenship. This is the most common justification for the place of history in school curricula. Sometimes advocates of citizenship history hope merely to promote national identity and loyalty through a history spiced by vivid stories and lessons in individual success and morality. But the importance of history for citizenship goes beyond this narrow goal and can even challenge it at some points.

History that lays the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past. History provides data about the emergence of national institutions, problems, and values—it's the only significant storehouse of such data available. It offers evidence also about how nations have interacted with other societies, providing international and comparative perspectives essential for responsible citizenship. Further, studying history helps us understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More important, studying history encourages habits of mind that are vital for responsible public behavior, whether as a national or community leader, an informed voter, a petitioner, or a simple observer.

What Skills Does a Student of History Develop?

What does a well-trained student of history, schooled to work on past materials and on case studies in social change, learn how to do? The list is manageable, but it contains several overlapping categories.

The Ability to Assess Evidence. The study of history builds experience in dealing with and assessing various kinds of evidence—the sorts of evidence historians use in shaping the most accurate pictures of the past that they can. Learning how to interpret the statements of past political leaders—one kind of evidence—helps form the capacity to distinguish between the objective and the self-serving among statements made by present-day political leaders. Learning how to combine different kinds of evidence—public statements, private records, numerical data, visual

materials—develops the ability to make coherent arguments based on a variety of data. This skill can also be applied to information encountered in everyday life.

The Ability to Assess Conflicting Interpretations. Learning history means gaining some skill in sorting through diverse, often conflicting interpretations. Understanding how societies work—the central goal of historical study—is inherently imprecise, and the same certainly holds true for understanding what is going on in the present day. Learning how to identify and evaluate conflicting interpretations is an essential citizenship skill for which history, as an often-contested laboratory of human experience, provides training. This is one area in which the full benefits of historical study sometimes clash with the narrower uses of the past to construct identity. Experience in examining past situations provides a constructively critical sense that can be applied to partisan claims about the glories of national or group identity. The study of history in no sense undermines loyalty or commitment, but it does teach the need for assessing arguments, and it provides opportunities to engage in debate and achieve perspective.

Experience in Assessing Past Examples of Change. Experience in assessing past examples of change is vital to understanding change in society today—it's an essential skill in what we are regularly told is our "ever-changing world." Analysis of change means developing some capacity for determining the magnitude and significance of change, for some changes are more fundamental than others. Comparing particular changes to relevant examples from the past helps students of history develop this capacity. The ability to identify the continuities that always accompany even the most dramatic changes also comes from studying history, as does the skill to determine probable causes of change. Learning history helps one figure out, for example, if one main factor—such as a technological innovation or some deliberate new policy—accounts for a change or whether, as is more commonly the case, a number of factors combine to generate the actual change that occurs.

Historical study, in sum, is crucial to the promotion of that elusive creature, the well-informed citizen. It provides basic factual information about the background of our political institutions and about the values and problems that affect our social well-being. It also contributes to our capacity to use evidence, assess interpretations, and analyze change and continuities. No one can ever quite deal with the present as the historian deals with the past—we lack the perspective for this feat; but we can move in this direction by applying historical habits of mind, and we will function as better citizens in the process.

History Is Useful in the World of Work

History is useful for work. Its study helps create good businesspeople, professionals, and political leaders. The number of explicit professional jobs for historians is considerable, but most people who study history do not become professional historians. Professional historians teach at various levels, work in museums and media centers, do historical research for businesses or public agencies, or participate in the growing number of historical consultancies. These categories are important—indeed vital—to keep the basic enterprise of history going, but most people who study history use their training for broader professional purposes. Students of history find their experience directly relevant to jobs in a variety of careers as well as to further study in fields like law and public administration. Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. Work in history also improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacity to identify, assess, and explain trends is essential. Historical study is unquestionably an asset for a variety of work and professional situations, even though it does not, for most students, lead as directly to a particular job slot, as do some technical fields. But history particularly prepares students for the long haul in their careers, its qualities helping adaptation and advancement beyond entry-level employment. There is no denying that in our society many people who are drawn to historical study worry about relevance. In our changing economy, there is concern about job futures in most fields. Historical training is not, however, an indulgence; it applies directly to many careers and can clearly help us in our working lives.

What Kind of History Should We Study?

The question of why we should study history entails several subsidiary issues about what kind of history should be studied. Historians and the general public alike can generate a lot of heat about what specific history courses should appear in what part of the curriculum. Many of the benefits of history derive from various kinds of history, whether local or national or focused on one culture or the world. Gripping instances of history as storytelling, as moral example, and as analysis come from all sorts of settings. The most intense debates about what history should cover occur in relation to identity history and the attempt to argue that knowledge of certain historical facts marks one as an educated person. Some people feel that in order to become good citizens students

must learn to recite the preamble of the American constitution or be able to identify Thomas Edison—though many historians would dissent from an unduly long list of factual obligations. Correspondingly, some feminists, eager to use history as part of their struggle, want to make sure that students know the names of key past leaders such as Susan B. Anthony. The range of possible survey and memorization chores is considerable—one reason that history texts are often quite long.

There is a fundamental tension in teaching and learning history between covering facts and developing historical habits of mind. Because history provides an immediate background to our own life and age, it is highly desirable to learn about forces that arose in the past and continue to affect the modern world. This type of knowledge requires some attention to comprehending the development of national institutions and trends. It also demands some historical understanding of key forces in the wider world. The ongoing tension between Christianity and Islam, for instance, requires some knowledge of patterns that took shape over 12 centuries ago. Indeed, the pressing need to learn about issues of importance throughout the world is the basic reason that world history has been gaining ground in American curriculums. Historical habits of mind are enriched when we learn to compare different patterns of historical development, which means some study of other national traditions and civilizations.

The key to developing historical habits of mind, however, is having repeated experience in historical inquiry. Such experience should involve a variety of materials and a diversity of analytical problems. Facts are essential in this process, for historical analysis depends on data, but it does not matter whether these facts come from local, national, or world history—although it's most useful to study a range of settings. What matters is learning how to assess different magnitudes of historical change, different examples of conflicting interpretations, and multiple kinds of evidence. Developing the ability to repeat fundamental thinking habits through increasingly complex exercises is essential. Historical processes and institutions that are deemed especially important to specific curriculums can, of course, be used to teach historical inquiry. Appropriate balance is the obvious goal, with an insistence on factual knowledge not allowed to overshadow the need to develop historical habits of mind.

Exposure to certain essential historical episodes and experience in historical inquiry are crucial to any program of historical study, but they require supplement. No program can be fully functional if it does not allow for whimsy and individual taste. Pursuing particular stories or types of problems, simply because they tickle the fancy, contributes to a rounded intellectual life. Similarly, no program in history is complete unless it provides some understanding of the ongoing role of

historical inquiry in expanding our knowledge of the past and, with it, of human and social behavior. The past two decades have seen a genuine explosion of historical information and analysis, as additional facets of human behavior have been subjected to research and interpretation. And there is every sign that historians are continuing to expand our understanding of the past. It's clear that the discipline of history is a source of innovation and not merely a framework for repeated renderings of established data and familiar stories.

Why study history? The answer is because we virtually must, to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally "salable" skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—is essential to function beyond childhood. Some history depends on personal taste, where one finds beauty, the joy of discovery, or intellectual challenge. Between the inescapable minimum and the pleasure of deep commitment comes the history that, through cumulative skill in interpreting the unfolding human record, provides a real grasp of how the world works.

Further Reading

Holt, Thomas C. *Thinking Historically: Narrative, Imagination, and Understanding*. New York: College Entrance Examination Board, 1990.

Howe, Barbara. *Careers for Students of History*. Washington, D.C.: American Historical Association, 1989.

Hexter, J. H. *The History Primer*. New York: Basic Books, 1971.

Gagnon, Paul, ed. *Historical Literacy*. New York: MacMillan, 1989.

Oakeshott, Michael. *On History*. Totowa, N.J.: Barnes and Noble, 1983.

Stearns, Peter N. *Meaning over Memory: Recasting the Teaching of History and Culture*. Chapel Hill, N.C.: University of North Carolina Press, 1993.

SECTION 1- EARLY SOCIETIES

THEME-1 FROM THE BEGINNING OF TIME

Learning Objectives:**1. Knowledge:**

The students will learn about the evolution of humans under the following heads:

- a. Physical evolution
- b. Distribution of homo sapien populations
- c. Social evolution
- d. Growth of economies.

2. Understanding:

The students will be able to understand different ways of reconstructing human evolution

3. Application: students will debate whether use of ethnographic data to study early humans is free of problems.

4. Skill: Map Work, reading timelines.

TIMELINE- HOW TO READ TIMELINES

*TIMELINES INDICATE SOME OF THE MAJOR PROCESSES AND EVENTS
IN THE PERIOD OF HISTORY UNDER STUDY.*

AS YOU STUDY TIMELINES REMEMBER:

- = Processes through which ordinary women and men have shaped history are more difficult to study and date than wars and dynastic history.
- = Some dates may indicate the beginning of processes or when it reaches its maturation.
- = Dates are constantly being revised in the light of new evidence.
- = There is chronological overlap in historical processes.
- = Some landmarks in human history have often been shown in timelines and separate timelines may be needed for specific topics.
- = Blank spaces do not indicate nothing is happening- sometimes they indicate unknown areas of study.

Activity 1

On the basis of the above mentioned guidelines make a timeline on any one of the following types of timelines:

1. A timeline showing the lifespan of a historical figure.
2. A timeline showing the rise and fall of a particular empire/ dynasty.
3. A timeline showing a revolution / social change in a particular country/ period of study.

Activity 2

Most societies have stories about the creation of human beings which do not often correspond with scientific discoveries. Find out about some of these and write out anyone of them in not more than 250 words.

Activity 3

Why do the Hazda not assert their rights over land and its resources? Why is there no shortage of food even in times of drought?

Illustrate with the help of any one hunter-gatherer society in India today.

Activity 4

Use ethnographic accounts to reconstruct the lives of peoples in any one part of the world of your choice. What do you think are the advantages and disadvantages of using ethnographic accounts for understanding past societies?

Activity 5 (Map Work)

Evidence of planned hunting in some European sites began as early as 35,000 years ago. On an outline map of Europe name and plot 5 such planned hunting sites.

Activity 6**Cave Art: Discovering Prehistoric Humans through Pictures****Introduction**

In this activity, students travel to the past to explore how people in earlier times used art as a way to record stories and communicate ideas. By studying paintings from the Cave of Lascaux and other caves in France, students discover that pictures are more than pretty colors and representations of things we recognize: they are also a way of communicating beliefs and ideas. In many cases, this is what gives us clues today about what happened long ago, especially when there are no written records left behind.

This activity gives students the opportunity to understand and appreciate the power of art to tell stories, communicate ideas, and promote understanding of the world around us. In this activity, students learn about images created by people in pre-history and the stories those pictures tell -- both for the people who created them and for us today as we try to understand what life was like many, many years ago.

Learning Objectives

After completing this activity, students will be able to:

- Verbally demonstrate an understanding of how paintings and drawings help convey significant ideas and events and how people today understand the past from putting together stories and history from these images.
- Explain how pictures function as symbols, recognizing the way in which the relationship between pictures and words allows images to convey meaning.
- understand how to "read" a picture and put together a series of images in a way similar to that of putting together words to form a story and gain knowledge about the past.

Guiding Questions:

1. How do people express ideas through art?
2. What can we learn about people who lived long ago by looking at a picture?
3. Why do people use images to tell stories and to communicate?
4. What did people use to record important events in their lives or history long ago?
5. How has art been used throughout history to tell stories or to show us what people in other times and places considered important?

Resources:

<http://www.culture.fr/culture/arcnat/chauvet/en/index.html>

<http://www.lascaux.culture.fr/#/en/00.xml/index.html>

Objective Type Questions:

1. Define fossils.
2. True/False:
Homo Habilis was the upright man.
3. the earliest evidence of making stone tool comes from which country?
 - a. Germany
 - b. Kenya
 - c. Iraq
 - d. France
4. A: Hominids began to walk upright
R: Hominids were pushed out of the tree tops by Hominoids.
 - a. Both A and R are true and R is the correct reason for A.
 - b. Both A and R are true and R is not the correct reason for A.

- c. A is true and R is false.
- d. A is false and R is true.

Answer the following questions briefly:-

1. What is understood by positive feedback mechanism? Explain with the help of an example and a diagram.
2. What were some of the methods of obtaining food used by early humans?
3. List some of the advantages and problems associated with using ethnographic data to study past societies?

Essay type questions:-

4. Explain the nature of techniques used by Early man in making tools with example.
5. Humans and mammals such as monkeys and apes have certain similarities in behaviour and anatomy. This indicates that humans possibly evolved from apes. List these resemblances in two columns under the headings of (a) behaviour and (b) anatomy. Are there any differences that you think are noteworthy?
6. Discuss the arguments advanced in favour of the regional continuity model of human origins. Do you think it provides a convincing explanation of the archaeological evidence? Give reasons for your answer.
7. Discuss the extent to which (a) hunting and (b) constructing shelters would have been facilitated by the use of language. What other modes of communication could have been used for these activities?



THEME 2: WRITING AND CITY LIFE

Learning Objectives**1. Knowledge:**

The students will learn about:

- a. Sources of Mesopotamian history.
- b. The emergence of first towns and civilizations in the bronze age.
- c. Significance of writing in a civilization.
- d. The body of knowledge created by the Mesopotamians

2. Understanding:

The students will:

- a. Understand the conditions that should be present for the emergence of urbanism.
- b. Analyze the role writing plays in the growth of a civilization.
- c. Analyse the role of temples and kings in the establishment and organization of urban centres.

3. Application:

Students will compare the earliest archaeological intentions and techniques with the contemporary times

4. Skill:

Students will be able to plot the extent of the Mesopotamian Civilization and locate and name its important centres

Activity

1. Divide the class into small groups of two or three students. Give each group the option of researching any of the bronze age civilizations, namely, Harappan, Mesopotamian, Egyptian or Chinese, and address the following questions:
 - What tools did members of the civilization use?
 - Were members of the civilization able to work together?
 - Did the civilization have a consistent form of communication- oral, written, or both?
 - Was the civilization able to advance culturally and technologically?
 - How would you describe the civilization?

Evaluation

Use the following three-point rubric to evaluate students' work during this lesson.

- **Three points:** Students actively participated in class discussions; completed their research carefully and thoroughly; made a thoughtful, accurate, and complete presentation to the

class.

- **Two points:** Students participated in class discussions; completed their research; made an accurate and complete presentation to the class.
- **One point:** Students did not participate in class discussions; had difficulty completing their research; made an incomplete presentation to the class.

Objective Type Questions:

- 1 What is the significance of the word Mesopotamia?
- 2 Fill in the blank:
The ancient Mesopotamian script was called _____, meaning _____.
- 3 A Mesopotamian character in the Epic of Gilgamesh who played a role similar to Noah was:
 - a. Gilgamesh
 - b. Enmerkar
 - c. Noah
 - d. Utnapishtim
- 4 List two contributions of the Mesopotamians to Mathematics.

Answer the following questions briefly:-

1. Mention the important features of urbanisation.
2. Why was south Mesopotamia agriculturally more productive?
3. How did Mesopotamian temples develop into main urban institutions?
4. Mention two superstitions about construction of houses in Mesopotamia.
5. "Iraq is a land of geographical diversities." Explain with examples.
6. Account for the economic prosperity of the kingdom of Mari.
7. What were the reasons for conflict between the animal herders and the farmers of Mari?

Essay type questions:-

8. Many societies have myths about floods. Find out more about these, noting how life before and after the flood is represented. Discuss with reference to any one such myth.
9. Discuss the development of writing in Mesopotamia. What was its significance to the Mesopotamian civilization?

Section II- EMPIRES**Theme 3: AN EMPIRE ACROSS THREE CONTINENTS****Learning Objectives:****1. Knowledge:**

In this lesson, the students will learn about the:

- a. Sources of Roman history
- b. Contributions of some of the most powerful roman emperors.
- c. Some aspects of Roman culture.

2. Understanding:

The students will:

- a. Understand the economic and political structures of the Roman Empire
- b. Analyze the third century crisis in the Roman Empire.
- c. Analyze gender equations
- d. Understand the importance of slavery to Roman economy.

3. Application:

Compare and contrast Roman social hierarchy with the contemporaneous Indian situation. Study the causes of the decline of the Roman Empire and see if some of these causes are universal in nature

4. Skill:

Students will be able to plot the extent of the roman empire at its height and name and locate its important centres.

Note making

Writing essay-type answers.

Activity**Objectives**

Students will

- Discuss the role of public entertainment in ancient Rome;
- Imagine themselves as a participant at a gladiator games at the Roman Colosseum; and
- Write a personal account of the games.

Materials

- Computer with Internet access
- Print resources about the Roman Empire and the gladiator games

Procedures

1. Discuss the role of public entertainment in ancient Rome. Explain that life was difficult for most Romans, who made of the lower class. Because they lived in poverty, Rome's

emperor provided free food. Held in large arenas or amphitheatres, gladiator games and chariot races provided public entertainment. The Colosseum, still standing today, was one such arena.

2. Students will imagine themselves in ancient Rome. The emperor has declared a public holiday and ordered gladiator games to take place in the Colosseum. They will write a personal account of the games from the point of view of a spectator, the emperor, a lanista (an owner of the gladiators), or a gladiator himself. The accounts must answer the following questions:

- Describe the Colosseum.
- Describe the gladiator. What type of gladiator is he? How do you know? (What is he wearing? What type of weapons is he using?)
- Describe what happened during the event. Who or what other than the gladiator was present?
- Describe the spectators. How do they react? How many are in the arena? What role do they play?
- Where is the emperor? What role does he play in the games?
- Describe the life and training of the gladiator.

3. The following Web sites provide helpful information:

The Gladiator

<http://ablemedia.com/ctcweb/consortium/gladiators.html>

Roman Gladiatorial Games

<http://depthome.brooklyn.cuny.edu/classics/gladiatr/>

Gladiator: History and Times

<http://www.murphsplace.com/gladiator/glads.html>

Roman Colosseum

http://www.greatbuildings.com/buildings/Roman_Colosseum.html

Rome: Colosseum

http://www.kent.k12.wa.us/curriculum/soc_studies/rome/Colosseum.html

The Colosseum of Ancient Rome

<http://www.eliki.com/ancient/civilizations/roman/>

Evaluation

Use the following three-point rubric to evaluate students' work during this lesson.

- **Three points:** Students were highly engaged in class discussions; created clear and detailed accounts of the gladiator games that provided many facts about the lives of

gladiators and the Roman Colosseum.

- **Two points:** Students participated in class discussions; wrote adequate account of the gladiator games that included some facts about the lives of gladiators and the Roman Colosseum.
- **One point:** Students participated minimally in class discussions; wrote incomplete accounts of the gladiator games that included few or no facts about the lives of gladiators and the Roman Colosseum.

Objective Type Questions:

1. Name the three pillars of the Roman state.
2. True or False:
Pax Romana started with Julius Caesar's reign.
3. Match the columns:

a. Diocletian	i. introduced the Solidus
b. Constantine	ii. Forbade senators from serving in the army
c. Justinian	iii. Cut back on territories seen as non strategic.
d. Gallienus	iv. Recovered lost territories in Africa and Italy

- A. a-ii, b-iii, c-iv, d-i
 - B. a-iv, b-iii, c-ii, d-i
 - C. a-iii, b-i, c-iv, d-ii
 - D. a-i, b-iii, c-iv, d-ii
4. Dressel 20 was used to transport:
 - a. wheat
 - b. olive oil
 - c. wine
 - d. perfume

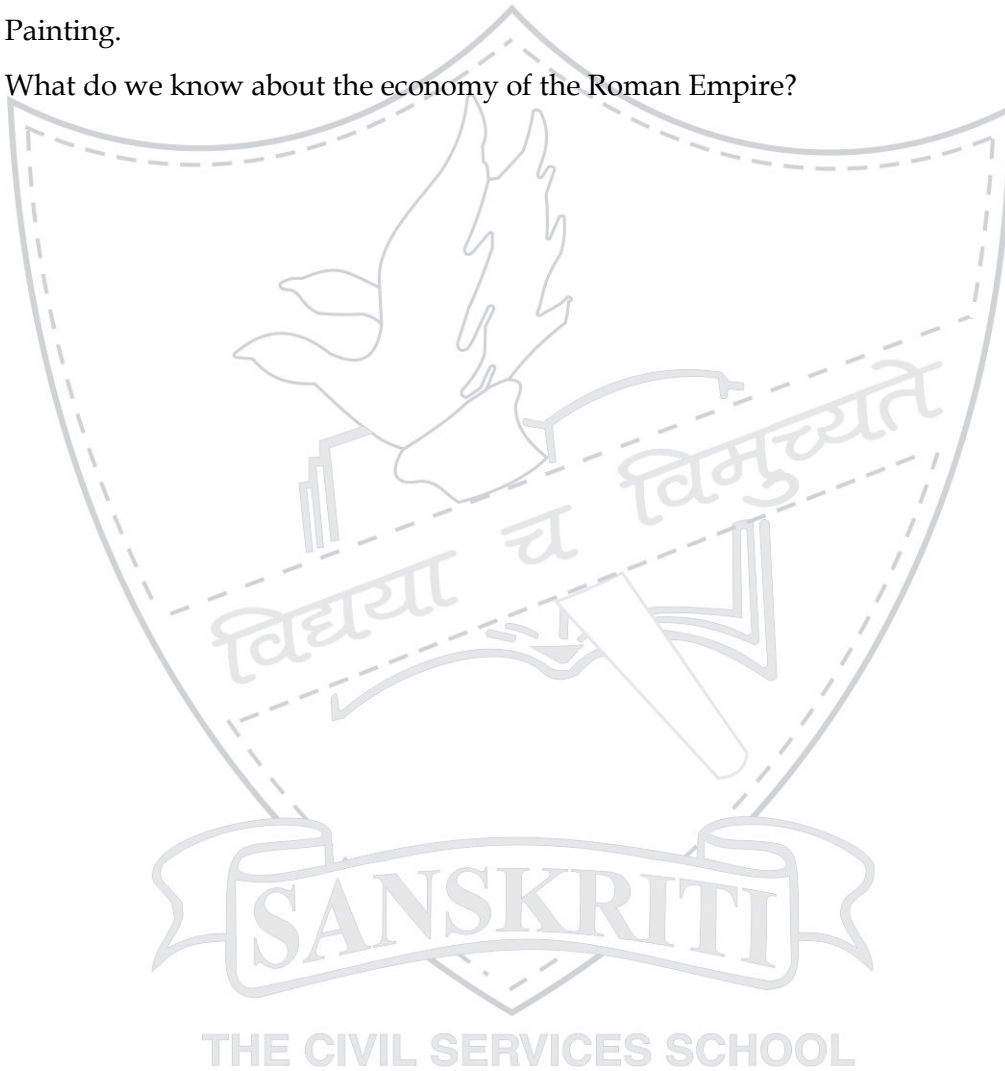
Answer the following questions briefly:

1. What are the various categories of sources we can use to reconstruct Roman history?
2. How was the Roman empire different from its contemporary, the Sassanian empire?
3. What was the position of women in Roman society?

4. What were the main features of the Early empire?
5. Explain briefly, the provincial administration in the Roman Empire.

Essay type Questions:

6. How did Constantine guarantee the survival of the Roman empire in the east, while it fell apart in the west?
7. What were the three pillars of the Roman empire? What was the role of each of these elements in the strengthening of the empire?
8. Describe the legacy of the Roman empire in the fields of Sculpture Architecture and Painting.
9. What do we know about the economy of the Roman Empire?



THEME 4: THE CENTRAL ISLAMIC LANDS

Learning Objectives**1. Knowledge:**

The students will learn about:

- a. The early history of Islam.
- b. Political developments in the Islamic world.
- c. Conflict with Christendom
- d. Economic organization of the Islamic empire.
- e. Arab contribution to science and culture.

2. Understanding:

The students will be able to:

- a. Understand the connection between the simultaneous rise of Islam as a religion and as a political entity.
- b. Analyze the circumstances which led to the confrontation between the Islamic and the Christian worlds.

3. Application:

The students will be able to trace back the current animosity between the middle east and the west to the crusades. For instance the Israel-Palestine problem, or, Osama bin Laden declaring USA to be Islam's enemy no.1!

4. Skill:

The students will be able to plot the Islamic empire and its important centres.
Teamwork through group presentations.

Activity 1

Write a research paper on The Crusades and their lasting impact on Christian- Muslim relations based on the following guidelines:

1. Historical background of the Crusades and the role of the New Testament in the formation of the image of Muslims in the Christian world.
2. Increase of hostilities in the 11th century.
3. Change in the socio-economic conditions of Western Europe.
4. Disintegration of the empire of the Saljuks.
5. Role of the Pope.
6. A critical estimate of the three Crusades.
7. Impact of the crusades on Christian- Muslim relations.

Activity 2

Group presentations on Learning and Culture in the Central Islamic Land followed by feedback worksheet.

Feedback on presentations:

1. WAS THE CULTURE COSMOPOLITAN?
2. WAS FINE LANGUAGE AND CREATIVE IMAGINATION MOST IMPORTANT?

Quick Notes:**Culture and Art**

As Islam as a religion began to take shape and its believers interacted with people belonging to different communities and professions, they became inquisitive and reflective. They asked various questions pertaining to religion as a result of which different interpretations of Islam came up.

For the religious scholars or the ulema, The Quran and the Hadith were the only ways to know God and answer those very questions. While they put down their interpretation of the Quran (tafsir), others went on to draft a body of laws or the sharia.

This would govern the faithfuls' relation with God and other members of the community. Instead of one, there were 4 schools of law – HANBALI, SHAFII, MALIKI and HANAFI. Reason was used when these laws were being framed as the Quran could have had different interpretations, sources and methodology used were different and also because society had become complex since the time of the Prophet. These laws mainly concerned with questions of personal status rather than commercial, penal or constitutional issues.

However it must be noted that despite the sharia customary law of the land were not ignored. Again most of the matters were handled by the King and his minister and even if a case was forwarded to the Qazi, he did not impose the sharia always.

- Another interpretation of religion was Sufism. The Sufis sought a deeper and personal knowledge of God. They sought to renounce the material world and rely on God alone. Ideas of pantheism, intense love (ishq) and submerging oneself in God (fana) dominated their thoughts. They used musical concerts (sama) to stimulate emotions of love and passion. Sufism was and is still open to all and it posed a challenge to orthodox Islam.
- An alternative vision of God was developed by Islamic scholars and philosophers who drew inspiration from the works of Greek scholars. Schools in Mesopotamia, Syria and Alexandria taught Greek philosophy, science and maths. Under the Umayyad and Abbasid Caliphate, these books were translated into Arabic by Christian scholars. Students were taught not only about Aristotle and Plato, they were also familiarised with Indian works on astronomy, maths and medicine.

The new scholars used Greek logic and methods of reasoning to defend Islamic beliefs. Some did not believe in the resurrection of the body on the day of Judgement. One such scholar was IBN SINA, known in the west as AVICENNA, who wrote THE CANONS OF MEDICINE. In this book he went to lengths to describe the experiments he conducted in his hospital, the 760 odd drugs sold by pharmacists, the importance of diet and environment on health and the contagious nature of some diseases.

LANGUAGE AND LITERATURE.

- Language and literature witnessed efflorescence in the Islamic state especially under the Abbasids. Adab or cultural and literary refinement was very important for the literate Arab. It included prose and verse which an individual had to remember and recall at the appropriate time.

Arab poets wrote the ode (QASIDA) which mainly praised the patron. By the time literature is influenced by Persian, especially under ABU NUWAS there is a complete reinvention of the poetic form. He wrote on subjects that were forbidden by Islam, but he had a large following of poets who continued to write on wine, intoxication and male love.

PAHLAVI, the old Persian was influenced by Arabic and a new Persian soon developed. The formation of the new sultanates at Khorasan and Transoxiana took new Persian to great heights. RUDAKI, considered the father of Persian poetry took the language to great heights by introducing new forms such as the RUBAI and the GHAZAL. The rubai could be used to express the beauty of the beloved, praise a patron or express the thoughts of a philosopher. It reached its zenith under OMAR KHAYYAM, poet, mathematician and astronomer who lived in Bukhara, Samarqand and Isfahan,

By the 11th century Ghazni became the cultural centre and Muhammed of Ghazni's court attracted many distinguished poets including the author of the epic poem SHAHNAMA, Firdausi. The Shahnama comprises 50,000 couplets and is a narrative of numerous legends. It also traces the history of Iran from Creation to the Arab conquest.

A book catalogue of a Bookseller of Baghdad gives us an insight into the different kinds of books that were written. It included a collection of animal fables called KALILA WA DIMNA which is the Arabic translation of the Pahlavi version of the PANCHATANTRA. It also included books on adventure of Sikander and Sindabad, stories of the mad man Majnu and a Thousand and One Nights where Sharzad narrates a story to the king every night.

HISTORY AND GEOGRAPHY

- The scope of adab was also included in the writing of history. Geography, travelogues and books on statecraft. History was written in a big way as it recorded the achievements of the kings, it was read by scholars and students. Regional history was written during the period of decentralization.

Geography and travel constituted a special branch of adab. Most writers documented the works of the travellers and also referred to Greek, Iranian and Indian accounts and observations of travellers and merchants.

In mathematical geography the inhabited world was divided into 7 levels that lay parallel to the equator and represented the 3 continents. Exact positions of the city could be calculated on the basis of the position of the stars.

Comparative study of countries and peoples of the world were also written which indicated the presence of diversity in the Islamic world. Alberuni's TAHQIQ MA LIL HIND was the greatest attempt by an 11th century Muslim writer to look beyond the world of Islam and observe a different culture altogether.

ARCHITECTURE

- An Islamic city from Spain to Central Asia was gradually identified by its distinct architectural features. These features included domes, minarets, arches, courtyards, open spaces and pillared halls where prayers were said.
- The mosque especially had certain distinct features which included the MIHRAB or the niche in the wall that points towards Mecca, QIBLA or the direction of Mecca, MINBAR or the pulpit from where the imam delivers his sermon and the MINARET a tower that was used to call the faithful to prayer.
- These features were also seen in other buildings such as palaces, hospitals and caravanserais. The Ummayyads built palaces in the desert which had Roman and Sassanian influences as seen in the mosaics, sculptures and paintings.
- The Abbasids built cities in Samarra with gardens and running water.
- However none of these monuments survive today and our only source of information are literary texts which refer to these splendours.
- Other features of Islamic art include CALLIGRAPHY, VEGETAL DESIGNS and ARABESQUE. Calligraphy is seen on different media such as stone and paper where extracts from the Quran were beautifully represented.
- MINIATURE PAINTINGS, ILLUMINATION TECHNIQUES, PLANT AND FLORAL DESIGNS were also used to enhance the beauty of the book.

Objective Type Questions:

1. Name 2 sources of the history of the Islamic world.
2. Who were the Mawali?
3. Who were the Ahl al-kitab?
4. When was the second crusade fought?
 - a. 1097-98
 - b. 1098-99
 - c. 1099-1100
 - d. 1100-1101

Answer the following questions briefly:

1. Why was Muhammad's message appealing to the Meccans?
2. Why was Muhammad's migration to Medina regarded as the turning point in the history of Islam? Discuss in the light of Muhammad's innovations made here.
3. What are the sources for the study of the Islamic world?
4. Who were the Umayyads?
5. What was the Abbasid Revolution?

Essay type Answers:-

6. Discuss the contribution of Arabs in Science and philosophy with examples.
7. What kind of economy prevailed in the Central Islamic Lands? Discuss its development.
8. Evaluate the reasons for the break up of the Caliphate and rise of Sultanate.



THEME 5: NOMADIC EMPIRES

Learning Objectives:**1. Knowledge:**

The students will learn about:

- a. The sources to reconstruct the history of the Mongols
- b. Social and political life of the Mongols before and after Genghis Khan
- c. His career and military organisation

2. Understanding and Analysis:

The students will be able to:

- a. See how Genghis Khan and his legacy are viewed by different nations

3. Application:

Students will use google apps to create lessons and learning resources for their peers.

4. Skill:

Use of Internet resources for learning.

Activity 1

Project work on SILK ROUTE AND MONGOL INVASIONS based on the following guidelines:

1. Areas traversed by the Silk Route and goods that were available to the traders on the way.
2. Trade on the Silk Route at the height of Mongol power.
3. Persian chronicles on Mongol campaigns.

Activity 2

What is the significance of Yasa? Did the meaning of Yasa change over the centuries separating Genghis Khan and Abdullah Khan?

Activity 3

Draw the family tree of the Mongol Dynasty concluding with Genghis Khan. Notice the traditional headgear of the KHANS. Make your own family tree showing the differing ways of covering the head amongst men and women of India.

Activity 4

The estimated figures of Mongol destruction is phenomenal. How did medieval chroniclers arrive at such figures? Make a comparative analysis with other nomadic groups such as the Turks and the Huns in the adjoining areas.

Objective Type Questions:

1. Temujin grew up to be _____.
2. The Silk Route extended to _____ and _____ during Mongol rule.
 - a. India and China

- b. China and Korea
 - c. Mongolia and Karakorum
 - d. India and Mongolia
3. Tax levied for maintenance of courier system was called _____.
4. What were qanats?

Answer the following questions briefly:

1. What are the problems of handling sources on the Mongols?
2. Discuss briefly the early career of Temujin before he became Genghis Khan.
3. How did Genghis Khan reorganize the army?

Essay Type Questions:

4. Throw some light on the socio-political background of the Mongols before the advent of Genghis Khan.
5. Did Genghis Khan's successors remain faithful to his political ideology? What changes do we see in the nature of Mongol rule after Genghis?
6. How can we place Genghis Khan today in the history of the world?



SECTION III- CHANGING TRADITIONS

THEME 6: THE THREE ORDERS

Learning Objectives:**1. Knowledge:**

The students will learn about:

- a. The feudal structure
- b. Rights privileges and duties of the three orders.

2. Understanding and Analysis:

The students will be able to:

- a. Understand the changes within the feudal system which led to a renegotiation of relationships between the three orders.
- b. Analyze the factors which led to the emergence of towns.
- c. Analyze the crisis within the feudal system in the 14th century.

3. Application:

Students will be able to compare the conditions of life for a French serf and a Roman slave

4. Skill:

The students will be able to use:

- a. literary compositions to understand the period.
- b. Social media for learning

Activity 1

"If my dear lord is slain, his fate I'll share." Discuss the relationship between the lord and his knight with reference to other poems like this one recounting the adventures of knights.

Activity 2

What picture do you get of pilgrimage as an important part of a Christian's life and the lives of monks from writings such as Chaucer's Canterbury Tales? What was the role of the Church in feudal society?

Activity 3

Draw the layout of a typical medieval cathedral town. What were the special features of medieval towns? Do you agree with the statement "town air makes free"?

Activity 4

Giovanni Boccaccio tells us of the pitiable conditions of the people during the 14th century crisis. Discuss the Black Death and its impact on the labour force. Did the economic crisis lead to social dislocation?

Case study of Feudalism in France/ England

Make a case presentation on Feudalism describing in detail the social relations and hierarchies, land management and popular culture of the period in France or England.

Useful guidelines:

1. BEGIN WITH a MAP of Western Europe showing feudal France/ England.
2. Define the terms FEUDALISM and Medieval period before you trace the origins of feudalism in these countries.
3. Discuss the position and role of the three orders and the changes witnessed in their structure and relation in the feudal period.
4. What were the causes of the crisis in Europe in the 14th century? What was its impact?
5. Reasons for the decline of Feudalism and the shift in focus to the growth of monarchies- why does France today have a republican form of government and England a constitutional monarchy?

Activity 5**Objectives**

Students will

- Understand the feudal system of the Middle Ages.
- Write a fictional first-person account from the point of view of a king, noble, knight, or peasant.

Procedures

1. *Divide the class into groups to do this activity.*
2. *The Middle Ages began when the Western Roman empire fell in the 5th century and faded as the Renaissance took hold across Europe in the 13th, 14th, and 15th centuries. It was violent and dangerous, with numerous wars and foreign invasions. The kings were not powerful enough to protect their lands; the wealthy nobles fought each other for greater territory and power. The kings made a deal with the nobles, in which they gave nobles land and promised to protect them. In return, the nobles promised to be loyal to the king and to supply him with armed warriors and other services.*
3. Talk about the different types of people or levels of the feudal system.
 - monarch
 - nobles

- knights
- peasants

As a class, discuss the obligations or responsibilities of the different levels within the feudal system.

4. Each group will then write a first-person account from the point of view of a monarch, noble, knight, or peasant. In their account, they should describe their responsibilities to other members of the feudal system and any restrictions they may face. They should also explain whether they are a vassal, a lord, or perhaps both. Finally, they should provide some details about what daily life might have been like for that person. The following Web sites may also be helpful:

- Middle Ages and Feudal Life
<http://www.learner.org/exhibits/middleages/>
- Life in a Medieval Castle
<http://www.castlewales.com/life.html>
- The Lifestyle of Medieval Peasants
http://www.historylearningsite.co.uk/medieval_peasants.htm
- The Middle Ages
<http://www.mnsu.edu/emuseum/history/middleages/contents.html>
- Life in the Middle Ages
<http://www.kyrene.k12.az.us/schools/brisas/sunda/ma/mahome.htm>
- History for Kids: The Middle Ages
<http://www.historyforkids.org/learn/medieval/index.htm>

Evaluation

- Use the following three-point rubric to evaluate students' work during this lesson.
- **Three points:** Students were active in class discussions; first-person accounts reflected a strong understanding of the feudal system and the life and responsibilities of different types of people within with the system.
- **Two points:** Students participated in class discussions; first-person accounts reflected a satisfactory understanding of the feudal system and the life and responsibilities of different types of people within with the system.
- **One point:** Students did not participate in class discussions; first-person accounts reflected

a weak or inaccurate understanding of the feudal system and the life and responsibilities of different types of people within with the system.

Objective Type Questions:

- Define the term feudalism.
- True or False:
Feudalism first emerged in Germany.
- Assertion and reasoning:
A: During the 5th to 10th centuries in Europe saw very short growing season for crops.
R: During 5th to the 10th there was a mini Ice Age.
 - Both A and R are true and R is the correct reason for A.
 - Both A and R are true and R is not the correct reason for A.
 - A is true and R is false.
 - A is false and R is true.

- Match the Columns:

a. 1 st Order	i. Nobility
b. 2 nd Order	ii. Clergy
c. 3 rd Order	iii. Towns people
d. 4 th Order	iv. Peasants

A. a-ii, b-iii, c-iv, d-i

B. a-ii, b-i, c-iv, d-iii

C. a-iii, b-ii, c-iv, d-i

D. a-iv, b-iii, c-ii, d-i

Answer the following questions briefly:

- Who was Mark Bloch? How did he contribute to the study of feudal Europe?
- What is meant by three orders?
- What is understood by the term 'feudalism'?
- How could a Serf become free?

Essay type Questions:-

5. What were the factors affecting Social and Economic relations under Feudalism?
6. Can we say that the manorial estate in feudal Europe was self sufficient, both, economically and politically?
7. What crisis hit feudal Europe in the 14th century?
8. What was the place of towns in the feudal economy?



THEME 7: CHANGING CULTURAL TRADITIONS

Learning Objectives:**1. Knowledge:**

The students will learn about:

- a. Role of the Arabs in preserving the Greco-Roman body of scientific and philosophical traditions.
- b. New movements in art and architecture.
- c. New scientific inventions and discoveries which changed our view of the universe.

2. Understanding and Analysis:

The students will be able to:

- a. Understand the concept of humanism.
- b. Understand the humanist construction of history and human beings.
- c. Analyze the aspiration of women from the few glimpses we get of their lives during the renaissance.
- d. Analyse the causes of the emergence of the Protestant Reformation.

3. Application:

The students will argue whether the period under study can be called Renaissance.

4. Skill:

The students will be able to create power point presentations and speak and present their arguments before an audience

Activity

The class will be divided into groups. each group will be assigned a specific area in which Leonardo made a significant contribution to his time and to society in general—in aerodynamics, anatomy, architecture, botany, engineering, mathematics, optics, ornithology, painting, or physics. Each group will explore its assigned area and then make a case for Leonardo's great contribution to Renaissance knowledge in that particular area.

Some helpful websites.

- Internet Public Library [<http://www.ipl.org/>]
- Learner.Org [<http://www.learner.org/>]
 - Frame Oeuvre
[<http://www.louvre.fr/img/photos/collec/peint/grande/inv0779.jpg>]
 - The Leonardo Museum in Vinci
[<http://www.leonet.it/comuni/vincimus/invinmus.html>]
- Metropolitan Museum of Art [<http://www.metmuseum.org/>]
 - Introduction to the Renaissance
[http://www.metmuseum.org/explore/publications/pdfs/renaissance/divided/c_Intro.pdf]

- Museum of the History of Science [<http://www.mhs.ox.ac.uk/>].
 - Explore Leonardo's Studio
[<http://www.bbc.co.uk/science/leonardo/studio/>]
 - Glider
[<http://www.bl.uk/whatson/exhibitions/leonardo/glider.html>]
 - Leonardo
[<http://www.museoscienza.org/english/leonardo/>]
 - Leonardo Right to Left
[<http://www.sciencemuseum.org.uk/on-line/leonardo/LeonardoRighttoLeft.asp>]
 - Renaissance Man
[<http://www.mos.org/leonardo/bio.html>]
 - Parachute
[<http://www.bl.uk/whatson/exhibitions/leonardo/parachute.html>]
 - Sketchbook
[<http://www.ucmp.berkeley.edu/history/images/sketchbook.gif>]
 - Turning the Pages on the Web
[<http://www.bl.uk/collections/treasures/digitisation.html>]

Objective Type Questions:

1. Jacob Burkhardt was associated with this university:
 - a. Padua
 - b. Bologna
 - c. Basle
 - d. Oxford
2. True or False? Correct the statement if false.
Donatello sculpted the Pieta
3. Name the subjects that gave a new quality to Renaissance Art.
4. Name two famous Renaissance women.

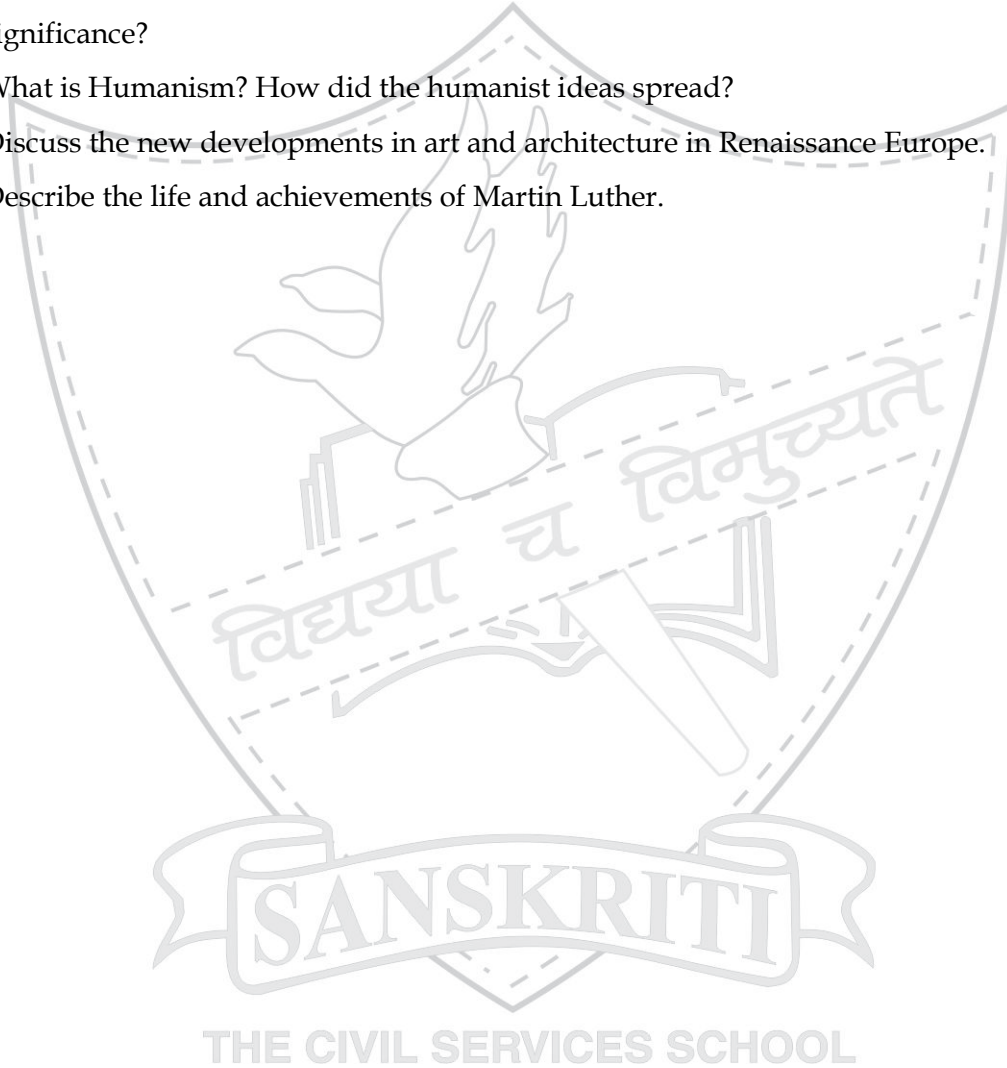
Answer the following questions briefly:

1. Who was Jacob Burkhardt? What was his point of departure from his teacher?
2. List the factors responsible for the revival if Italian cities in the 14th and 15th centuries?
3. What is understood by the term 'renaissance'? Was it simply a revival of classical traditions?

4. What practices of the Roman Catholic Church and the Churchmen of the 15th and 16th centuries did the protestants object to?
5. How did the Arabs contribute to the Renaissance?
6. Name 3 personalities who lived in Florence. What was their contribution to the Renaissance?

Essay type Questions: -

7. What was the impact of Renaissance on the life of the people? What was its significance?
8. What is Humanism? How did the humanist ideas spread?
9. Discuss the new developments in art and architecture in Renaissance Europe.
10. Describe the life and achievements of Martin Luther.



THEME 8: CONFRONTATION OF CULTURES

Learning Objectives:**1. Knowledge:**

The students will learn about:

- a. The three American civilizations
- b. Coming of Europeans to the 'new world'

2. Understanding:

The students will be able to:

- a. Understand the motivations for European hunger for voyages and discovery of new lands.
- b. Analyzing the consequences of the discovery of new lands.

3. Application:

The students will compare and contrast the patterns of slavery in the Greco-Roman period with that of the 15th -18th centuries.

4. Skill:

The students will be able to plot new routes discovered by seafarers, the extent of the three American civilizations and the areas of Africa where slaves were obtained.

Activity

Class will be divided into groups and they will attempt any one of the following:

Objectives

Students will

- research and report on the Inca uprising from the point of view of either the conquistadors or the Incas; and
- Write a short essay on whether or not this uprising and bloody clash of cultures could have been avoided.

Procedures

1. Students will consider the clash of cultures from the point of view of both the Spanish conquistadors and the Incas. The students should understand the following events:
 - Manco Inca was put into place as emperor of the Incas by Pizarro as a puppet ruler;
 - Manco Inca surprised the Spaniards by organizing a resistance; and
 - Manco Inca was motivated to fight the Spaniards because he hated them after they humiliated him.
2. Tell they are going to work in groups to research both sides of the Inca rebellion and then give a brief report to the class. As part of their research, students in each group should answer these questions:
 - What was the goal or purpose of your assigned group (conquistadors or Incas)?
 - Who were some of the main characters involved in your group's side of the resistance?
 - What kind of life was your group accustomed to?

- In what ways did your group differ from the other group?
 - What advantages did your group have in this clash of cultures?
 - What disadvantages did it face?
 - In your opinion, what mistakes or errors of judgment did your group make?
3. Each group also should include in its report five or more direct passages or quotations from research that back up an answer to a question or provide other information about the group's perspective. Suggest that students look for examples of a particular bias or prejudice on the part of the writer.
4. the group focusing on the Spanish conquistadors' role in the Inca uprising can refer to the following Web sites:
- <http://www.fll.vt.edu/culture-civ/spanish/texts/spainlatinamerica/pizarro.html>
 - http://www.bruce.ruiz.net/PanamaHistory/francisco_pizarro.htm
 - http://www.ucalgary.ca/applied_history/tutor/eurvoya/inca.html
5. the group focusing on the Incas' waging of their rebellion can refer to the following Web sites:
- http://www.jqjacobs.net/andes/tupac_amaru.html
 - <http://www.bookrags.com/books/hcpru/PART19.htm>
 - <http://www.hc09.dial.pipex.com/incas/conquest-1537.shtml#top>
 - <http://www.famousamericans.net/mancoincayupanqui/>
6. As a final activity, each student should write a paragraph or short essay on whether they think the Inca rebellion could have been avoided. Given the era and what was at stake, was it feasible that the two sides could have reached a peaceful solution in spite of their cultural differences?

Objective Type Questions:

1. Define animism.
2. In the Aztec civilization, the children of the nobility went to a school called _____.
3. The name America was first used by a German publisher in the year.....
 - a. 1504
 - b. 1505
 - c. 1506
 - d. 1507

4. True or False:
The Europeans introduced potatoes to the Americas.

Answer the following questions briefly:

1. What were the most important achievements of the Mayas?
2. Describe the achievements of the Inca and Aztec civilizations.
3. Describe the important common features of the early American civilizations.
4. Give reasons for Spain and Portugal being the first in the fifteenth century to venture across the Atlantic.

Essay type Questions: -

1. In what major respects do the material cultures of the American civilizations differ from the early Asian and European civilizations?
2. How did the 'discovery' of South America lead to the development of European colonialism?
3. 'Christopher Columbus' discovery of the New World did not happen in a vacuum. Elucidate, keeping in mind the existing geographical knowledge and socio-economic and political conditions of the time.



SECTION IV- TOWARDS MODERNISATION

THEME 9: THE INDUSTRIAL REVOLUTION

Learning Objectives:**1.Knowledge:**

The students will learn about

- The various new technologies that emerged which facilitated industrialization.
- Workers protest movements
- Industrial reforms through legislations.

2.Understanding:

The students will:

- Analyze the reasons of Britain being the first industrial nation.
- Understand how life changed due to industrialization.
- Understand how lives of women and children was affected.

3. Application:

The students will learn to look at gaps in arguments when they debate whether this shift from home based to a factory based production system can be called a revolution.

4.Skill:

The students will learn to draw connections between literature and art

READINGS:

- Arnold Toynbee, T.S. Ashton, Eric Hobsbawm, Georges Michelet, Friedrich Engels.
- Prose- Charles Dickens, D.H Lawrence.
- Poetry- Edward Carpenter, Oliver Goldsmith.
- Films-Modern Times- Charlie Chaplin.

Objective Type Questions:

- Match the Columns:

a. Abraham Darby	i. Water Frame
b. Richard Arkwright	ii. Puffing Devil
c. Thomas Savery	iii. Iron Smelting
d. Richard Trevithick	iv. Miner's Friend

A. a-iii, b-i, c-iv, d-ii

B. a-i, b-iii, c-iv, d-ii

C. a-ii, b-iv, c-i, d-iii

D. a-iv, b-iii, c-ii, d-i

- Reasoning and Assertion

A: Britain was the first country to experience modern industrialization.

R: Britain saw the growth of many factories during industrialization.

- a. Both A and R are true and R is the correct reason for A.
 - b. Both A and R are true and R is not the correct reason for A.
 - c. A is true and R is false.
 - d. A is false and R is true.
3. Which act limited the number of working hours for men in industrial Britain?
 4. What was the Peterloo Massacre?

Answer the following questions briefly:

1. List the innovations in the iron and coal sector which revolutionized these industries in Britain.
2. What were the typical problems of industrial towns?
3. How did demand for grain in the 18th century trigger off the IR?
4. Why was the use of charcoal given up in the 18th century?
5. Make a time line showing the most important inventions from 1750 to 1870.
6. Name any 4 inventions that took place in the textile sector. How did they revolutionize the textile industry?
7. Why did a canal mania overtake England in the 18th century? How did it contribute to the growing increase in land value? Why did railway mania replace the canal mania?
8. Trace the use of steam power since its usage in the mines to its replacing hydraulic power.

Essay type Answers:-

1. How did the IR change the lives of the ordinary people?
 2. Discuss the various repressive acts passed by the parliament to protect the capitalists. How did the working class fight for their rights against these unfair laws?
 3. What were the different laws introduced by the Parliament to protect the working class?
- Did an IR actually take place between the 1780s and 1850s? Explain giving points of reference.

Map Work:

1. On a political map of Europe name and locate
3 centres of cotton textile production.
3 areas of coal and iron manufacturing.

THEME 10: DISPLACING INDIGENOUS PEOPLES

Learning Objectives:**1. Knowledge:**

The students will learn about the interactions between the natives of the Americas and Australia with the European settlers.

2. Understanding:

The students will:

- a. Understand the processes of displacement of the native people.
- b. Understand the far-reaching consequences of this displacement on the natives and the environment.

3. Application:

The students will examine whether the efforts of present-day governments in North America and Australia are doing enough to revive native people and their culture.

4. Skill:

Students will be able to mark on maps the movement and marginalization of the native people of North America and Australia.

Stories of the Dreaming - General Information

Storytelling is an integral part of life for Indigenous Australians. From an early age, storytelling plays a vital role in educating children.

Overview/Introduction

Storytelling is an integral part of life for Indigenous Australians. From an early age, storytelling plays a vital role in educating children. Stories help to explain how the land came to be shaped and inhabited; how to behave and why; where to find certain foods, etc.

Gathered around the camp fire in the evening, on an expedition to a favourite waterhole, or at a landmark of special significance, parents, Elders or Aunts and Uncles use the stories as the first part of a child's education.

Then, as children grow into young adults, more of the history and culture is revealed. Adults then take responsibility for passing on the stories to the following generations. In this way, the Stories of the Dreaming have been handed down over thousands of years.

All the storytellers you will meet on this site are active in keeping the stories alive and passing them on the next generation.

These are stories of the history and culture of the people, handed down in this way since the

beginning of time, since the Dreamtime.

Custodianship

Because the 'Stories of the Dreaming' have been handed down through the generations, they are not 'owned' by individuals. They belong to a group or nation, and the storytellers of that nation are carrying out an obligation to pass the stories along.

The Elders of a nation might appoint a particularly skilful and knowledgeable storyteller as 'custodian' of the stories of that people.

With the discouragement and 'unofficial' banning of the telling of traditional stories, which continued well into the twentieth century, many stories were 'lost'. The custodians passed away without being able to hand the stories on. This was particularly so in the south-east region of Australia.

Today's custodians are keen to spread the stories as widely as possible. It is part of the overall effort to ensure that young people build and retain a sense of who they are.

Storytelling, while explaining the past, helps young Indigenous Australians maintain dignity and self-respect in the present.

Present-day custodians of stories play a vital role in Indigenous communities.

Secret/Sacred Stories

Many stories are considered to be of a secret or sacred nature and only to be told to certain people. For example, men have stories associated with initiation grounds that must not be revealed to any but an initiated male.

Women have stories that they tell only among themselves younger, or unmarried women are not permitted to hear such stories, and to tell them or permit them to be told to the 'wrong' person is a serious breach of law.

The secret/sacred nature of some stories has parallels through Indigenous life; certain sites may only be visited by certain groups-women, elders, for the purposes of initiation, and so on.

You can start with the following websites:

<http://australianmuseum.net.au/Stories-of-the-Dreaming>

<http://www.nla.gov.au/exhibitions/bunyips/>

Activity 1

The class will be divided into groups of four or five students. each group will read one of the Bunyips stories from the National Library of Australia's website, When they have finished reading the story their group has been assigned have them work together to answer the following questions:

- What is this story about?
- Who are the characters? Are they animals? People? Spirits?
- Are some characters good? Are some characters bad?
- What is the lesson of this story?
- How can you tell that this story is an Aboriginal story?

Activity 2**Objectives**

Students will understand the following:

1. **Chief Joseph was well educated and articulate in English.**
2. **Chief Joseph tried to break white people's stereotypes about Native Americans.**

Materials

For this lesson, you will need:

- A copy of an excerpt from the magazine article "An Indian's Views of Indian Affairs" (see Procedures)

Procedures

Read the piece of Native American literature included below and analyze it in a class discussion. This excerpt is from the 19th century but, unlike so much Native American literature that began orally and later was written down, this piece originated as a written document. the piece was published in a magazine for a white audience in 1879, two years after the writer had surrendered to the U.S. government; the piece was written by the Nez Perce leader Chief Joseph, whose father had been converted to Christianity by a missionary; and the son was educated in a mission school.

the class will discuss about how the piece might have surprised listeners because instead of reinforcing stereotypes of Native Americans as wild, uneducated people, it shows a Native American as apparently well educated in the English language and in Christian-like thinking.

In continuing to debunk myths about Native Americans, students will then

imagine how Chief Joseph dressed. Students will then locate some of the many photographs taken of Chief Joseph and widely available on the web. (Among the photographers whose images of Joseph have come down to us are William Henry Jackson and John H. Fouch.) How does Joseph's clothes in those photos support or undercut students' initial guesses of what Joseph wore? Draw out whether Joseph's clothes were appropriate for the climate he lived in and the work he did.

Discussion Questions Discuss the efforts and compromises that the Cherokee people made to adapt and live peacefully with their new neighbors. What does the capital Echota symbolize? Discuss how and why their efforts failed.

Do you agree or disagree with government policy which relocated Native Americans from their homeland reservations?

Try to place yourself in the shoes of a young American expansionist in the 1800s. Would you venture west to find gold? How do you think your expedition would affect the Native Americans already living there?

It wasn't just land that the Indians wanted to retain. It was their way of life. Discuss "the way of life" for the Lakota. Make a list of the things they were in danger of losing.

Explore and discuss the significance of the Bozeman Trail. Then explain why it was important to the Lakota.

Discuss the meaning of Chief Joseph's words, "I will fight no more forever." What was he saying and who was he saying it to?

Discuss what you think life was like for the Nez Perce on the reservation. What do you know about their lifestyle, education, local government, religion, etc.?

Objective Type Questions:

1. What does the word 'native' mean?
2. True or false:
William Wordsworth had observed the native Americans closely.
3. What was the 'Trail of Tears'?
4. National Sorry Day is observed in Australia on _____
 - a. 26th April
 - b. 26th May
 - c. 26th June

d. 26th July

Answer the following questions briefly:

1. What do you understand by the term 'European Imperialism'?
2. What do you understand by the term 'Native'? Who were the earliest inhabitants of North America?
3. How did the Europeans define 'civilized' people? Explain with examples.
4. What was Gold Rush and how did it lead to growth of industries?
5. What was 'The Great Australian Silence'? How did it help to revive culture and traditions of the natives of Australia?
6. What were the far-reaching consequences of the conquest of America by the Europeans?
7. How did the American government justify their takeover of the lands owned by the natives?
8. Where did the natives go after they were forcefully evicted from their own lands? Why were they insecure in these lands?

Essay type Questions:-

1. Discuss the advent of earliest inhabitants in North America and chief characteristics of their life before colonialism.
2. Discuss the changes in mainstream Australian attitude towards the Aboriginal people.
3. In what different ways did the Native Americans and Europeans perceive one another?



THEME 11: PATHS TO MODERNISATION**Learning Objectives:****1. Knowledge:**

The students will learn about the emergence of Japan as the only Asian imperialist country.

2. Understanding:

The students will:

- Understand the changes in the Japanese political systems after the arrival of the Americans
- The human cost of Japanese 'modernisation' till the 2nd World War.
- Process of emerging as a global economic giant inspite of its defeat in the 2nd World War.

3. Application:

The students will debate on the synergizing of westernization and traditions in the Asian context.

4. Skill:

Students will learn how to accommodate arguments from both sides of the table

Activity 1

Japan's silk imports became a major source of profit for the economy struggling to compete with western goods. Compare Nishijin weaver's guild with similar guilds in India in the British period. Does this lead to the growth of a new class of regional entrepreneurs who can challenge foreign trade?

Activity 2

What was the significance of the Opium Trade? Discuss with reference to the triangular trade between British India and China.

Activity 3

Compare and contrast the poverty and hard life of the Chinese (with reference to the Rickshaw Puller woodcut by Lan Jia) to racial discrimination in America. How does a sense of discrimination unite people?

Answer the following questions briefly:

- 'China is far more diverse than Japan.' Justify
- What was the Meiji Restoration?
- How did the Meiji reforms intend to modernize Japan's economy?

4. How did Japan seek to strike a balance between their traditions and western style modernization?
5. How did the Opium Wars change China's history?
6. Discuss Dr. Sun Yat Sen's contribution to modern China.
7. Account for the rise of the Communist Party of China.
8. What is Taiwan's place in the history of China?



Tips For Exam Preparations

History can be a demanding subject. Students may feel overwhelmed by the sheer number of unfamiliar names and terms that are required to master in the subject. The subject requires one to devote time and study sincerely, right from the beginning.

- ❖ Do not cram, you will face trouble remembering the material. Instead, spread your studying over a week or more and review the material in a more relaxed and thoughtful way.
- ❖ Before you start studying in a concentrated manner, you need to refresh your memory about the material that has been covered in the class over the whole year. Studying in a broad and general way makes students feel more confident. Remember that indepth study always pays.
- ❖ Assemble all the notes you have taken from class and self readings.
- ❖ Use active revision techniques. Do not just read through work, instead make summarised notes of what you are reading, draw mind maps, answer questions and get someone/ parents to test you.
- ❖ Once you are familiar with the entire syllabus and reading material, you can figure out themes and sample questions on various topics. It will be better if you start with major topics.
- ❖ Maps are a must. If you practise them well, you can score a perfect 10.
- ❖ Student must practise CBSE sample papers at length. It will be better if you practise at least three sample questions for each topic.
- ❖ Never ever sit in the night before examination learning all those dates, facts, etc from your history textbooks as you will end up ruining your preparation of months.
- ❖ If you really want to study a day before the D-Day, then practice maps and maps all day. Don't touch your books until and unless you feel there is a need for further revision in a topic.
- ❖ Many of you might be interested to know what H.O.T.S are for History, it is just another name given to make students nervous. You don't need to worry about it and prepare as you are doing now. The only thing you need to do is to concentrate a little on the extra information given in those small boxes in the chapter.

During the exam

- ❖ Be cool and relaxed. It is advisable to take breakfast before the paper.
- ❖ Write legibly, neatness in writing answers is as important as the content.
- ❖ Do not just jump on the answer sheet and start writing the answers. Read the question paper carefully and note marks distribution and choices given.

- ❖ Choose the questions you are most prepared for and quickly jot down dates, facts and details that you are afraid you will forget otherwise.
- ❖ Make an outline for an answer before you start. This will help you stay calm and convey your thoughts in an organised and easy-to-read way.
- ❖ Highlight all the important points of your answer by underlining them in your answer sheets. And also leave two lines gap after each answer so that you can make further changes if necessary.
- ❖ Examiners love neat scripts with easily accessible points. Also try writing your answers in points and stay with the context of the question.
- ❖ Make optimum utilisation of time. If you finish early, use the remaining time to review your answers.




Practice Paper – 1

Part A

Answer the following questions :

1x20=20

- Q1. Who was given the title of the Holy Roman Emperor? 1
- Clovis
 - Pepin
 - Charlemagne
 - Richard the Lionheart
- Q2. Select the odd one out: 1
- Characteristics of Feudalism:
- Peasants perform labour services
 - Lords provided military protection
 - Lords had judicial authority over the peasants
 - It first emerged in Germany
- Q3. True or false? 1
- Langland wrote the Canterbury Tales
- Q4. Fill in the blank: 1
- The name England is a variant of _____.
- Q5. The literary traditions of the Islamic world included: 1
- Qasida
 - Ghazal
 - Rubai
 - All of the above
- Q6. Choose the incorrect option: 1
- The 4 schools of Islamic Law...
- Maliki
 - Hanafi
 - Shifaa
 - Hanbali
- Q7. Fill in the blank: 1
- Many tales from the _____ give us a picture of Mediaeval Islamic society and feature common characters.
- Q8. What is the origin of the word 'monsoon'? 1
- Q9. The Roman policy of abandoning non-strategic was initiated by 1
- Justinian
 - Diocletian
 - Constantine
 - Trajan
- Q10. Choose the correct pair: 1
- Wine – Campania
 - Sicily – Olive Oil
 - Byzacium – Barley
 - Dressel 20 - Wine
- Q11. Fill in the blank: 1
- Examples of casual literacy has been found in _____.

- Q12. True or False? 1
Julius Caesar was the first Roman Emperor.
- Q13. Name the Mesopotamian Epic. 1
- Q14. Select the odd one out: 1
a. Mesopotamians swept the refuse out on the streets
b. The Mesopotamian roads cut each other at right angles
c. Drains and clay pipes were found in the inner courtyards of Mesopotamian homes.
d. There were no windows on the outer walls of Mesopotamian homes
- Q15. True or false 1
Enmerkar wanted carnelian from Aratta.
- Q16. Fill in the Blank: 1
Utnapishtim was also called _____
- Q17. Carl Fuhlrott sent the Neander Valley skull to 1
a. Charles Darwin
b. Herbert Spencer
c. Hermann Schaafhausen
d. Marcelino Sanz de Sautuola
- Q18. True or False? 1
The !Kung San lived in the Kalahari Desert.
- Q19. Fill in the blank: 1
The Ice Age about 2.5 mya led to the gradual extinction of the early forms of _____
- Q20. 1
- 
- What is this kind of stone tool known as?

PART B

Answer any three of the following questions :

3x3=9

- Q21. The findings at cave shelters at Lazaret and Terra Amata reveal a great deal about early humans. Elaborate. 3
- Q22. How did the Mesopotamian temples develop into main urban institution? 3

- Q23. Discuss the status of women in the Roman society. 3
- Q24. Discuss the role of the Knights in the feudal society. 3
- Q25. Trace the history of the Central Islamic lands from the death of the Prophet to the rise of the Umayyads. 3

PART C

Answer any four of the following questions :

8x4=32

- Q26. What do you understand by 'Late antiquity'? Discuss the religious, economic and administrative changes that were made during this period. 2+2+2+3
- Q27. What were the Crusades? Why were they fought? What was its impact? 2+4+2
- Q28. Was literacy widespread in Mesopotamia? Discuss with reference to the Sumerian epic poem about Enmerkar, how writing was seen as a sign of superiority of Mesopotamian urban culture. 2+6
- Q29. Discuss the institution of slavery in the Roman society with reference to the three writers whose works are used to reconstruct the history of the institution of slavery. 8
- Q30. Describe the composition of the First Order. Elucidate how they became an integral part of the Feudal order. How did they control the socio-religious life of the masses? 3+2+3

PART D

Read the following passages and answer the questions:

5x3=15

Q31.

The Quran

The Quran is a book in Arabic divided into 114 chapters (suras) and arranged in descending order of length, the shortest being the last. The only exception to this is the first sura which is a short prayer (al-fatiha or opening). According to Muslim tradition, the Quran is a collection of messages (revelations) which God sent to the Prophet Muhammad between 610 and 632, first in Mecca and then in Medina. The task of compiling these revelations was completed some time in 650. The oldest complete Quran we have today dates from the ninth century. There are many fragments which are older, the earliest being the verses engraved on

the Dome of the Rock and on coins in the seventh century.

The use of the Quran as a source material for the history of early Islam has posed some problems. The first is that it is a scripture, a text vested with religious authority. Theologians generally believed that as the speech of God (kalamallah), it has to be understood literally, but rationalists among them gave wider interpretations to the Quran. In 833, the Abbasid caliph al-Mamun imposed the view (in a trial of faith or mihna) that the Quran is God's creation rather than His speech. The second problem is that the Quran very often speaks in metaphors and, unlike the Old Testament (Tawrit), it does not narrate events but only refers to them. Medieval Islamic scholars thus had to make sense of many verses with the help of hadith. Many hadith were written to help the reading of the Quran.

1. Explain any one problem of using The Quran as a source material for the history of early Islam.
2. Mention any two sources (apart from the Quran) used to reconstruct the history of Islamic lands.
3. Name the four schools of Islamic law.

1

2

2

Q32.

The Doctor Galen on how Roman Cities

Treated the Countryside

The famine prevalent for many successive years in many provinces has clearly displayed for men of any understanding the effect of malnutrition n generating illness. The city-dwellers, as it was their custom to collect and store enough grain for the whole of the next year immediately after the harvest, carried off all the wheat, barley, beans and lentils, and left to the peasants various kinds of pulse – after taking quite a large proportion of these to the city. After consuming what was left in the course of the winter, the country people had to resort to unhealthy foods in the spring; they ate twigs and shoots of trees and bushes and bulbs and roots of inedible plants...

1

- a. How did the Romans define a city?
- b. How did the city dwellers treat the countryside?
- c. What role did the city play in the administration of the Roman empire?

2

2

Q33.

Cave Paintings at Altamira

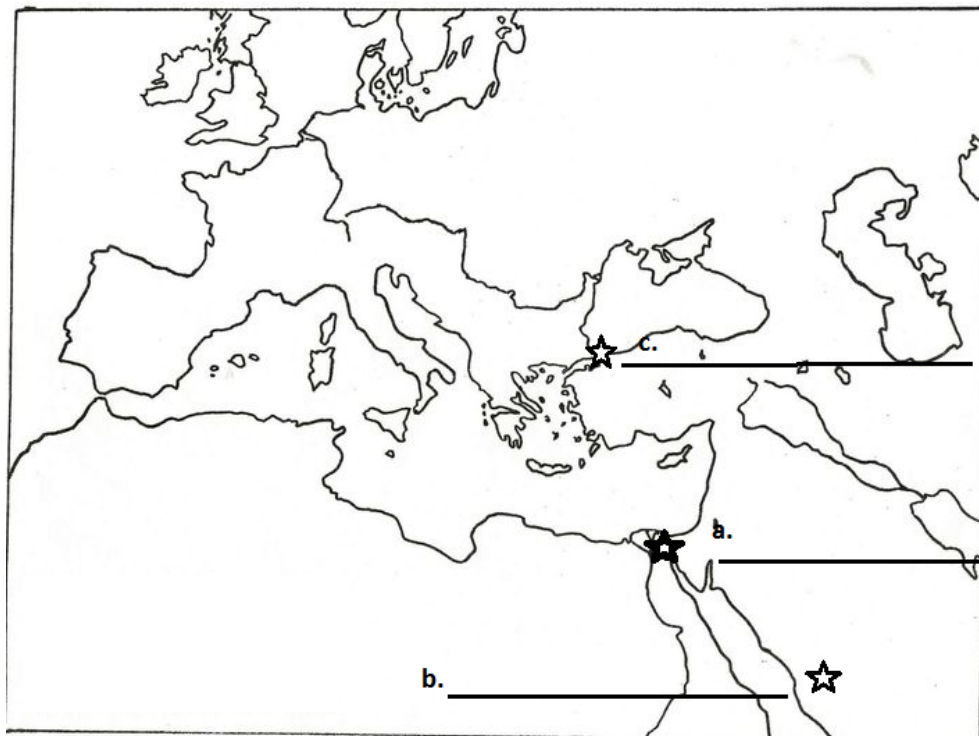
Altamira is a cave site in Spain. The paintings on the ceiling of the cave

were first brought to the attention of 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.

- | | |
|---|---|
| a. How was the cave paintings of Altamira discovered? | 2 |
| b. Name two other places where stone-age cave paintings have been discovered. | 1 |
| c. Why do you think stone-age humans painted in caves? | 2 |

PART E

- | | | |
|------|--|---|
| Q34. | a. On the given map of West Asia, locate and name the following: | 4 |
| | i. Capital city of the Umayyads | |
| | b. On the same map identify the marked locations. | |



Practice Paper 2


PART A

Answer the following questions:

1x20=20

- Q1. **True or False:** 1
 "The 3-Field System was introduced during the intensely cold climatic spell during the 5th to the 10th centuries."
- Q2. **Assertion (A):** Town air makes a man free, was a popular saying in Medieval Europe. 1
Reason (R): As the number of towns grew and trade expanded, town merchants became rich and powerful and rivalled the power of the nobility.
- a. Both A and R are true and R is the correct explanation for 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.
- Q3. **Identify the incorrect pair:** 1
 a. 5th to 9th century : The Middle Ages
 b. 9th to 11th century : The Early Middle Ages
 c. 11th to 14th century : The Late Middle Ages
 d. 15th century onwards : The Modern Age
- Q4. When were the first Bibles printed in Johannes Gutenberg's printing press? 1
 a. 1400
 b. 1455
 c. 1458
 d. 1500
- Q5. Children of the Aztec nobles went to schools called..... 1
OR
 The forced migration of the Cherokees from Georgia to the Great American Desert was called.....
- Q6. **Consider the following statements About Japan between 1603 and 1867.** 1
 A. The most populated city in the world was Edo.
 B. The Meiji Restoration took place during this period
 C. The government launched policy with the slogan 'fukoku kyohei'
 D. The peasantry was disarmed and only the Samurai could carry swords.
- Which of the above statements are correct?**
 a. A and C
 b. B and C
 c. A and D
 d. B and D
- Q7. ? What was the difference between the steam engines built by Thomas Newcomen and George Stephenson? 1

- Q8. What was a Zaibatsu 1
- Q9. **Select the correct sequence:** 1
- A. Cotton Mills and Factories Act (prohibiting children under 9 working in mines)
 - B. The Mines and Collieries Act
 - C. Fielders Factory Act
- a. A, B, C
 - b. B, C, A
 - c. C, A, B
 - d. C, B, A
- Q10. National Sorry Day is observed in Australia on 1
- a. 26th April,
 - b. 26th May,
 - c. 26th June,
 - d. 26th July
- OR**
- Columbus reached Guanahani, which he thought was India on:
- a. 1491
 - b. 1492
 - c. 1493
 - d. 1494
- Q11. Consider the following statements regarding the identification of Shiva, a figure represented on Harappan seals: 1
- A. It is shown in the form of Gajapati
 - B. It is shown seated in Yogic posture.
 - C. It is surrounded by animals.
 - D. It is shown with a female figure identifiable with Parvati.
- Which of the above are correct reasons for identifying the figure with Shiva?
- a. A and D
 - b. B and C
 - c. B and D
 - d. C and D
- Q12. The special officers appointed to spread the message of Dhamma by Asoka were known as _____ 1
- Q13. Name any two centres for making shell objects in the Harappan Civilisation. 1
- Q14. Define Janapada. 1
- Q15. In Harappan civilisation, the archaeologist assume those objects to be rare: 1
- a. which are easily made out of ordinary materials such as stone or clay

- b. querns, pottery, needles, flesh robbers et cetera.
 c. Objects made of non-local materials,
 d. objects of daily use
- Q16. Between the 6th and the 4th century BCE, the metal which contributed to making Magadha the most powerful mahajanapada was: 1
- a. copper
 b. gold
 c. iron
 d. silver.
- Q17. Identify the object below: 1
- 
- Q18. Which of the following statements are not true? 1
- A. There were 12 mahajanapada
 B. Megasthenes wrote the Indica
 C. Koshala was the most powerful mahajanapada.
 D. Kushanas adopted the title devaputra.
- a. A and B
 b. B and D
 c. C and D
 d. A and C
- Q19. Mesopotamian texts refer to the Haja bird in Meluhha. Which bird do historians identify this Haja bird as: 1
- a. parrot
 b. pigeon
 c. peacock
 d. partridge
- Q20. The Prayag Prashaasti is also called..... 1

PART B

Answer any three of the following questions :

3x3=9

- Q21. Why did industrialization first start in Britain? 3
- Q22. Critically analyse the statement made by D.C. Sircar, one of the best known epigraphists of the twentieth century: "There is no aspect of life, culture and activities of the Indians that is not reflected in inscriptions." 3
- Q23. "The Archaeological records provide no immediate answer to the Harappa's central authority." Analyze different views given on the same. 3
- Q24. What were the factors that contributed to the various voyages of explorations undertaken by the Europeans in the 15th century? 3

OR

What was "The Great Australian Silence"? How did it help to revive the culture and traditions of the natives of Australia?

- Q25. How did Japan manage to re-emerge as a global economic power after the Second World War? 3

PART C

Answer **any four** of the following questions :

8x4=32

- Q26. How did the workers protest movements strengthen democratic processes in England? 8
- Q27. Describe how humanist thought and science came together in art and architecture. 8
- Q28. What led to the Meiji Restoration? How did this progress into Japan becoming the foremost colonial power in Asia by the 1930s? 2+6
- Q29. What role did land-grants play in defining kingship? Why is the Dangua land grant exceptional? 4+4
- Q30. Elucidate how the Harappan Civilization was discovered. Discuss how each successive head of the ASI contributed to its discovery. 2+6

THE CIVIL SERVICES SCHOOL

PART D**Read the following passages and answer the questions:****5x3=15**

- Q31. 'How many valiant men, how many fair ladies, (had) breakfast with their kinfolk and the same night supped with their ancestors in the next world! The condition of the people was pitiable to behold. They sickened by the thousands daily and died unattended and without help. Many died in the open street, others dying in their houses, made it known by the stench of their rotting bodies. Consecrated churchyards did not suffice for the burial of the vast multitude of bodies, which were heaped by the hundreds in vast trenches, like goods in a ship hold and covered with a little earth.'

- Giovanni Boccaccio (1313-75), Italian author.

- a. What caused so much of death and malice?
- b. How did it affect the people?
- c. How was the land-labour equation affected by this catastrophe?

1
2
2

- Q32. Giovanni Pico della Mirandola (1463-94), a humanist of Florence, wrote on the importance of debate in *On the Dignity of Man* (1486). 'For [Plato and Aristotle] it was certain that, for the attainment of the knowledge of truth they were always seeking for themselves, nothing is better than to attend as often as possible the exercise of debate. For just as bodily energy is strengthened by gymnastic exercise, so beyond doubt in this wrestling-place of letters, as it were, energy of mind becomes far stronger and more vigorous.'

- a. Name this early text on humanist studies.
- b. What does debating achieve according to the author?
- c. What were some of the differences between Religious teachings and humanist thought?

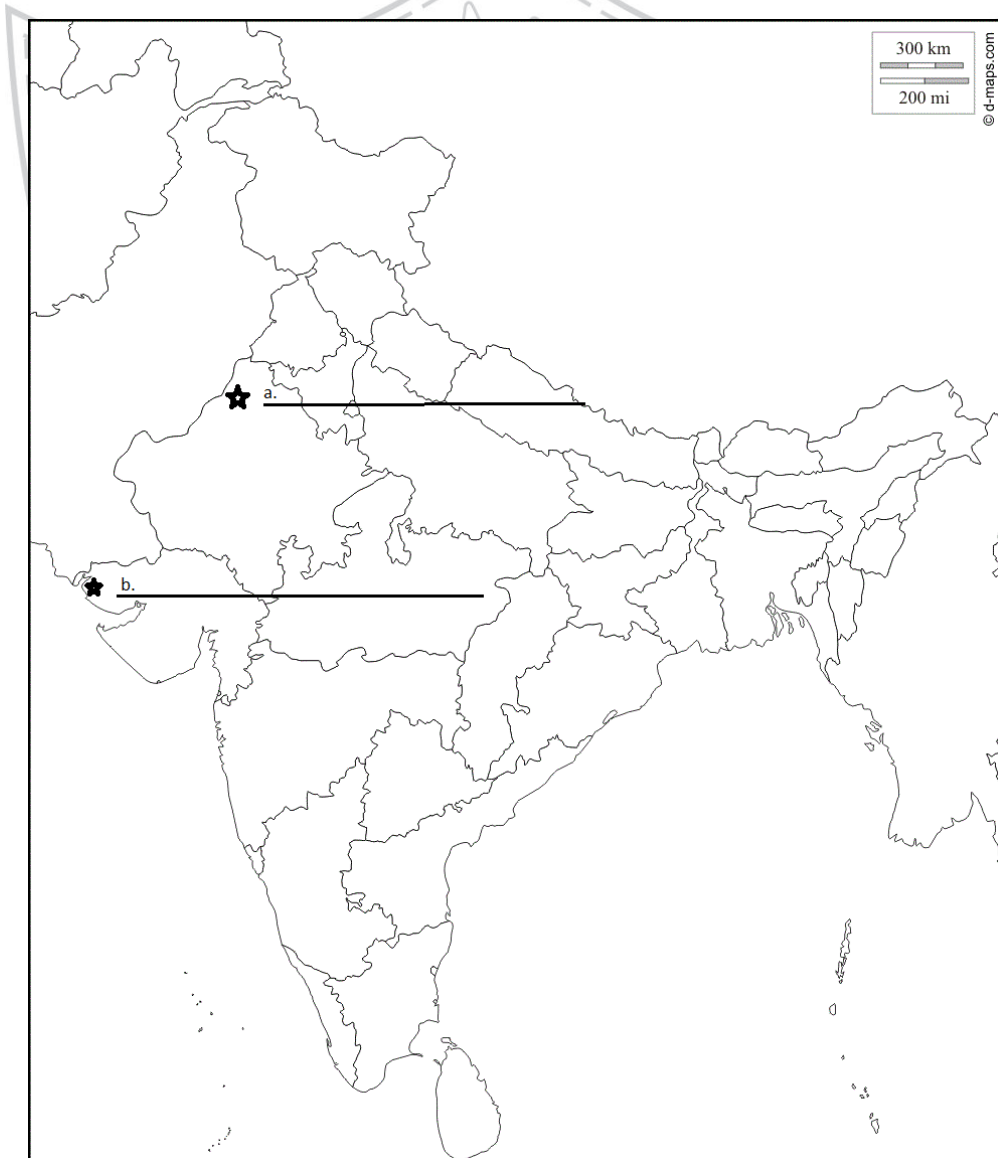
1
2
2

- Q33. Fukuzawa Yukichi (1835-1901) 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. 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
- a. Who wrote The Encouragement to Learning? 2
- b. What was the author's stand on the debate on traditionalism v/s modernisation?
- c. Did most Japanese agree with his stance? Give examples to support your answer. 2

PART E

- Q34. On the given map of India: 4
- a. Mark 2 sites where Ashokan inscriptions have been found.
- b. Identify the 2 Harappan sites marked in the map.



Practice Paper 3

Max. Time: 3 Hrs.

Max Marks: 80

General Instructions:

- Answer all the questions. Some questions have an internal choice. Marks are indicated against each question. This question paper comprises six sections.
- Section A: Question numbers 1 to 15 are objective type 1 mark questions and should be answered in one word or one sentence each (Attempt any 15)
- Section B: Question numbers 16 to 18 are Case Based/ Source Based having Multiple Choice questions. Each question has 3 sub-parts.
- Section C: Answer to questions carrying 3 marks (Question 19 to 22) should not exceed 100 words each.
- Section D: Answer to questions carrying 8 marks (Question 23 to 25) should not exceed 350 words each.
- Section E: Question number 26 to 28 are Source-based questions carrying 5 marks each.
- Section F: Question number 29 is a Map question that includes the identification and location of significant test items. Attach the map with the answer book.

PART A

Q1. The earliest inhabitants of Australia came from New Guinea on a land bridge across the Bering Straits *

- a. True
- b. False

Q2. In which year was the Olympic games organised in Japan ? *

- a. 1968
- b. 1972
- c. 1964
- d. 1960

Q3. Who is the author of 'Why Weren't We Told'? *

- a. W.E.H. Stanner
- b. Daniel Paul
- c. William Wordsworth
- d. Henry Reynolds

Q4. Choose the incorrect pair *

- a. Richard Arkwright -- water frame
- b. Second Darby -- pig iron

- c. Edmund Cartwright -- powerloom
- d. Thomas Savery -- Miner's Friend

Q5. Which was the most populated city of Japan in the seventeenth century? *

- a. Osaka
- b. Kyoto
- c. Edo
- d. Nishijin

Q6. The Tale of Genji was written by *

- a. Nishitani Keiji
- b. Murasaki Shikibu
- c. Miyake Setsurei
- d. Ueki Emori

Q7. Assertion: Steam power replaced hydraulic power as it provided pressure at high temperatures.

Reasoning: Water as hydraulic power was limited to certain areas and seasons *

- 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 and R is false.
- d. A is false and R is true

Q8. In the map given below identify place A -- An early Italian University *

- a. Venice
- b. Bologna
- c. Padua
- d. Florence

Q9. In the map given below identify place B and C *

- a. B is Manchester, C is Newcastle
- b. B is Birmingham, C is Glasgow
- c. B is Manchester , C is Glasgow
- d. B is Birmingham, C is Newcastle



Q10. Identify the architecture given below: *

- a. The Dome of St. Peter's Basilica
- b. The Dome of Florence
- c. The Dome of Sistine Chapel
- d. The Dome of the Rock



Q11. Who is the architect of the above architecture ? *

- a. Leon Batista Alberti
- b. Michaelangelo Buonarroti
- c. Filippo Brunelleschi
- d. Albrecht Durer

Q12. Which of the following was not a provincial centre during the period of Chandragupta Maurya? *

- a. Taxila
- b. Tosali
- c. Ujjayini
- d. Indraprastha

Q 13. In the following recently discovered Harappan sites, excavations have revealed exciting new information. Which sites are these- choose the correct option: *

Dholavira, Lothal, Rakhigarhi Rakhigarhi, Mohenjodaro, Kot Diji Chanhudaro, Kalibangan, Balakot Lothal, Dholavira, Harappa

Q14. Name the archaeologist who sketched the first known seal from Harappa. *

- a. Rakhal Das Banerji
- b. Mortimer Wheeler
- c. Alexander Cunningham
- d. John Marshall

Q15. Which one of the following statements is not true about votive inscriptions? *

- a. They sometimes specify donor's occupation
- b. They tell us about people who lived in towns
- c. They record proclamations by the kings
- d. They mention the name of the donor

Section B

(3 x 3 = 9)

Read the following excerpts and answer any three questions :

Q 16. Prabhavati Gupta and the village of Danguna

1+1+1

Prabhavati Gupta ... commands the gramakutumbinas (householders/peasants living in the village), Brahmanas and others living in the village of Danguna ...

"Be it known to you that on the twelfth (lunar day) of the bright (fortnight) of Karttika, we have, in order to increase our religious merit, donated this village with the pouring out of water, to the Acharya (teacher) Chanalasvamin ... You should obey all (his) commands We confer on (him) the following exemptions typical of an agrahara ... (this village is) not to be entered by soldiers and policemen; (it is) exempt from (the obligation to provide) grass, (animal) hides as seats, and charcoal (to touring royal officers); exempt from (the royal prerogative of) purchasing fermenting liquors and digging (salt); exempt from (the right to) mines and khadira trees; exempt from (the obligation to supply) flowers and milk; (it is donated) together with (the right to) hidden treasures and deposits (and) together with major and minor taxes ..."

- (a) Who was Prabhavati Gupta?
- i. Daughter of Chandragupta
 - ii. Daughter of Chandragupta II
 - iii. Daughter of Vakataka king
 - iv. Scholarly woman

(b) What is agrahara?

- i. Land granted to the Kshatriyas
- ii. Land granted to a Brahmana
- iii. Land granted to a king
- iv. Land granted to a village

(c) Why does Prabhavati want to donate the land?

- i. She's a queen.
- ii. To increase her religious merit.
- iii. She's from a high caste
- iv. She's wealthy

(d) According to Sanskrit legal texts, women were not supposed to have independent access to resources such as land. However, the inscription indicates that Prabhavati had access to land, which she then granted.

Why was she able to do that?

- a. She was a queen and her situation was therefore exceptional.
- b. Provisions of legal texts were not uniformly implemented.
- c. She wanted to break gender differences regarding access to property.

Choose the correct option:

- (i) (a), (b) & C are correct
- (ii) Both (a) and (b) are correct.
- (iii) Only (b) is correct

Q17. One of the features of humanist culture was a slackening of the control of religion over human life. Italians were strongly attracted to material wealth, power and glory, but they were not necessarily irreligious. 1+1+1

Francesco Barbaro (1390-1454), a humanist from Venice, wrote a pamphlet defending acquisition of wealth as a virtue. In On Pleasure, Lorenzo Valla (1406-1457), who believed that the study of history leads man to strive for a life of perfection, criticised the Christian injunction against pleasure.

There was also a concern at this time with good manners – how one should speak politely and dress correctly, what skills a person of culture should learn. Humanism also implied that individuals were capable of shaping their own lives through means other than the mere pursuit of power and money. This ideal was closely tied with the belief that human

nature was many-sided, which went against the three separate orders that feudal society believed in. Niccolo Machiavelli wrote about human nature in the fifteenth chapter of his book, *The Prince*. 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 Machiavelli saw as the incentive for every human action is self-interest.

a. In his book 'On Pleasure' the author is

- i. criticising pleasure
- ii. criticising human attraction for material things
- iii. in favour of pleasure
- iv. defending acquisition of wealth as a virtue

b. Which is not a feature of humanism?

- i. human life was no longer controlled by the church
- ii. supported the acquisition of wealth
- iii. Individuals can shape their own lives through mere pursuit of power and money
- iv. All of the above

c. All human actions according to Machiavelli are motivated by

- i. pleasure
- ii. selfish interests
- iii. desire for power
- iv. Irreligiousness

d. Who was the author of 'On Pleasure'?

- i. Francesco Barbaro
- ii. Niccolo Machiavelli
- iii. Lorenzo Valla
- iv. None of the above

Q18. Who were the inventors?**1+1+1**

It is interesting to find out who the individuals were who brought about these changes. Few of them were trained scientists. Education in basic sciences like physics or chemistry was extremely limited until the late nineteenth century, well after the technological inventions described above. Since these breakthroughs did not require a full knowledge of the laws of physics or chemistry on which they were based, advances could be made and were made by brilliant but intuitive thinkers and persistent experimenters. They were helped by the fact that England had certain features which European countries did not. Dozens of scientific journals and published papers of scientific societies appeared in England between 1760 and 1800. There was a widespread thirst for knowledge even in the smaller towns. This was met by the activities of the Society of Arts (founded in 1754), by travelling lecturers, or in 'coffee houses' that multiplied through the eighteenth century. Most inventions were more the product of determination, interest, curiosity, even luck, than the application of scientific knowledge. Some inventors in the cotton industry, like John Kay and James Hargreaves, were familiar with the skills of weaving and carpentry. Richard Arkwright, however, was a barber and wig-maker, Samuel Crompton was not technically skilled, and Edmund Cartwright studied literature, medicine and agriculture, initially wished to become a clergyman, and knew little of mechanics. By contrast, in the area of steam engines, Thomas Savery, an army officer, Thomas Newcomen, a blacksmith and locksmith, and James Watt, with a strong mechanical bent, all had some knowledge relevant to their inventions. The roadbuilder John Metcalf, who personally surveyed surfaces for roads and planned them, was blind. The canal builder James Brindley was almost illiterate, with such poor spelling that he could never spell the word 'navigation', but he had tremendous powers of memory, imagination and concentration.

- a. What kind of skills did the inventors of the nineteenth century have?
 - i. Knowledge of Physics and Chemistry

- ii. application of scientific knowledge
- iii. intuition and persistent experimentation
- iv. determination and curiosity

Choose the correct option:

- (a) All are correct
- (b) (i) and (ii) are correct.
- (c) Only (iii) is correct
- (d) (iii) and (iv) are correct

b. Which canal did James Brindley build?

- i. Bristol canal
- ii. English canal
- iii. Worsley canal
- iv. Birmingham canal

c. The widespread thirst for knowledge in the small towns was met by

- i. Scientific journals
- ii. scientific societies
- iii. travelling lecturers
- iv. technological inventions

d. The water frame was invented by

- i. Samuel Crompton
- ii. Richard Arkwright
- iii. Edmund Cartwright
- iv. James Hargreaves

Section C

(3 x 4= 12)

- Q19.** Explain how archaeologists have attempted to interpret material remains in order to reconstruct the religious practices of the Harappans. 3
- Q20.** What were the two major inventions that helped to revolutionise the railway sector ? Why did they replace the canals as a convenient alternative ? 1+2

- Q21.** "The new ideal of individuality and citizenship excluded women." 3
Explain the position of women in the 15th century.
- Q22.** Who was Martin Luther? How were his views different from those of the 3
Anabaptists?

Section D**(8 x 3= 24)**

- Q23.** Describe the socio-economic and political changes that took place in 2+2+4
Japan under the Tokugawa shogunate .
- OR
- Why did the US government want to sign a treaty with Japan? What 1.5+1.5+
were the different arguments for and against the opening of Japan to 5
the outer world ? Briefly discuss any two reforms introduced by the
Meiji government .
- Q24.** Write a short note on the trade in the subcontinent from the 6th century 3+5
BCE to 600 CE. What light have the numismatists thrown on the history
of the period?
- OR
- What are inscriptions ? What scripts were used in the Asokan 2+1+5
inscriptions ?What are the various problems faced by the epigraphists?
- Q25.** How was the United States of America formed? Who were the initial
settlers of USA? Why was slavery introduced in USA? How was it 2+3+1+2
abolished?
- OR
- How did the Europeans define 'civilised'? How did Rousseau and 1+3+4
Wordsworth perceive the natives? What was the relationship between
the natives and the Europeans ?

Section E**(5 x 3= 15)**

- Q26.** '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 Conquistadors 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

- a. Where has this excerpt been taken from ?
- b. Who were the hopis?
- c. Who has been compared to turtles?
- d. Why did the Hopis predict suffering for all human beings ?

1
1
1
2

Q27.

D.H.Lawrence (1885-1930), British essayist and novelist, 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'.

- i. Which village has been described by D.H. Lawrence?
- ii. Describe the village before 1820.

- iii. What changes came about in the village after the Industrial Revolution? 1
1.5
- iv. Name another author who has written about the same theme and name the book written by him. 1.5

1

Q28. In the 1960s, the evidence of a massacre in Mohenjodaro was questioned by an archaeologist named George Dales. He demonstrated that the skeletons found at the site did not belong to the same period:

Whereas a couple of them definitely seem to indicate a slaughter, ... the bulk of the bones were found in contexts suggesting burials of the sloppiest and most irreverent nature. There is no destruction level covering the latest period of the city, no sign of extensive burning, no bodies of warriors clad in armour and surrounded by the weapons of war. The citadel, the only fortified part of the city, yielded no evidence of a final defence.

- i. Which city is Dales talking about? 0.5
- ii. Why did Dales question the theory of massacre? 2
- iii. What signs of decline were noticed by the archaeologists is the most Mature sites of the civilisation? 1.5
- iv. What causes are put forward for the decline of the civilisation? 1

Section F

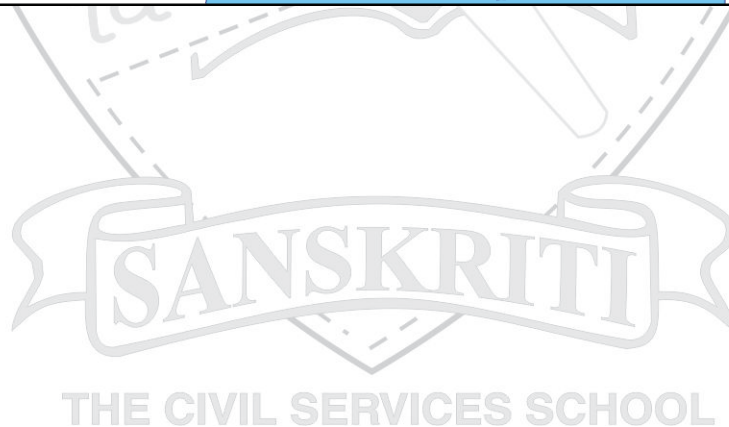
Q29.

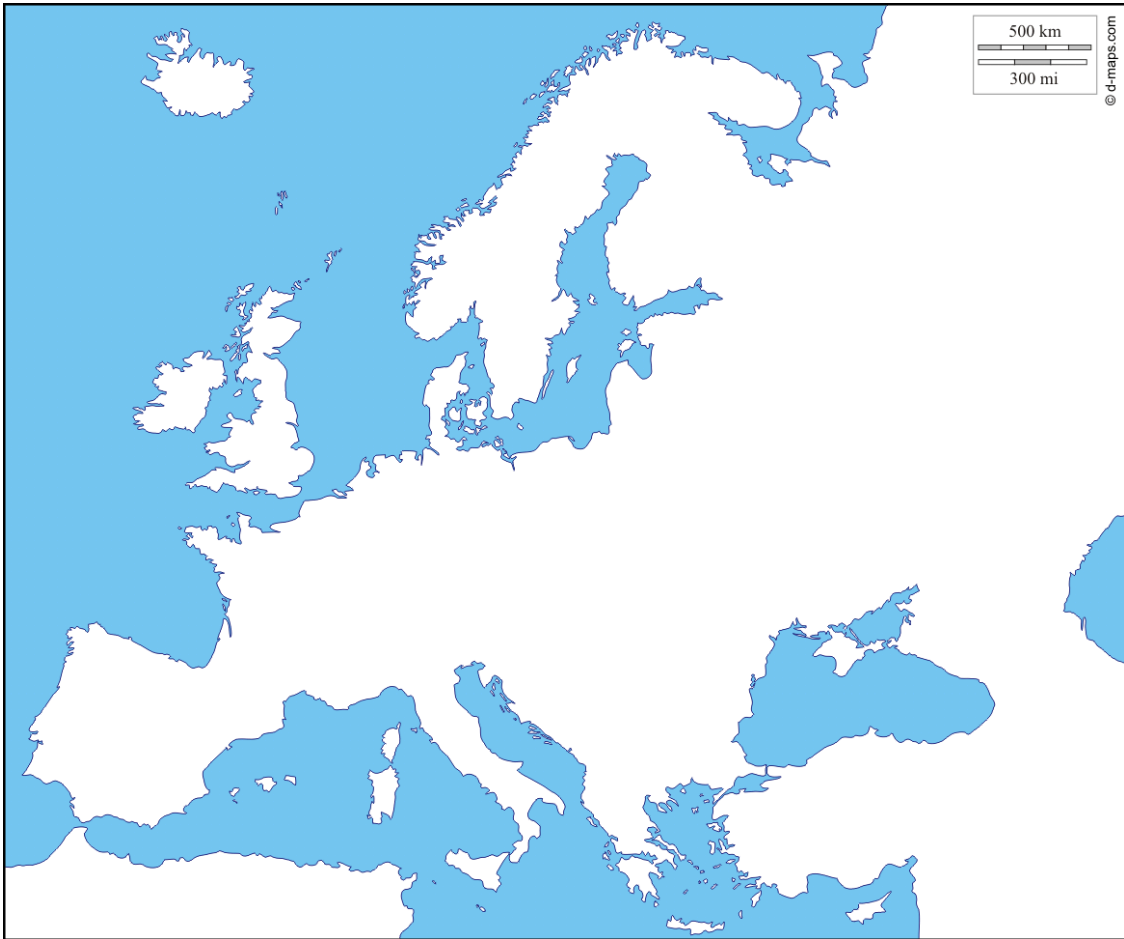
On the given map of India, locate and name:

5

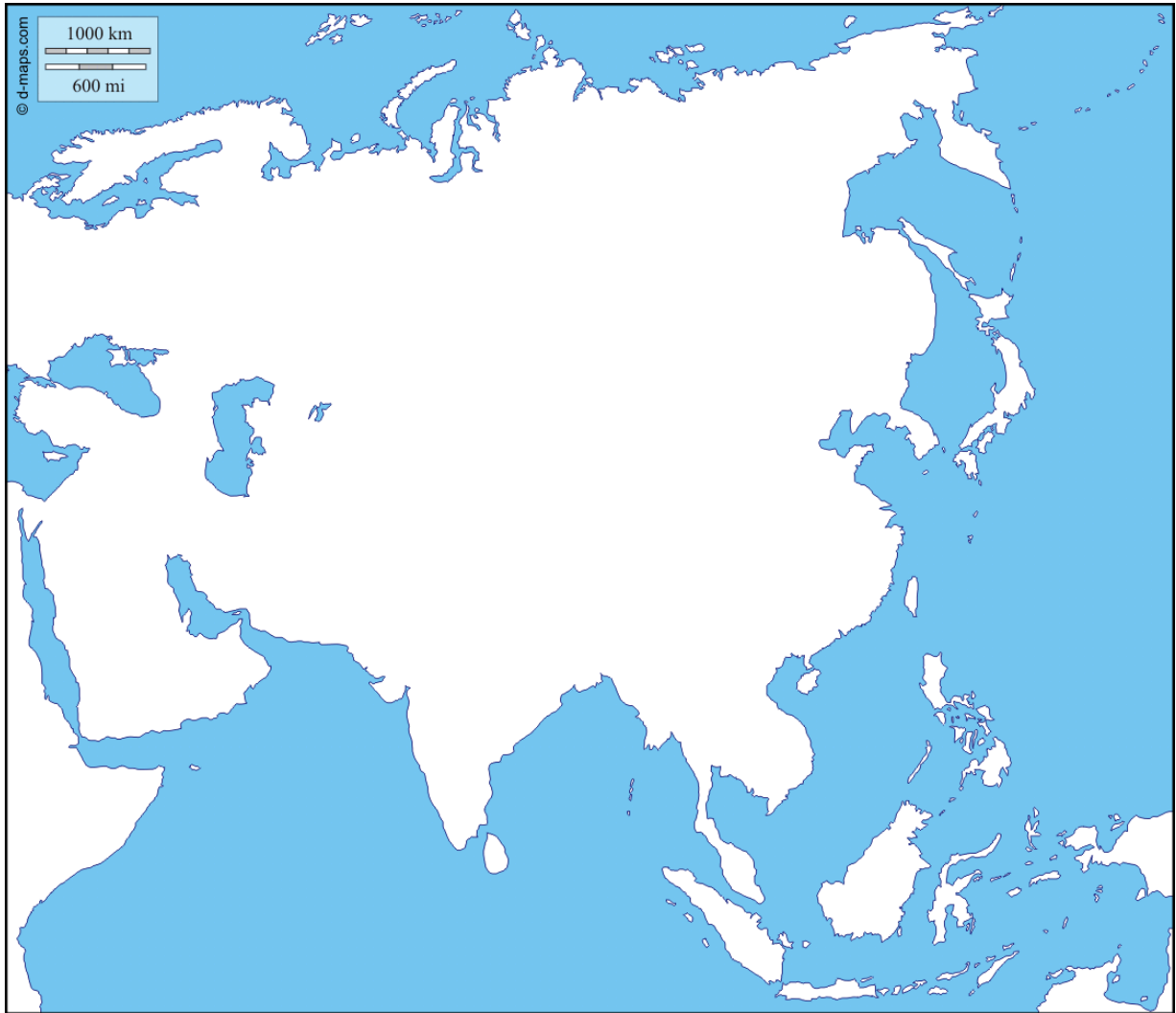
- i. The capital of the most powerful Mahajanapada
- ii. A water reservoir has been found at this Harappan site
- iii. An Asokan edict found in Gujarat
- iv. A Pillar Inscription of Asoka
- v. A centre of craft production in Indus Valley – Specialised drills have been found here.

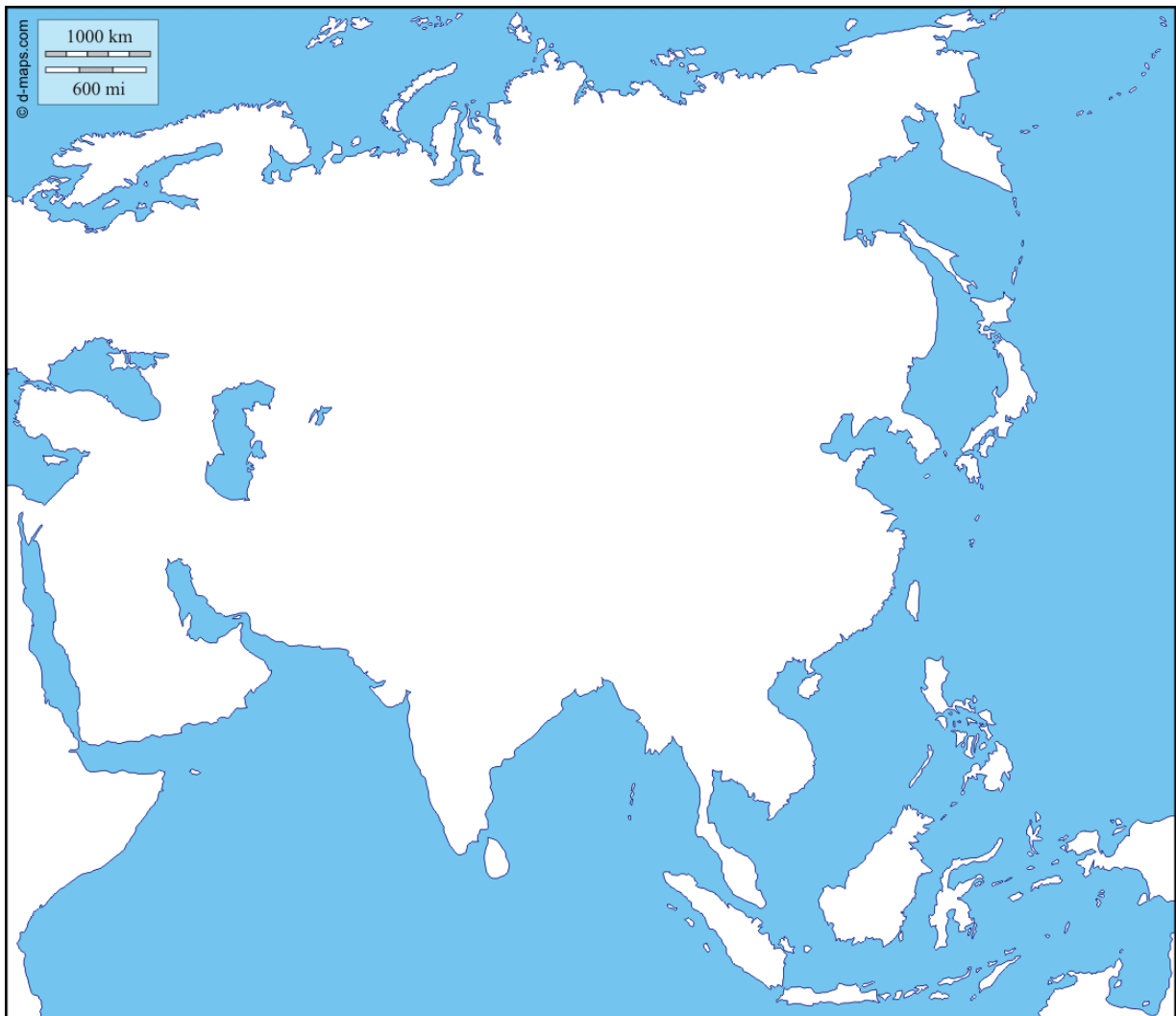
Practice Maps



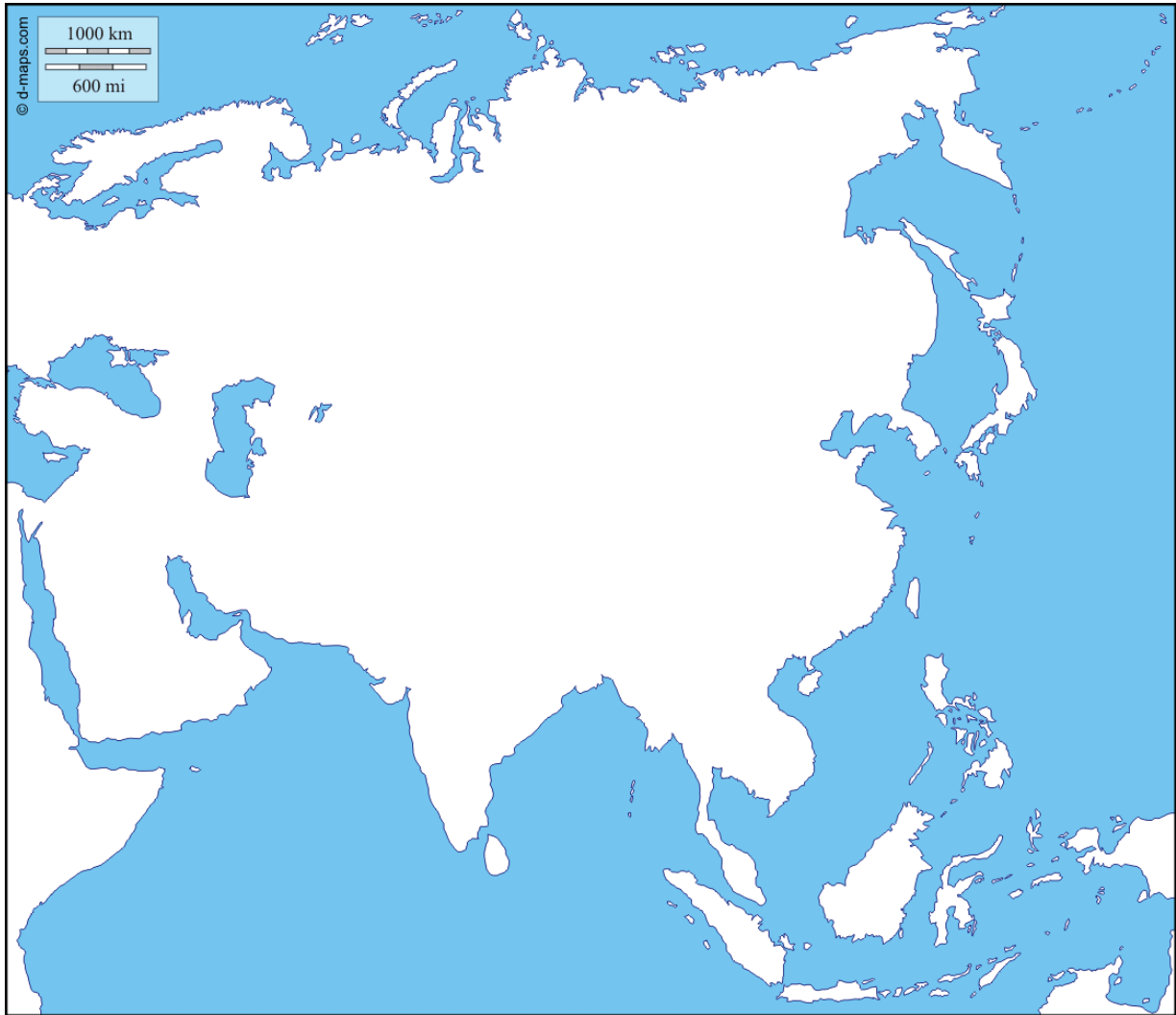




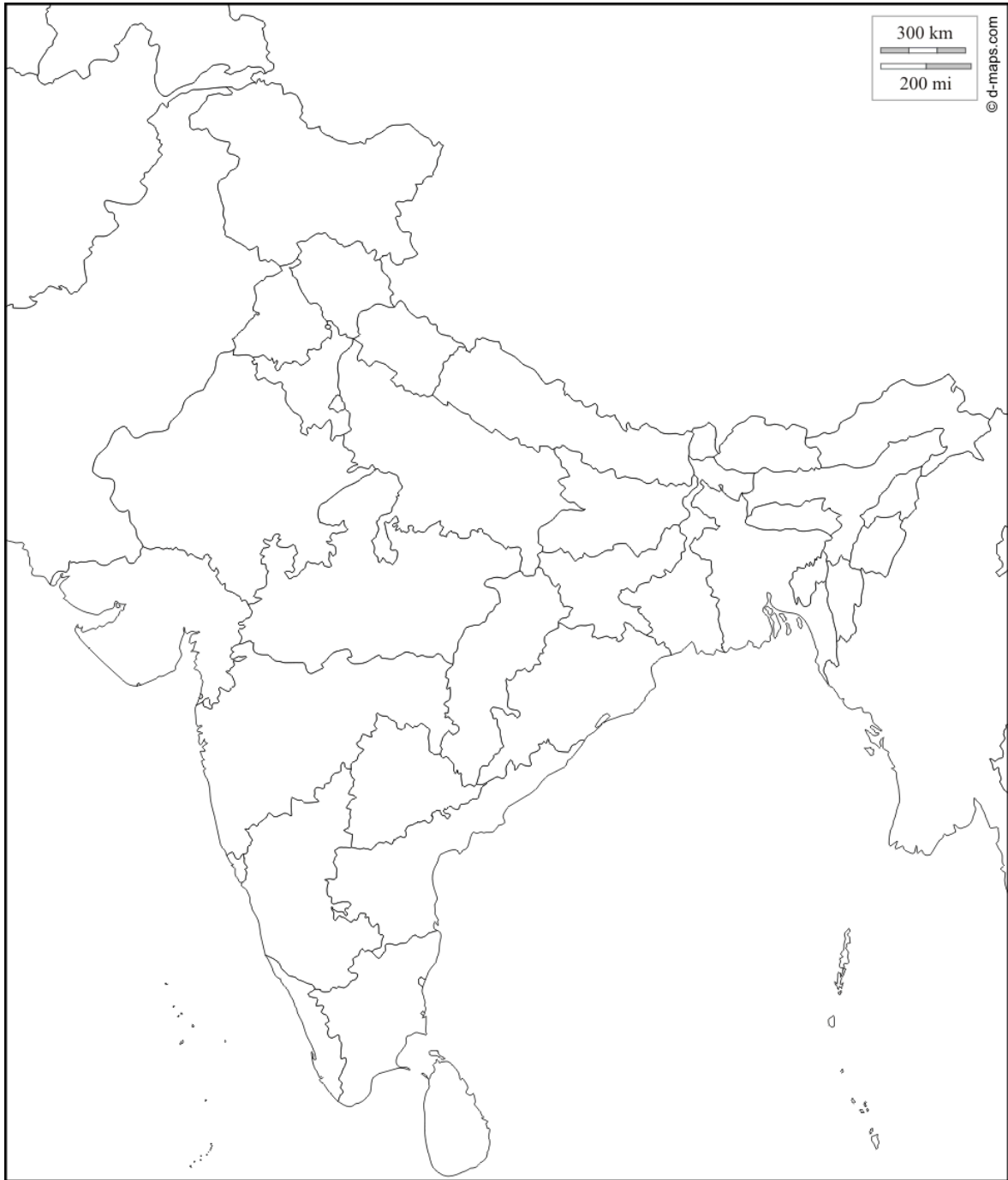








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