

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2022-2023)

Class : XI

HISTORY

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Message

Remembering the words of John Dewey, "Education is not preparation for life, education is life itself", I highly commend the sincere efforts of the officials and subject experts from Directorate of Education involved in the development of Support Material for classes IX to XII for the session 2022-23.

The Support Material is a comprehensive, yet concise learning support tool to strengthen the subject competencies of the students. I am sure that this will help our students in performing to the best of their abilities.

I am sure that the Heads of Schools and teachers will motivate the students to utilise this material and the students will make optimum use of this Support Material to enrich themselves.

I would like to congratulate the team of the Examination Branch along with all the Subject Experts for their incessant and diligent efforts in making this material so useful for students.

I extend my Best Wishes to all the students for success in their future endeavours.

(Ashok Kumar)

HIMANSHU GUPTA, IAS
Director, Education & Sports



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MESSAGE

“A good education is a foundation for a better future.”

- Elizabeth Warren

Believing in this quote, Directorate of Education, GNCT of Delhi tries to fulfill its objective of providing quality education to all its students.

Keeping this aim in mind, every year support material is developed for the students of classes IX to XII. Our expert faculty members undertake the responsibility to review and update the Support Material incorporating the latest changes made by CBSE. This helps the students become familiar with the new approaches and methods, enabling them to become good at problem solving and critical thinking. This year too, I am positive that it will help our students to excel in academics.

The support material is the outcome of persistent and sincere efforts of our dedicated team of subject experts from the Directorate of Education. This Support Material has been especially prepared for the students. I believe its thoughtful and intelligent use will definitely lead to learning enhancement.

Lastly, I would like to applaud the entire team for their valuable contribution in making this Support Material so beneficial and practical for our students.

Best wishes to all the students for a bright future.

(HIMANSHU GUPTA)

Dr. RITA SHARMA
Additional Director of Education
(School/Exam)



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संदेश

शिक्षा निदेशालय, दिल्ली सरकार का महत्वपूर्ण लक्ष्य अपने विद्यार्थियों का सर्वांगीण विकास करना है। इस उद्देश्य को ध्यान में रखते हुए शिक्षा निदेशालय ने अपने विद्यार्थियों को उच्च कोटि के शैक्षणिक मानकों के अनुरूप विद्यार्थियों के स्तरानुकूल सहायक सामग्री उपलब्ध कराने का प्रयास किया है। कोरोना काल के कठिनतम समय में भी शिक्षण अधिगम की प्रक्रिया को निर्बाध रूप से संचालित करने के लिए संबंधित समस्त अकादमिक समूहों और क्रियान्वित करने वाले शिक्षकों को हार्दिक बधाई देती हूँ।

प्रत्येक वर्ष की भाँति इस वर्ष भी कक्षा 9वीं से कक्षा 12वीं तक की सहायक सामग्रियों में सी.बी.एस.ई. के नवीनतम दिशा-निर्देशों के अनुसार पाठ्यक्रम में आवश्यक संशोधन किए गए हैं। साथ ही साथ मूल्यांकन से संबंधित आवश्यक निर्देश भी दिए गए हैं। इन सहायक सामग्रियों में कठिन से कठिन पाठ्य सामग्री को भी सरलतम रूप में प्रस्तुत किया गया है ताकि शिक्षा निदेशालय के विद्यार्थियों को इसका भरपूर लाभ मिल सके।

मुझे आशा है कि इन सहायक सामग्रियों के गहन और निरंतर अध्ययन के फलस्वरूप विद्यार्थियों में गुणात्मक शैक्षणिक संवर्धन का विस्तार उनके प्रदर्शनो में भी परिलक्षित होगा। इस उत्कृष्ट सहायक सामग्री को तैयार करने में शामिल सभी अधिकारियों तथा शिक्षकों को हार्दिक बधाई देती हूँ तथा सभी विद्यार्थियों को उनके उज्ज्वल भविष्य की शुभकामनाएं देती हूँ।

रीता शर्मा

(रीता शर्मा)

भारत का संविधान

उद्देशिका

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

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

प्राप्त कराने के लिए,

तथा उन सब में

व्यक्ति की गरिमा और ²[राष्ट्र की एकता

और अखंडता] सुनिश्चित करने वाली बंधुता
बढ़ाने के लिए

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

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

THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

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

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



Constitution of India

Part IV A (Article 51 A)


Fundamental Duties

It shall be the duty of every citizen of India —

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

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).



DIRECTORATE OF EDUCATION

GOVT. of NCT, DELHI

SUPPORT MATERIAL

(2022-2023)

HISTORY

CLASS : XI

(English Medium)

NOTE FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

SUPPORT MATERIAL
2022-2023

CLASS-XI
SUBJECT : HISTORY

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HISTORY
CLASS XI (2022-23)
COURSE STRUCTURE
CLASS XI (2022-23)

One-Theory Paper 80 Marks 3 Hours

S.NO	THEMES	No. of Periods	Marks
1.	Introduction to World History	10	
	Section A: Early Societies		
2.	Introduction	5	
3.	Writing and City Life	20	10
	Section B: Empires		
4.	Introduction	5	
5.	An empire across three continents	20	10
6.	Nomadic Empires	20	10
	Section C: Changing Traditions		
	Introduction	5	
7.	The Three Orders	20	10
8.	Changing Cultural Traditions	20	10
	Section D: Paths to Modernization		
9.	Introduction	5	
10.	Displacing Indigenous People	20	10
11.	Paths To Modernization	20	15
12.	MAP WORK OF THE RELATED THEMES	15	5
	Total		80
	Project work	25	20
	Total	210	100 Marks

CLASS-XI: THEMES IN WORLD HISTORY		
THEMES	LEARNING OBJECTIVES	LEARNING OUTCOMES
Writing and City Life Focus: Iraq, 3 rd millennium BCEa) Growth of townsb) Nature of early urban societiesc) Historians' Debate on uses of writing	<ul style="list-style-type: none"> Familiarize the learner with the nature of early urban centres. Discuss whether writing is significant as a marker of civilization. 	At the completion of this unit students will be able to: <ul style="list-style-type: none"> Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development. Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations. Analyze the outcomes of a sustained tradition of writing.
An Empire across Three Continents Focus: Roman Empire, 27 BCE to 600 CEa) Political evolutionb) Economic Expansionc) Religion-culturefoundationd) Late Antiquitye) Historians' view on the Institution of Slavery	<ul style="list-style-type: none"> Familiarize the learner with the history of a major world empire Discuss whether slavery was a significant element in the economy. 	At the completion of this unit students will be able to: <ul style="list-style-type: none"> Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture. Analyze the implications of Roman's contacts with the subcontinent Empires Examine the domains of cultural transformation in that period.

<p>NOMADIC EMPIRES Focus: The Mongol, 13th to 14th century</p> <p>a) The nature of nomadism b) Formation of empires c) Conquests and relations with other states d) Historians' views on nomadic societies and state formation</p>	<ul style="list-style-type: none"> • Familiarize the learner with the varieties of nomadic society and their institutions. • Discuss whether state formation is possible in nomadic societies. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Identify the living patterns of nomadic pastoralist society. • Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler. • Analyze socio-political and economic changes during the period of the descendants of Genghis Khan. • Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan.
<p>The Three Orders. Focus: Western Europe</p> <p>13th- 16th century</p> <p>a) Feudal society and economy b) Formation of state</p> <p>c) Church and society d) Historians' views on decline of feudalism</p>	<ul style="list-style-type: none"> • Familiarize the learner with the nature of the economy and society of this period and the changes within them. • Show how the debate on the decline of feudalism helps in understanding processes of transition. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. • Relate between ancient slavery and serfdom • Assess the 14th century crisis and rise of the nation states.

<p>Changing Cultural Traditions Focus: Europe 14th-17th century</p> <p>a) New ideas and new trends in literature and arts</p> <p>b) Relationship with earlier ideas</p> <p>c) The contribution of West Asia</p> <p>d) Historians' viewpoint on the validity of the notion 'European Renaissance'</p>	<ul style="list-style-type: none"> • 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'. 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. • Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism. • Compare and contrast the condition of women in the Renaissance period. • Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance. • Critical analysis of the Roman Catholic Church by Martin Luther and Erasmus and their impact on later reforms. • Evaluate the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformations
<p>Displacing Indigenous People Focus: North America and Australia, 18th to 20th century</p> <p>a) European colonists in North America and Australia</p> <p>b) Formation of White Settler societies</p> <p>c) Displacement and repression of local people</p> <p>d) Historians' view point on the impact of European settlement</p>	<ul style="list-style-type: none"> • Sensitize students to the processes of displacements that accompanied the development of America and Australia. • Understand the implications of such processes for the displaced populations. 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • Recount some aspects of the history of the native people of America to understand their condition. • To analyze the realms of settlement of Europeans in Australia and America. • Compare and contrast the lives and roles of indigenous people in these continents

on indigenous population		
<p>Paths to Modernization Focus: East Asia, late 19th to 20th century</p> <p>a) Militarization and economic growth in Japan</p> <p>b) China and the communist alternative</p> <p>c) Historians’ Debate on the meaning of modernization</p> <p>(NOTE- Keeping in view the importance of the themes i.e. Japan, China and Korea; it is advised that all must be taught in the schools)</p> <p>Map Work on The Related Themes</p>	<ul style="list-style-type: none"> • Make students aware that transformation in the modern world takes many different forms. • Show how notions like ‘modernization’ need to be critically assessed. 	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • Deduce the histories of China and Japan from the phase of imperialism to modernization • Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. • Analyze the domains of Japanese nationalism prior and after the Second World War. • Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism. • To analyze the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.

HISTORY -027
Class XI (2022-23)

Project work

PROJECT WORK MM-20

INTRODUCTION

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

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

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

OBJECTIVES

Project work will help students:

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence, and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction, and time management.
- To learn to work on diverse cultures, races, religions, and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.
- To grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices.
- To develop lasting interest in history discipline.

GUIDELINES TO TEACHERS

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

- The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The Project Work should be suitably spaced from April to November in classes

XI so that students can prepare for Final Examination.

- The teachers must ensure that the students submit original work.
- Project report should be Handwritten only. (Eco-friendly materials can be used by students) The following steps are suggested:
 - 1) Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
 - 2) The project must be done individually / In-groups.
 - 3) The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
 - 4) The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
 - 5) The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project based and inquiry-based learning. Art integrated **Activities**, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020) The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to visually impaired candidates.
 - 6) Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
 - 7) Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

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

FEW SUGGESTIVE TOPICS FOR CLASS XI PROJECTS

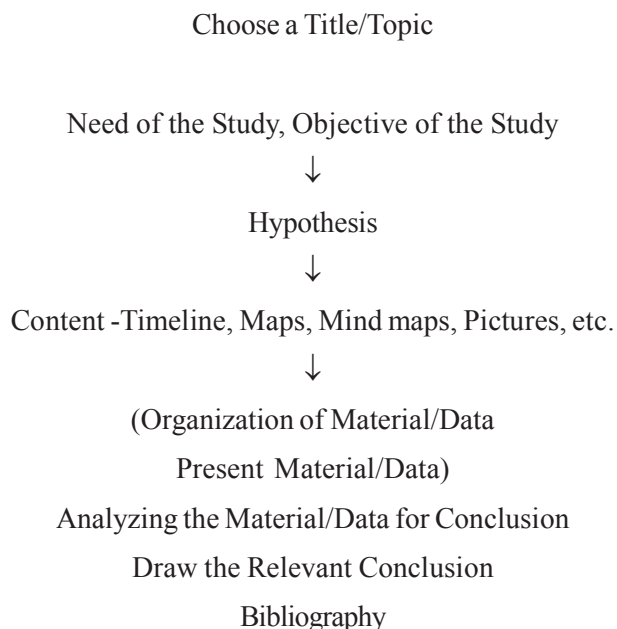
- 1) Crusades: causes; rationale; events; outcomes; Holy Alliance
- 2) Ancient History in depth: Mesopotamia
- 3) Greek Philosophy and City States
- 4) Contributions of Roman Civilization

Guidelines for History Project Work: 20 Marks

One Project to be done throughout the session, as per the existing scheme.

1. Steps involved in the conduct of the project:

Students may work upon the following lines as a suggested flow chart:



2. Expected Checklist for the Project Work:

- Introduction of topic/title
- Identifying the causes, events, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of strategies suggested during research
- Validity, reliability, appropriateness, and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

3. Assessment of Project Work:

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.
- 20 marks assigned for Project Work can be divided in the following manner:

PROJECT WORK: 20 Marks

The teacher will assess the progress of the project work in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
April -July	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data Collection.	6
August-October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
November - January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography,	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January/ February	Annexures and overall presentation of the project. Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	4
		TOTAL	20

4. Viva-Voce

- At the end, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.

In case of any doubt, authenticity should be checked and verified.

GUIDELINES FOR PROJECT

Project Work : Important Information of Students

1. First Page : Write Project Work
Topic/Subject: (Name of the chapter)
2. Second Page : Name of the student
Class-XI Section
Roll No. CBSE Roll No.
Name of School-
Session-2021-22
3. Third Page : Index
4. Fourth Page : Acknowledgment
5. Fifth Page : Detail of Project Work
6. Bibliography : Website
Book (Name of the author/authors)
Magazine and Report
News Papers
Text Book
Other support
7. Last Page : Teachers Comment
 - (1) Collaboration and Participation
 - (2) Presentation and neatness
 - (3) Date of submission of project work
 - (4) Total marks
 - (5) Comment
 - (6) Signature of Teachers and Date

Project should be hand written by the students.

(Not more than 15-20 pages)

Assessment

Allocation of Marks 20

The Marks will be allocated under the following heads:

Marks

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

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

Project Work

Suggested Topics

Chapter 2: Use timeline, pictures and map to show the process of urbanization and development of Mesopotamian civilization. Writing can be shown through models. Give complete information of the contribution of the civilization of Mesopotamia to the world.

Chapter 3: Show Roman Empire through pictures maps and timeline. The role of emperor, senate and the army, expansion of empire and downfall should be discussed.

Chapter 5: Using the maps, pictures and timeline explain Genghis Khan, expansion of his Empire his, military achievements, Yasa, Ulus system.

Chapter 6: Explain in detail three orders of French society i.e. Clergy, Nobility Pesants. Use of tables, flow charts, pictures, maps and timeline should be used for this project.

Chapter 7: During Humanistic Renaissance: Rise of cities, universities, realism, architecture, published books, new inventions by scientists and famous art works by artists should be shown through maps, pictures and timeline.

Cnapter 10: Show with the help of maps, timeline and maps the displacement of indigenous people, attitude of Government towards them and wave of change in this project.

Chapter 11: Show the process of modernization of China and Japan with the help of pictures, maps, and timeline in this project. (In all the project work data should be collected from different sources. Use the library and internet also).

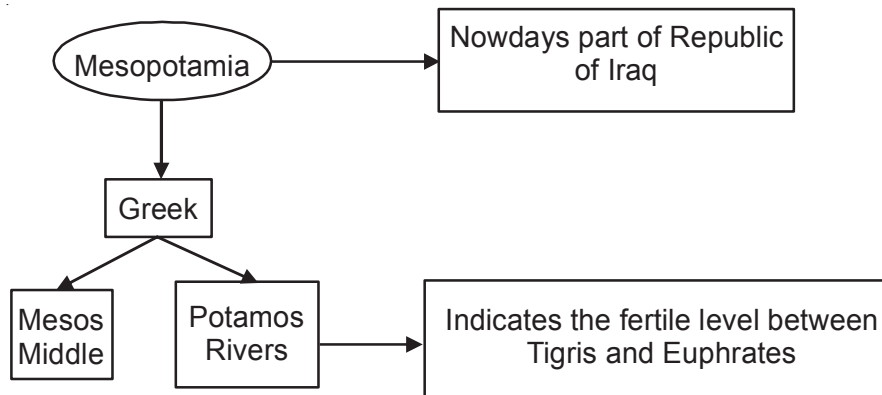
INDEX

Content	Page No.
Section A – Early Societies	
Timeline 1 – 6 MYA to 1 BCE	
2. Writing and city life	1
Section B– Empires	
Timeline 2 – 100 BCE to 1300 CE	
3. An Empire Across Three Continents	9
5. Nomadic Empires	23
Section C – Changing Traditions	
Timeline 3 – 1300 to 1700 CE	
6. The Three Orders	32
7. Changing Cultural Traditions	
Section D – Towards Modernisaion	
Timeline 4 – 1700 to 2000 CE	
10. Displacing Indigenous Peoples	49
11. Paths to Modernization	56
Answer to MCQs	72
Source Based Question	74
Case Study Based Question	88
Guidlines for Project	
Practice Question Paper-3	117
Practice Question Paper-2	132
Practice Question Paper	145
List of Map	159

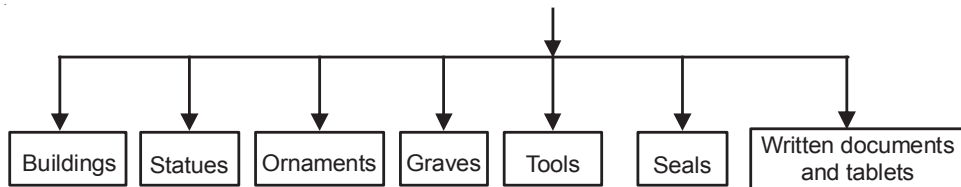
Lesson – 2

Writing and City Life

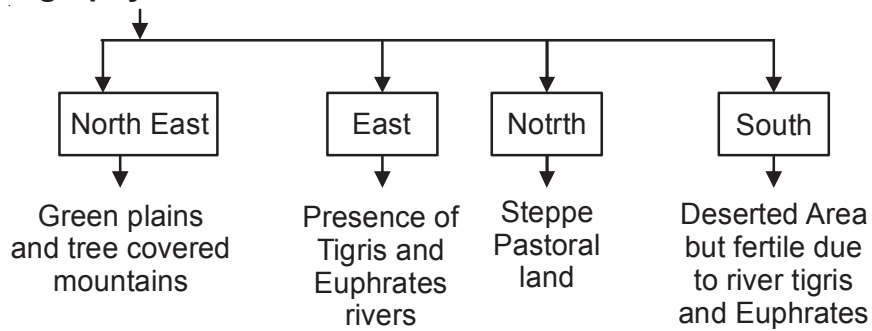
1. Points to Remember



2. Sources to know about mesopotamia (Excavations began in 1840s)



3. Geography



4. Its urbanized southern part was called Sumer and Akkad, later it was called Babylonia.
5. Its Northern part became known as Assyria when Assyrians established their kingdom in the North region
6. Sumerian, Akkadi and Arramaic were its important languages
7. In this Civilization development of cities started. In 3000 BCE Uruk, Ur and Mari were its famous cities
8. In the north, there is a stretch of a upland called steppe where animal herding offered people a better livelihood than agriculture however agriculture, animal herding and trade were important means of livelihood.
9. People used bronze to make tools.
10. A woman's head sculpted in white marble was found at Uruk. (Lady of Uruk) The Warka Head.
11. Division of labour social organisation were characteristic features of city life and urban economy
12. Mesopotamia was rich in food resources but its mineral resources were few which could have been traded from Turkey, Iran and across the Gulf.
13. Water ways were used to transport goods for trade. Euphrates was used as world route.
14. Writing began as urban economy required keeping of written records
15. First Mesopotamian tablets were written around 3200 BCE. The Scribe with the help of pointed end of reed would press wedge shaped signs on to the surface of moist clay tablet. Later they were dried in sun.

16. Cuneiform is derived from Latin words *cuneus* meaning wedge and *forma* meaning shape.
17. Very few Mesopotamians could read and write as the number of signs were very large and complicated.
18. From 1400 BCE Aramaic language also tricked in. This language, similar to Hebrew, became widely spoken after 1000 BCE. It is still spoken in some parts of Iraq.
19. These types of cities were found :
 - Cities which developed around temples
 - Those developed as centre of trade
 - Imperial cities
20. Temples were like ordinary houses, the only difference was that they had their outer walls going in and out at regular intervals. Ur (Moon God) and Inanna (Goddess of love) were main deities.
21. From 5000 BCE settlements had begun to develop inside southern Mesopotamia, some of which were converted into cities.
22. There was lack of town planning in Ur city, narrow and winding streets, water drainage system was not good. Residents of Ur were superstitious.
23. After 2000 BCE, Mari city which stands on upstream on Euphrates flourished as royal capital. This was situated on important trade centre. The palace of King Zimrilim and a temple was also found here.
24. Nuclear family was the norm in mesopotamian society, this information was inferred through legal text (related to marriage and inheritance matters).

25.

The Legacy of Writing



The Greatest legacy of Mesopotamia



Scholarly tradition of
time reckoning



Mathematics

Calendar

- Division of the year into 12 month
- Division of the month into 4 week
- Division of day into 24 hours
- Division of hour into 6 mnts

Mathematical Contribution

- Tablets with multiplication and division
- Square root, root tables
- Table of compound interest

26. Solar and lunar eclipses were observed and recorded.
27. There were schools where students read and copied earlier written tablets.
28. These time divisions were adopted by successors of Alexander and from there transmitted to Rome, world of Islam and then to medieval Europe.
29. Gilgamesh - the ruler of Uruk city, great warrior who had brought far flung territories under his control.
30. Assyrian king, Ashurbanipal procured clay tablets from Babylonia and established a library at his capital Nineveh.
31. In 625 BCE Nabopolassar released Babylonia from Assyrian domination.
32. Babylon was premier city of world until 331 BCE when Alexander conquered it. Nabonidus was the last ruler of independent Babylon.
33. The Book of Genesis of the Old Testament refers to 'Shinar' as a land of brick built city was Sumer.

Multiple-Choice Questions

1. Which of the following is the characteristic of Mesopotamian civilization?
 - (a) Urban civilization
 - (b) Development of writing
 - (c) Trade with distant places
 - (d) All of the above
2. Which city the Warka head was found?
 - (a) Ur
 - (b) Uruk
 - (c) Mari
 - (d) Babylon
3. Enmerkar was the ruler of which city?
 - (a) Uruk
 - (b) Ur
 - (c) Sumer
 - (d) Mari
4. Which city flourished as royal capital?
 - (a) Mari
 - (b) Ur
 - (c) Uruk
 - (d) Babylon
5. Tool of which metal was required by Carver of stone seal?
 - (a) Copper
 - (b) Bronze
 - (c) Iron
 - (d) Tin
6. What is the greatest legacy of Mesopotamia to the world?
 - (a) Time reckoning
 - (b) Scholarly tradition of maths
 - (c) Both a and b
 - (d) None of above

7. Which of the following is the first known language of Mesopotamia ?
- (a) Sumerian (b) Akkadi
(c) Both (a) and (b) (d) None of the above
8. What languages were spoken in Mesopotamia ?
- (a) Sumerian (b) Akkadi
(c) Aramaic (d) All of the above
9. Gilgamesh was the ruler of which city?
- (a) Ur (b) Uruk
(c) Mari (d) None of the above
10. On the basis of archeological evidence which city grew to the enormous extent of 250 hectares?
- (a) Ur (b) Mari
(c) Uruk (d) None of the above

Very short answers questions

1. What does Mesopotamia mean? (NCERTpg 29)
2. Between which two rivers , did the Mesopotamian civilization develop ?
(NCERTpg 29)
3. Name the grassland that was there in Mesopotamia for animal herding. (NCERTpg 31)
4. What were the characteristics of Mesopotamian urbanisation?
(NCERTpg 32)
5. How were goods transported in Mesopotamia? (NCERT pg 33)
6. When was the first tablet found in Mesopotamia? (NCERTpg 33)

7. What was the script of Mesopotamia? (NCERTpg 34)
8. Where did Mesopotamian people import metals and stone from?
(NCERTpg 33)
9. Name the goods exported by Mesopotamian people?
(NCERTpg 33)
10. What were the main features of the city of Mari? (NCERTpg 41)
11. How did Mesopotamians do time reckoning? (NCERTpg 45)
12. Who was Gilgamesh? (NCERTpg 45)
13. Where was the palace of Zimrilim situated? (NCERTpg 43)
14. Who established the library at Nineveh? (NCERTpg 46)
15. Name the contemporary civilization of Mesopotamia.
(NCERTpg 40)

Short Answer Questions

1. 'Development of the cities was the outcome of rural prosperity,' explain it in the context of Mesopotamia.
2. 'Iraq is a land of geographical diversity.' Explain.
3. How is division of labour a characteristic feature of city life?
4. 'Social organisation is must for urban economy.' Explain
5. 'City Mari was an important urban trade centre.' Explain.
6. Explain the development of writing in Mesopotamia on the basis of evidences.
7. Even after natural fertility, agriculture in Mesopotamia was sometimes subject to hazards. Which factors were responsible for it?

8. "City Ur in Mesopotamia lacked town planning." Explain.
9. 'Nomadic pastoralist were a threat to urban life.' Explain.
10. Explain the importance of urbanisation in Mesopotamia
11. Give brief description of making of seal in Mesopotamia and its importance
12. Why very few people in Mesopotamia were literate?
13. How were the early temples similar to a house?
14. Explain the rules of family and marriage in Mesopotamia
15. How did the Potter's wheel bring an epoch-making change in technology?

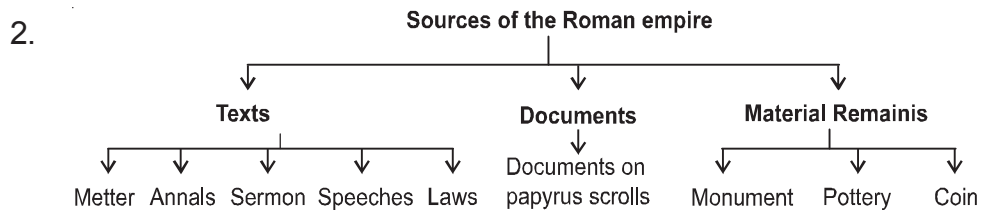
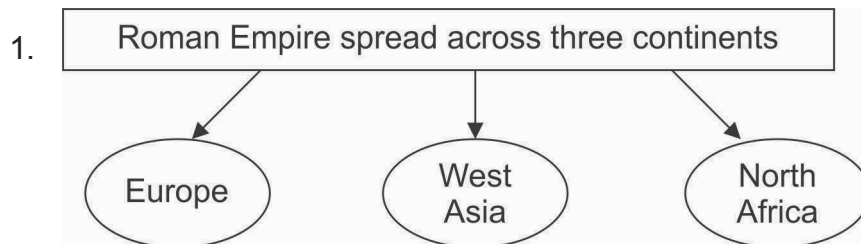
Long answer Questions (8 marks)

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

Lesson – 3

An Empire Across Three Continents

Facts to Remember



3. Phases of Roman Empire

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

4. The Early Empire

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

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

5. Administration of Roman Empire

- Roman Empire controlled and administered through great urban centres.
- Empire divided into provinces and subjected to taxation.

- Carthage, Alexandria, Antioch were foundations of the imperial system.
- Through local upper class in the cities government collected tax from the provincial countryside.
- Provisional upper class became the new elite.
- Emperor Gallienus forbade senators from military command.

6. Third-Century Crisis

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

7. Gender, Literacy, Culture in Roman Empire

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

8. Economic activities

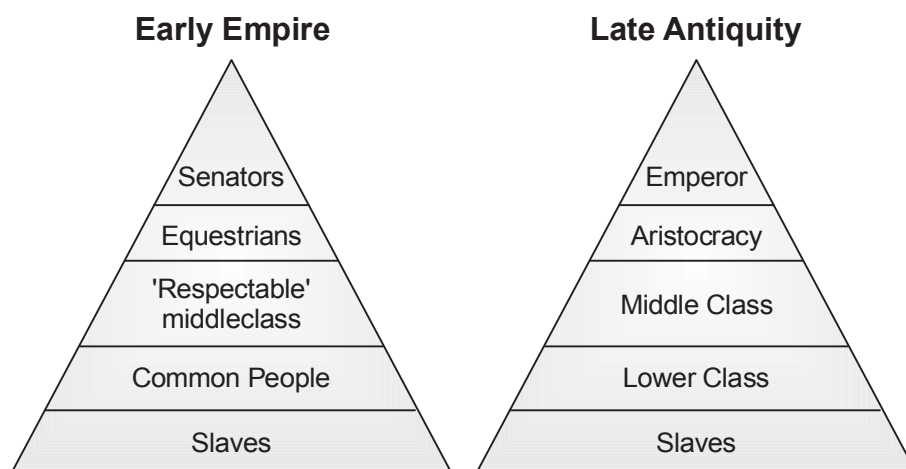
- Vast economic infrastructure -Harbours, mines, quarries, brickyards, olive oil factories etc. were widespread.
- Good fertile areas

- Commercial and banking networks-well organised, widespread use of money.
- Liquids transported in containers -'Amphorae'.
- Spanish Olive Oil carried in containers - 'Dressel-20'.
- Water power efficiently used in Spanish gold and silver mines.

9. **Controlling of Workers in the Roman Empire**

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

10. **Social Hierarchies**



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

11. Late Antiquity - From Fourth to Seventh Century

- **Emperor Diocletian (284 CE to 305 CE)**
 - (i) Cut back empire
 - (ii) Fortified frontiers
 - (iii) Separated military and civil works
 - (iv) Increased power of military commanders
 - (v) Recognized provincial boundaries.
 - (vi) Divided the empire into 2 parts - Eastern and Western.
- **Emperor Constantine (307 CE to 337 CE)**
 - (i) Declared Christianity an official religion
 - (ii) Introduced solidus (gold coins)
 - (iii) Second Capital at Constantinople
 - (iv) Revival of long-distance trade
 - (v) Investments made in new technologies
- **Emperor Justinian (527 CE to 565 CE)**
 - (i) Reign marked with prosperity and imperial ambition.

12. Decline of Roman Empire

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

Multiple-Choice Questions

Q1. What was used abundantly for writing in Roman Empire?

- | | |
|------------------|-----------------|
| A. Paper | B. Papyrus |
| C. Metal Tablets | D. Clay Tablets |

Q2. Which river determined the boundary of the Roman Empire in the North ?

- | | |
|-------------------------|-----------------|
| A. Rhine | B. Danube |
| C. Tigris and Euphrates | D. A and B both |

Q3. Who founded 'The Principate'?

- A. Augustus
- B. Julius Caesar
- C. Trajan
- D. Tiberius

Q4. Whose reign is remembered as the "age of peace"?

- A. Augustus
- B. Tiberius
- C. Constantine
- D. Justinian

Q5. What were the main business items in the economy of The Roman Empire?

- A. Wheat
- B. Wine
- C. Olive Oil
- D. All of the above

Q6. Roman Empire had many modern features.

Which of the following statement(s) is/are correct to prove this?

- (i) In Roman Society nuclear family prevailed
- (ii) Woman enjoyed legal rights
- (iii) Slaves were an investment

Choose the correct option:

- A. (i) and (ii) only
- B. (ii) and (iii) only
- C. (i) (ii) and (iii)
- D. (ii) only

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

List 1

- I. Campania
- II. Fayum
- III. Baetica
- IV. Byzacium

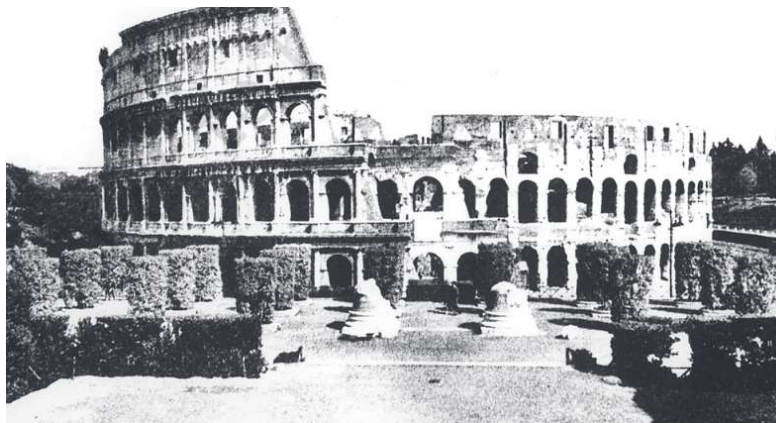
List II

- a. Egypt
- b. Tunisia
- c. Italy
- d. Spain

Options:

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

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



Q 9. Which of the following architectural forms does not belong to the Roman empire -

- A. Amphitheatre
- B. Colosseum
- C. Aqueducts
- D. Cathedrals

Q10. Given below are two statements, one labelled as Assertion (A) the other as Reason (R).

Assertion (A): Emperor Constantine introduced new gold coins, Solidus, Reason(R): Spanish silver mines were exhausted

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

VERY SHORT ANSWER TYPE QUESTIONS

Q1. What are 'Denarius'? (NCERT, Page no. 62)

Q2. Which were the great urban centres that lined the shores of the Mediterranean? (NCERT, Page no. 62)

Q3. What were the sources of entertainment for the Romans ? (NCERT, Page no.63)

- Q4. What were Amphorae? (NCERT, Page no. 66)
- Q5. Name the Roman territory which was less advanced and transhumance took place in its country side. (NCERT, Page no. 67)
- Q6. Who condemned the use of slave gangs as the worst method of organizing production? (NCERT, Page no. 69)
- Q7. Name the respectable section of Roman Society which was connected with Imperial Service? (NCERT, Page no. 70)
- Q8. Why did slaves intentionally accept the debt contracts? (NCERT, Page no. 69)
- Q9. What was Constantinople previously known as? (NCERT, Page no. 72)
- Q10. What steps did the Emperor Gallienus take to prevent control of the empire from falling into Senators hand? (NCERT, Page no. 62)
- Q11. In sixth century which Germanic groups took over the major provinces of Western Roman Empire? (NCERT, Page no. 73)

SHORT ANSWER TYPE QUESTIONS

- Q1. 'Roman Empire was a diverse Empire at cultural level'. Justify the statement
- Q2. Emperor Diocletian made what changes in the Roman Empire.
- Q3. Write the achievements of Emperor Constantine.
- Q4. Review the status of 'Republic' in The Roman Empire.
- Q5. Briefly explain the third century crisis of the Roman Empire.

- Q6. Write the main features of Roman Urban life.
- Q7. Explain the condition of slaves and workers in the Roman Empire.
- Q8. 'Casual literacy varied greatly between different parts of Roman Empire'. Corroborate the statement with example.
- Q9. Briefly explain the reasons for the downfall of Roman empire.
- Q10. Why was slave breeding encouraged in the Roman Empire.
- Q11. Which kingdoms were referred to as 'Post Roman' and why?

Long Answer Type Questions

- Q1. What were the main characteristic features of the Roman Society?
- Q2. What were the main contributions of Roman Empire to the world.
- Q3. 'Roman army was a key institution of the Roman Empire'. Justify the statement
- Q4. Write the factors on the basis of which it can be said that the Roman Society and economy were modern.
- Q5. Describe the religious culture of Romans and Greeks.

Answer

1. 1) Nuclear Families were prevalent.
- 2) Slaves were a part of family.
- 3) Rights in owning and managing property.
- 4) Women enjoyed legal rights.

- 5) Divorce was easy.
 - 6) Arranged marriage and age gap encouraged
 - 7) Widespread casual literacy
 - 8) Cultural diversity
 - 9) Many languages
 - 10) Urban life
- 2.**
- 1) Empire established
 - 2) Education managed by State
 - 3) Organised Army
 - 4) Roman Law
 - 5) Spread of Christianity
 - 6) Religious Tolerance
 - 7) Roads and aqueducts
 - 8) Roman Architecture
 - 9) Literacy and philosophy
 - 10) Language
 - 11) Urban Life
 - 12) Trade

3. Characteristic features of Army management.

- 1) Roman Army was an important organization in political
- 2) Professional army
- 3) Service terms fixed.
- 4) Largest single organised body.
- 5) Senate feared the army.
- 6) Differences led to civil war.
- 7) Revolts
- 8) Determine the fate of Emperors

4. ROMAN SOCIETY

- 1) Taxes levied on higher class
- 2) Aristocracy
- 3) Nuclear family
- 4) Condition of women
- 5) Cultural diversity
- 6) Literacy
- 7) Urbanisation

2. ECONOMY

- 1) Strong economy
- 2) Use of containers - amphorae .dressel-20

- 3) Export -products, centres
- 4) Use of water power
- 5) Mining of minerals on large industrial scale
- 6) Well organised commerce
- 7) Banking network
- 8) Widespread use of money

5. Greek and Roman religious culture

1. Polytheist
2. Many gods and goddesses
3. Temples, Shrines and sanctuaries built
4. Followed many religious traditions and practices
5. Had no common name
6. Judaism prevalent
7. Spread of Christianity
8. Boundaries between religious communities were fluid.
9. Bishops enforced more rigid set of beliefs and practices

Lesson – 5

Nomadic Empires

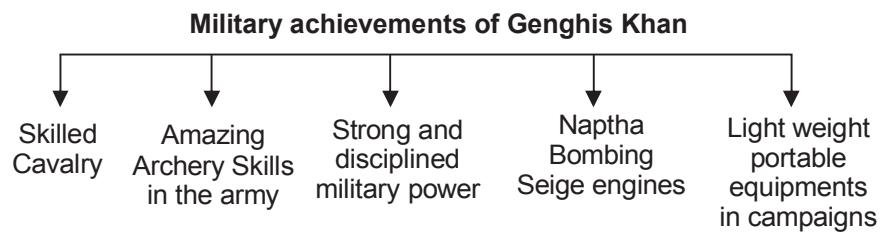
Facts to Remember

- Historical evidence about Nomadic Empire**

```
graph TD; A[Historical evidence about Nomadic Empire] --> B[Chronicles]; A --> C[Travelogues]; A --> D[Document of urban litterateure]; A --> E[Evidence from chinese, Mongolian persian and Arabic languages];
```

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

5. The term 'barbarian' is derived from the Greek barbarous which meant a Non-Greek.
6. Nomadic Clans attacked China often and looted the cities. Chinese emperors constructed the great wall of china to seek protection from their attacks.
7. Genghis Khan, who's early name was Temujin, till 1206 he defeated his rulers decisively and became the most influential person of the steppe region. Thus, in 1206, in a council of Kurultai, he was named as 'Samudri Khan' and the 'Sovereign ruler' by the mongols and declared as the chief.
8. Military achievements of Genghis Khan

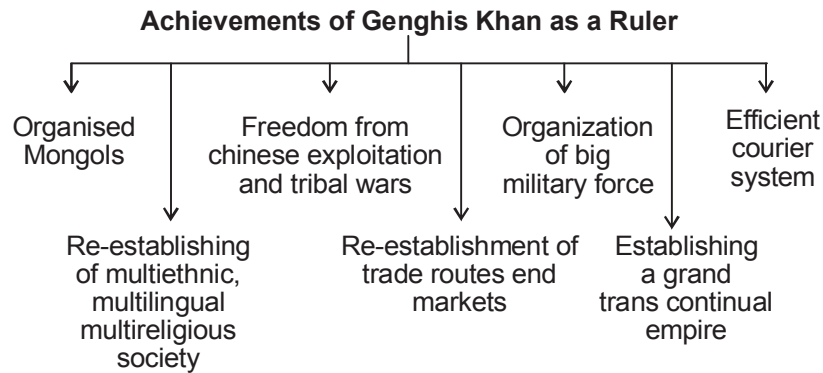


9. Genghis Khan reorganized the army - divided the ancient nomadic groups and their members into new military units. Tuman -The largest unit of the army (consisting of ten thousand troops, comprising several clans and clan's people.)
10. The new military contingents, which were under his four sons used to called Noyan.
11. Genghis Khan had already fashioned a rapid courier system that connected the distant areas of his regime. Fresh mounts and despatch riders were placed in outposts at regularly spaced distances. For the maintenance of this communication system the Mongol nomads

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

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

16.



17. Presently Mongolia is a sovereign nation and Genghis Khan is regarded as the greatest state man and iconic figure.

Multiple-Choice Questions

1. What was the main profession of Mongol's?
 - a. Agriculture
 - b. Pastoralists and hunter-gatherers.
 - c. Astrology
 - d. Craftsmanship
2. The term 'barbarian' is derived from the Greek barbaros which meant-
 - a. Cruel
 - b. Powerful
 - c. Non-Unani
 - d. Hunter

3. Which reason led the construction of the Great Wall of china?
 - a. For beautification of the state
 - b. For development of trade
 - c. To fortify the agricultural region.
 - d. To protect China from Nomadic intrusion
4. What was the name given Genghis Khan to military contingents under his four sons?
 - a. Noyan.
 - b. Yasa
 - c. Courier system
 - d. Oubcur
5. Genghis Khan is known in Mongolia for what?
 - a. As philosopher
 - b. As cruel ruler
 - c. as Nomadic ruler
 - d. as Great Statesman
6. What was the Genghis Khan's childhood name?
 - a. Temujin
 - b. Tugril Khan
 - c. Bodhurachu
 - d. None of above

7. Which title was conferred upon Genghis Khan by Mongol chieftains (quriltai)?
- a. Oceanic Khan
 - b. Badshah Khan
 - c. Jahandar Khan
 - d. None of the above.

Tick the right/wrong after reading following sentences.

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

Short Answer Type Questions (3 marks)

- 1. Why the Central Asian Nomads used to go to China?
- 2. Which title was conferred upon for declaring Genghis Khan as Mongolian's leader.
- 3. What was the name of the tax nomadic people used, to the contribution of a tenth of their horses and other live stock.
- 4. Who were the nomadic people.

5. Which code of law was adopted by Genghis Khan to protect his identity.
6. What was the name of biggest army unit of Genghis Khan.

Long Answer Questions (8 marks)

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

Answer to the Long Questions

1. A. Skilled Cavalry
B. Amazing archery skills in the army
C. Knowledge of weather
D. Siege engines
E. Naphtha bombing
F. Strong and disciplined military power
G. Use of lightweight portable equipment in campaigns
H. Use of frozen rivers as highways
Any other suitable point
2. 'Yasa' was the code of law that Genghis Khan promulgated at the quriltai in 1206, . In its earliest formulation the term was written as

yasaq which meant 'law', 'decree' or 'order'. Yasaq concern administrative regulations: the organisation of the hunt, the army and the postal system. The changes in the meaning of the term .

By the middle of the thirteenth century the Mongols had emerged as a unified people and just created the largest empire the world had ever seen.

They ruled over very sophisticated urban societies, with their respective histories, cultures and laws.

Although the Mongols dominated the region politically, they were a numerical minority. The one way in which they could protect their identity and distinctiveness was through a claim to a sacred law given to them by their ancestor.

The yasa was in all probability a compilation of the customary traditions of the Mongol tribes but in referring to it as Genghis Khan's code of law.

The Mongol people also laid claim to a 'lawgiver' like Moses and Soloman.

The yasa served to cohere the Mongol people around a body of shared beliefs, it acknowledged their affinity to Genghis Khan and his descendants and, even as they absorbed different aspects of a sedentary lifestyle, gave them the confidence to retain their ethnic identity and impose their law upon their defeated subjects.

It was certainly inspired by his vision and was vital in the construction of a Mongol universal dominion.

3. They were few in numbers and less civilised than their subjects.

Contradictions within Mongols and imposing their tradition on new territories.

Mongols conversion to other religions

Any other suitable point.

4. *Genghis Khan, who's early name was Temujin, by 1206 he defeated his rulers decisively and became the most influential person of the steppe region. Thus, in 1206, in a council of quriitai, he was named as 'Oceanic Khan' and the 'Universal ruler' by the mongols and declared as the chief.*

- Freedom from tribal wars and Chinese exploitation
- Organization of big military force
- Efficient courier system
- Re-establishment of trade routes and markets
- Establishing of multiethnic, multilingual, multi-religious
- Establishing a grand transcontinental empire.
- Presently Mongolia is a sovereign nation and Genghis Khan is regarded as the greatest statesman and an iconic figure.

Lesson – 6

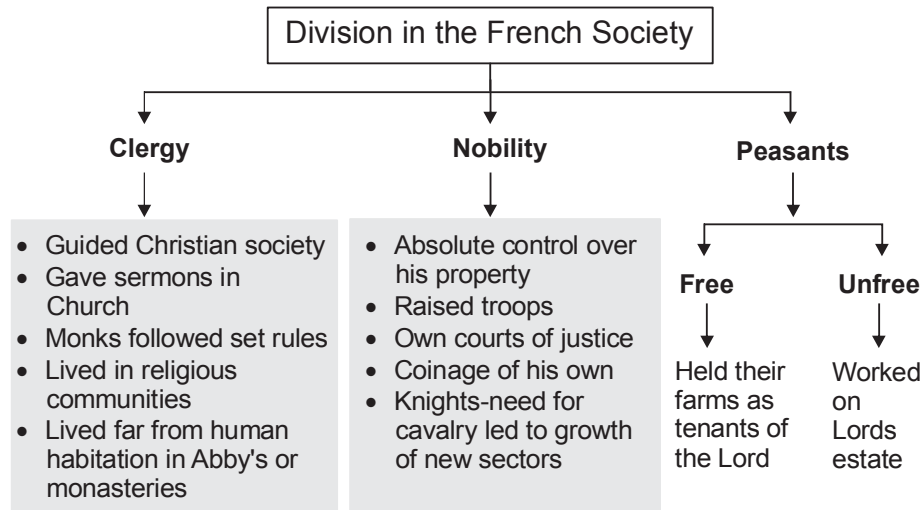
The Three Orders

(Europe between 9th – 16th Century)

Facts to remember

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

5.



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

Seasons for growing crops were reduced by a month, (ii) Intense ploughing exhausted the soil, (iii) Population growth caused shortage of resources, (iv) Shortage in silver output in mines of Austria and Serbia caused scarcity of metal money which hampered the trade. (V) Epidemics

12. Political changes- Rise of absolutist rulers- The process of organised standing army, permanent bureaucracy, and national taxation started.
13. The new regime was different from old regime- The king was no longer the apex of the pyramid where loyalty had been a matter of personal dependency and trust. He was now at the center of an elaborate courtier society and a network of patron- client relationships.

Multiple-Choice Questions

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

3. What do you understand by guilds?

- (a) Place where monks lived
- (b) An association which controlled the quality of the product its price and its sale
- (c) Traders living in town
- (d) A festival based on Lunar Calendar

4. Match the columns

A		B	
1)	Spain	a)	Maximilian
2)	England	b)	Isabelle and Ferdinand
3)	France	c)	Henry VII
4)	Austria	d)	Louis XI

	(1)	(2)	(3)	(4)
A.	b	c	d	a
B.	c	a	d	b
C.	a	b	c	d
D.	a	b	d	c

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

"Feudal air makes free"

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

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

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

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

Very Short Questions

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

Read the following sentences carefully and state True or False

- 1) Abbey is derived from the Syriac word 'Abba' meaning home.
- 2) The king of France was linked to the people by vassalage.
- 3) Only men could become monks in Christianity.

- 4) Large churches called Cathedral used stained glass on windows.
- 5) Serfs who craved for freedom in feudalism ran away and hid in the forest.

Short Answer Type Questions (3 marks)

1. What does seigneur/ lord mean? "Nobility in France enjoyed a privileged status" elaborate.
2. Describe the life of Christian monks in a monastery during the medieval Europe.
3. Who were knights ? Give a brief overview of the relationship between Lord and Knights .
4. What was the condition of Peasants in Feudal in Europe.
5. What agricultural problems were faced by Europe in early Medieval times? What were the effects of these problems on them?
6. Describe the Manorial estate.
7. Compare the conditions of life for a French Serfs and a Roman Slaves.
8. What were the causes of the social unrest that prevailed in Medieval Europe?
9. What were the reasons for the rise of The Fourth Order in Medieval Europe?
10. How did the Cathedral Towns in France came into existence?

Long Answer Questions (8 marks)

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

Answer to the Long Questions

1. Factors that led to the slowdown of economic expansion
 - The warm summer gave way to bitter cold summer
 - Season for growing crops reduced, storm and oceanic flooding destroyed many farm sheds
 - Less income in taxes for government
 - Intensive ploughing exhausted the soil
 - Shortage of pasturage reduced the number of cattle
 - Population growth caused shortage of resources.
 - Between 1315-1317, severe famine hit Europe, In 1320- massive cattle deaths took place

- Short fall in silver mines of Austria and Serbia caused shortage of metal money which resulted in trade being affected.
 - Along with the ships came the rats carrying the deadly bubonic plague
 - Widespread deaths
 - Catastrophe along with economic crisis caused immense dislocation.
 - Shortage of labor resulted in increase of wage rates by as much as 250% in the aftermath of Black Death.
2. Reasons for the triumph of monarchies was the social changes which took place in the twelfth and the thirteenth century
- Dissolution of the federal system -slow economic growth -increase in king's power
 - In Fifteenth and the Sixteenth century the king's power increased in army and economic matters.
 - More professional army, under the king, equipped with guns and siege artillery
 - The resistance of Aristocracy crumbled in the face of the fire power of the kings.
 - The nobility managed to survive as they quickly transformed themselves in loyalists.
 - Lords who had been rulers in the feudal system got permanent positions in the administrative service of the kings.
 - Lord needed the co-operation of powerful people. Patronage could be obtained in terms of money.

- Non-Aristocratic elements (Merchants and bankers) gained access to the court, lent money to the king.
- Instead of the basic wooden ploughs ,use of heavy iron-tipped ploughs and mould-boards.
- Instead of neck-harness on animals, the shoulder-harness came into use.
- Iron horse shoes on horses hooves were now used
- Wind and water energy used for agriculture
- water-powered and wind-powered mills were set up
- switch from a two-field to a three-field system
- Switch in agricultural system. Food availability was doubled
- Cultivators had better opportunities
- Peasant's land shrank. Effective cultivation and reduced amount of labor needed.
- Peasants got time for other activities

Lesson – 7

Changing Cultural Traditions

Facts to Remember

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

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

experience their happiness in present circumstances in contemporary world.

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

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

Multiple-Choice Questions

1. The famous painting 'the Last Supper' is a creation of
 - (a) Leonardo da Vinci
 - (b) Michael Angelo
 - (c) Guttenberg
 - (d) Petrarch
2. In 1455 what was first time printed by Gutenberg in his printing press
 - (a) Books related to Humanism
 - (b) World treasure of Medical Science
 - (c) 150 copies of Bible
 - (d) 'The Prince' of Machiavelli
3. The mission started by Martin Luther against Catholic Church was known as
 - (a) Renaissance
 - (b) Protestant Reformation
 - (c) Confession of Sin
 - (d) Reformation
4. Which truth was announced by Copernicus
 - (a) All planets including earth rotates around sun
 - (b) The earth is filled with sins and thus stable
 - (c) Confession relieves from all sins
 - (d) God has given freedom to human to live his life

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

READ THE SENTENCES PROPERLY AND TICK RIGHT/WRONG AGAINST THEM:

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

VERY SHORT ANSWER QUESTIONS (1 MARK EACH)

1. Who is the creator of painting "The Paita"? (NCERT, PAGE NO. 159)
2. How Fedle describe 'Marchisa Isabela the Daste'?
(NCERT, PAGE NO. 162)
3. What is 'New Testament'? (NCERT, PAGE NO. 164)
4. For whom the term 'Renaissance Man' is being used.
(NCERT, PAGE NO. 141)
5. What is meant by 'Realism'? (NCERT, PAGE NO. 159)
6. Name the two persons behind the popularity of Florence?
(NCERT, PAGE NO. 156)

Short Answer Type Questions (3 marks)

1. Write four main reasons of Renaissance?
2. Write about contributions of Arabs in the field of science and philosophy?
3. Write the characteristics of 'Humanitarian Views'?
4. Write the main objectives of 'Crusade Movement'?
5. Who was 'Martin Luther'. Why he started revolution against Pope?
6. What was 'Copernicus Revolution'?
7. What was 'Scientific Revolution'. How it affected the people?
8. State reasons that how women get appropriate place in male dominated society?
9. What were the benefits of availability of printed books?

10. How Renaissance affected the Literary Writings?
11. What were the astronomic discoveries took place between 1429 A.D. to 1520 A.D.

Long Answer Questions (8 marks)

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

Answers to the Long Questions

1. Towns were growing in many countries.
 - A distinct urban culture also developed. Florence, Venice and Rome became the centre of art and learnings.
 - Artist and writers were patronised by the rich and the aristocratic .
 - The invention of printing at the same time made books and prints available to many people.
 - Religion came to be seen as something which each individual should choose for himself.
 - The church's earth-centric belief was overturned by the scientists who began to understand the solar system.
 - The thought that "The Mediterranean sea was the centre of the world" was being proved wrong.
2. They were told to practice religion in the same way laid down in the ancient tax of a religion, discarding unnecessary rituals which they condemned as later addition to a simple religion. There was a radically new view of human beings as free and rational agents who have complete freedom to live their life freely. The Church had become an institution, marked by greed, extorting money at will from ordinary people, by selling of 'indulgences', documents which apparently freed the buyer from the burden of the sins he had committed. Christians came to realise this from the printed translation of the Bible. Peasants began to rebel against the taxes imposed by the church. While the common folks resented the extortion of churchmen, princes also found interference of the church in the work of the state irritating.

3. Women generally do not had any say in how there husbands should run they are business.

If an adequate dowry could not be arranged, daughters were sent to convents to live the life of a nun. Obviously the public role of women was limited and they were looked upon as keepers of the households.

The position of women in the families of merchants however was somewhat different, shopkeepers very often assisted by their wives in running the shop. A few women were intellectually very creative and sensitive- like Cassandra Fedele who was proficient in Latin and Greek.

Marchesa of Mantra, Isabella d' Este ruled the state while her husband was absent from the state.

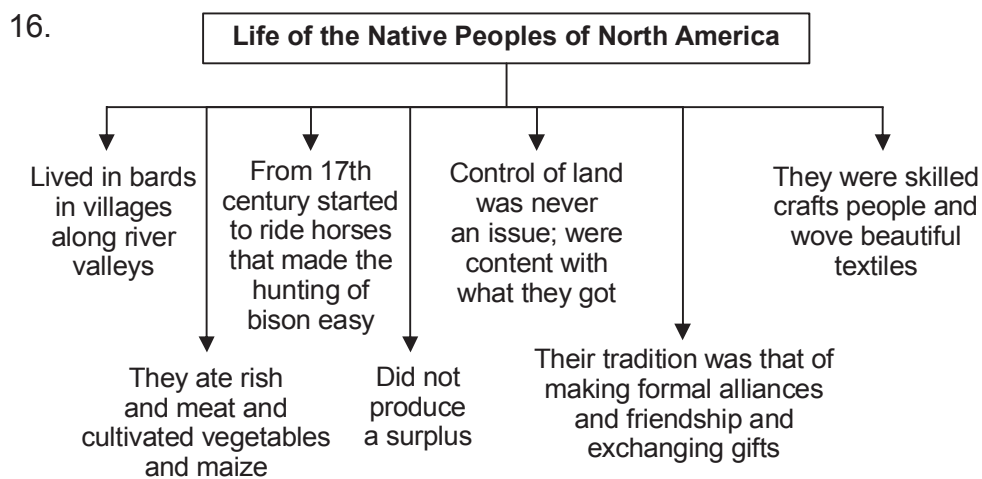
Lesson – 10

Displacing Indigenous Peoples

Facts to Remember

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

8. Aborigine – Native people of Australia.
9. In 1911 Woolwheatgold was the name suggested to be the new capital of Australia. Ultimately it was called Canberra (Kamberra ,a native word meaning 'meeting place').
10. Initially the European settlers were enthusiastic about their friendliness with the natives;but there was a sharp reversal of feelings on the part of the British when cook was killed by a native in Hawaii.A single incidence of this nature was used by colonisers to justify subsequent acts of violence towards the native people.
11. The natives of North America lived in bands in villages along river valleys. They ate fish and meat and cultivated vegetables and maize.
12. The government had always termed the land of Australia terra nullius, that is belonging to nobody.
13. The natives locked off in small area called 'reservations' which offen was land with which they had no earlier connection.
14. In 1968 people were electrified by a lecture by the anthropologist W.E.H. Stanner entitled 'The great Australian Silence' the silence of historians about the aborigines.
15. Since then University departments have been instituted to study the native culture of Australia.



Multiple Choice Questions

1. For whom did the word settler use in Ireland, New Zealand and Australia—
(a) Dutch (b) British
(c) French (d) Portuguese
2. What does the Latin word Austral mean.:
(a) ape (b) village
(c) southern (d) sea
3. Which of the following is the capital of Australia?
(a) Sydney (b) Melbourne
(c) Canberra (d) Perth
4. What does the word tera nullius mean?
(a) Belonging to nobody (b) Natives
(c) Settler (d) Assembly hall
5. On which date National sorry day is celebrated.
(a) 26 May (b) 1 April
(c) 5 June (d) 15 January

Fill in the blanks.:

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

7. _____ Act of 1934 gave natives in reservations the right to buy kinds and take loans.
8. In 1968, people were electrified by a lecture by the anthropologist W.E.H.Stanner, entitled _____ .
9. Karl Marx was a _____ philosopher.
10. _____ was the native of Georgia, USA.
11. In _____ there was a war between the states who wanted to retain slavery and those opposing slavery.
12. The practice of selling people like animals is called _____ .

Very Short Answers

1. Native
(NCERT Page No. 215)
2. Settler
(NCERT Page No. 214)
3. Gold Rush
(NCERT Page No. 223)
4. Reservations
(NCERT Page No. 223)
5. Cherokees
(NCERT Page No. 222)
6. Tera nullins
(NCERT Page No. 229)

7. Wampum Belt
(NCERT Page No. 216)
8. Colony
(NCERT Page No. 213)
9. 'Trail of Tears'
(NCERT Page No. 222)
10. Aborigines
(NCERT Page No. 226)

Short Answer Type Questions (3 marks)

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

Long answer type Questions (8 Marks)

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

Answer to the Long Questions

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

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

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

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

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

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

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

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

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

US army was used to evict the Cherokees

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

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

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

Natives have begun writing their own life histories

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

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

Lesson – 11

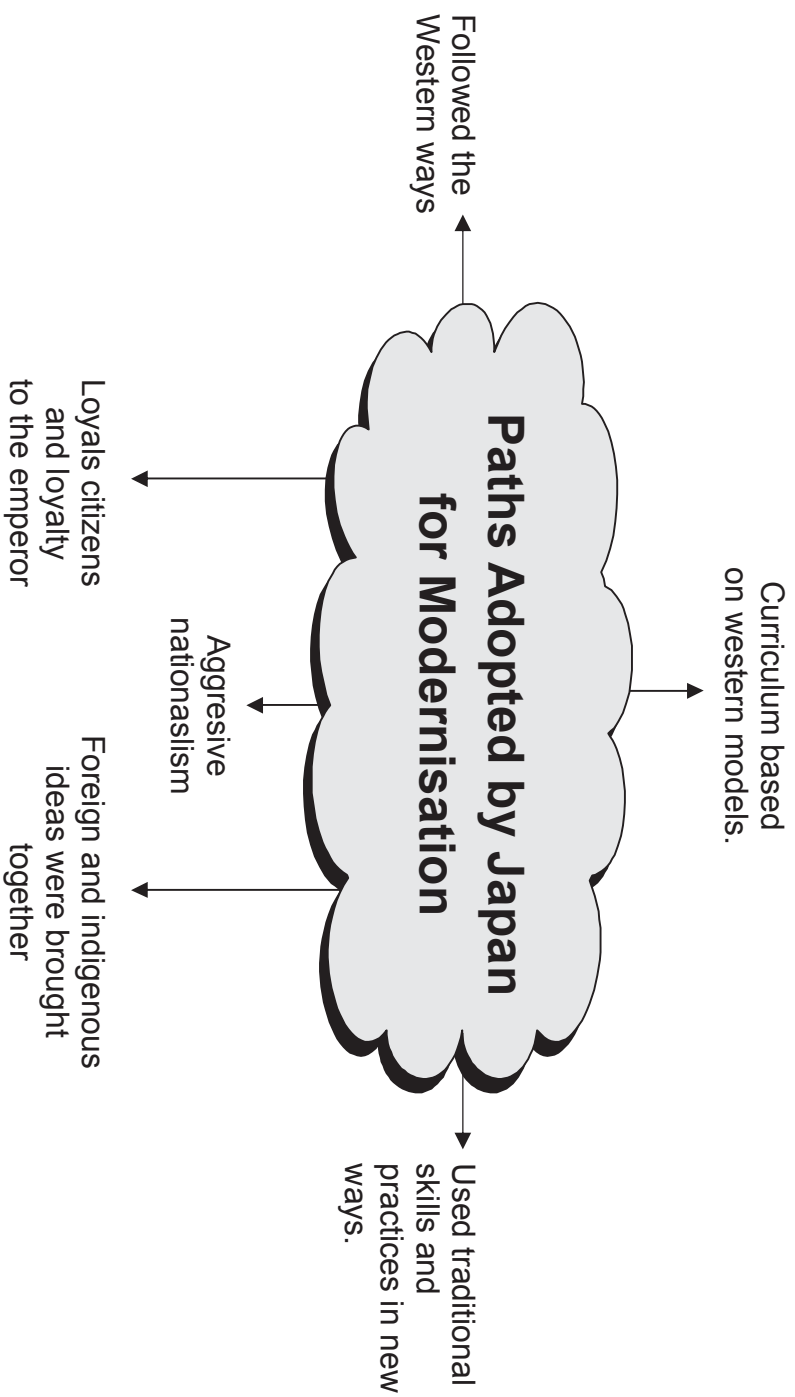
Paths to Modernisation

Facts to Remember

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

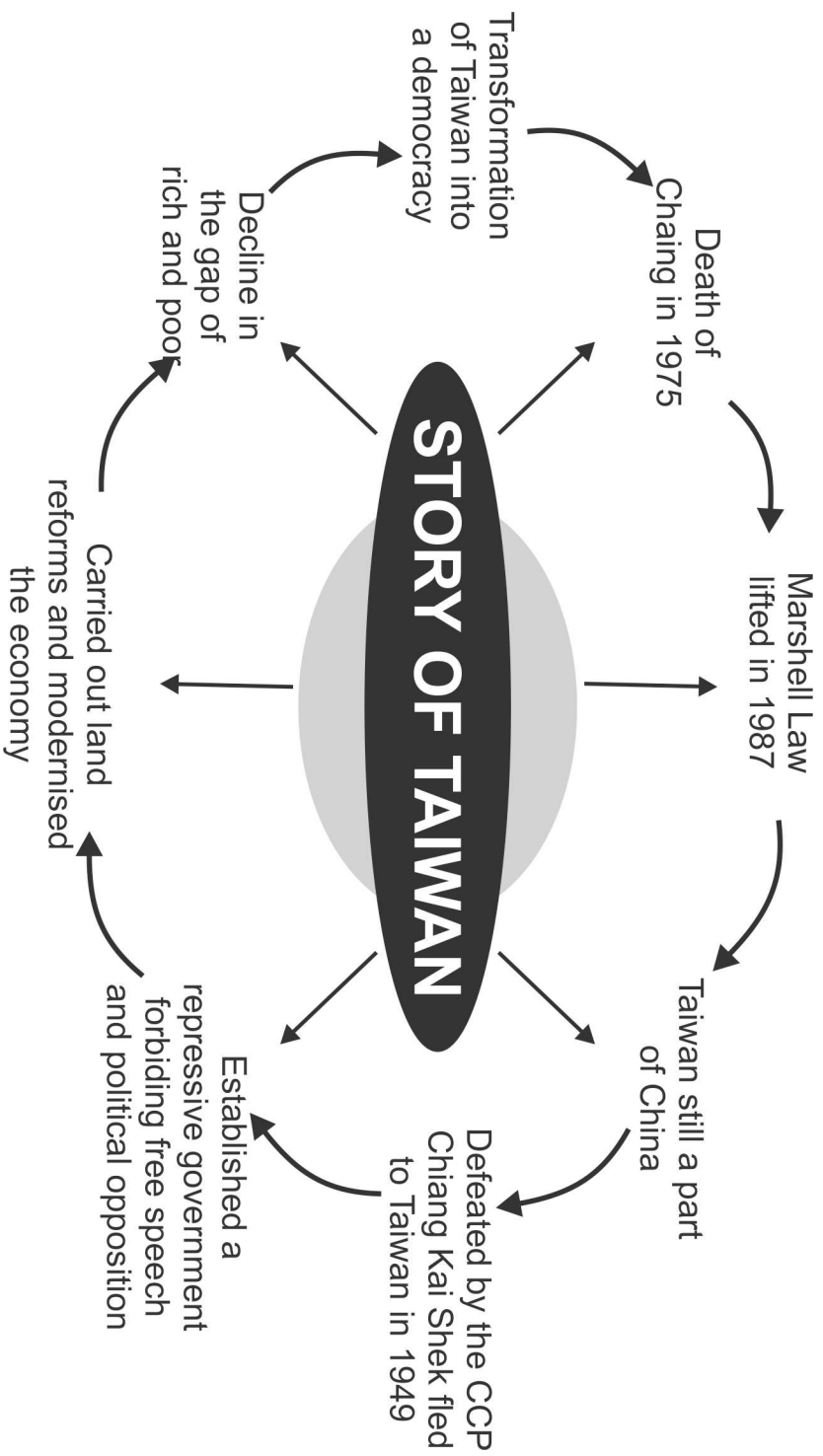
'expel Asia'. He meant that Japan must shed its Asian characteristics and become part of the west.

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



Path Adopted by China for Modernization

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



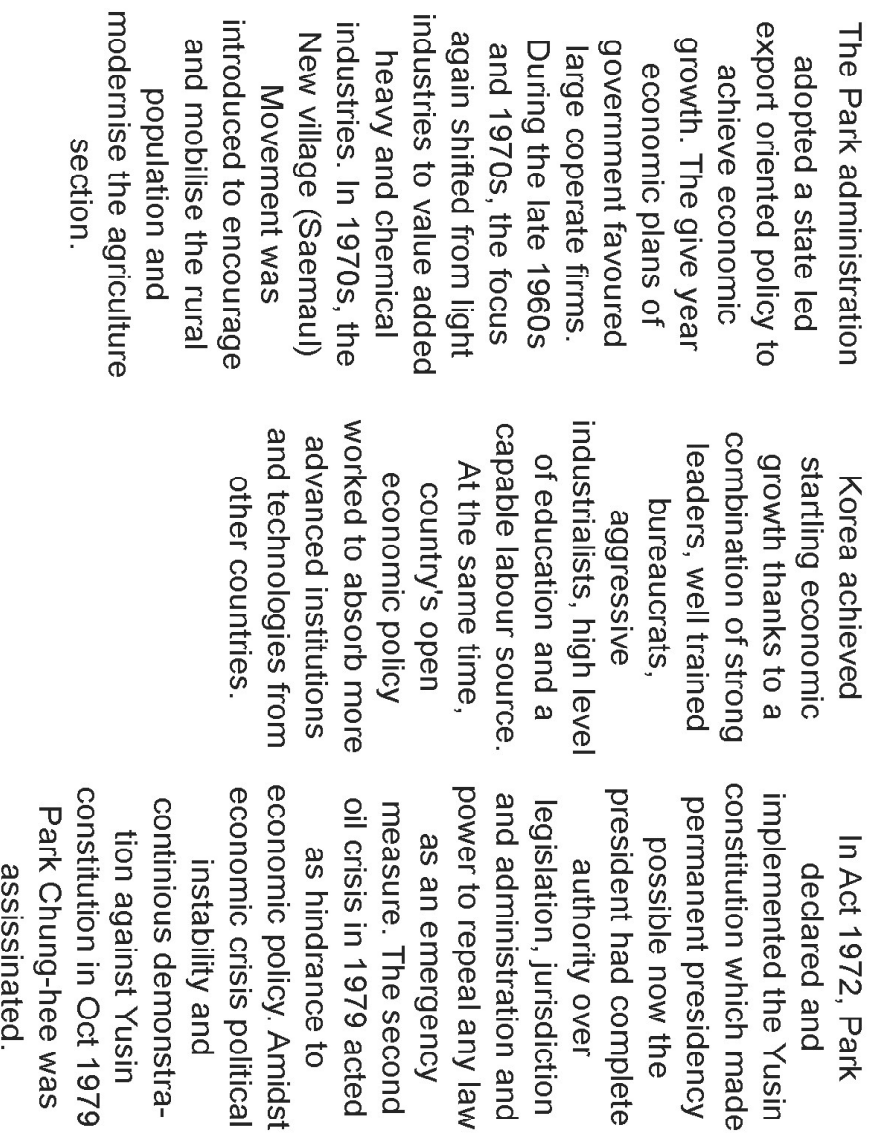
The Story of Korea



A Post War Korea Nation



Rapid Industrialization Under String Leadership in Korea



Continued Economic Growth and Calls for Democratisation in Korea



Fill in the blanks:

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

16. Korea was ruled by _____ dynarty when Japan annexed it as its colony in 1910.
17. _____ parallel divides North Korea from South Korea.
18. _____ was the first female preswident of Korea.

Multiple Choice Questions

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

Very Short Questions

1. Literary meaning of word dim sum
(NCERT page number 233)
2. Meaning of Tokyo
(NCERT page number 235)
3. Meaning of 'Fukoku kyuhei'
(NCERT page number 236)
4. Name the Japanese parliament
(NCERT page number 239)
5. Meaning of the word 'Moga'
(NCERT page number 241)
6. What do you mean by word 'burbura'
(NCERT page number 241)
7. What do you mean by the Word 'bolan wo'
(NCERT page number 244)
8. Name the famous Chinese philosopher
(NCERT page number 245)
9. what do you mean by the word 'san min chui'
(NCERT page number 246)
10. Write the three principles of San Yat Sen
(NCERT page number 246)
11. What were the 'four great needs' identified by San Yat Sen?
(NCERT page number 246)

12. What do you know about The Great Leap Forward Movement
(NCERT page number 250)
13. What were the five loves of the socialist man?
(NCERT page number 251)
14. What were the 'Four modernizations' goals of Chinese party in 1978
(NCERT page number 251)
15. April Revolution
(NCERT page number 254)
16. Saemaul Movement
(NCERT page number 254)

Short Answers (3 Marks)

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

Long Answer Type Questions (8)

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

Answer to the Long Questions

1. Modernization of Japanese economy under Meiji reforms

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

Effect of industrialization on the environment:-

- Environmental destruction due to increase in demand of natural resources such as timber

- Increase in water and air pollution due to industrialisation
- Shortage of agricultural products because of migration of people to the cities

2. Works done by Chang Kai Shek:-

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

Causes of failure of Guomindang to unite the nation:-

- Narrow social base and limited political vision.
- Failure in regulating capital and equalising land sought to impose military order rather than addressing the problems faced by the people.

3. Changes in school system:

- Schooling was compulsory for boys and girls
- Tuition fees were minimal
- Curriculum based on western models and emphasis on modern ideas.
- Stress was placed on loyalty and the study of Japanese history
- More emphasis on moral culture, respect to parents, loyalty to the nation and on becoming good citizens. Control of education ministry over the curriculum and in selection of textbooks and in teachers training Efforts made by Meiji government to integrate the nation:-

- Imposed the new administrative structure by altering old village and domain boundaries.
 - Arrangement of adequate revenue to maintain the local schools and health facilities.
 - All young men over twenty had to do a period of military service
 - Development of a modern military force Strict censorship was imposed Military and bureaucracy were put under the direct command of the emperor.
4. Japan was successful in retaining its independence and using traditional skills and practices in new ways. Its elite driven modernization generated an aggressive nationalism, helped to sustain a repressive regime that stifled dissent and demands for democracy, and established a colonial Empire that left a legacy of hatred in the region as well as distorted internal development. Imitating Western imperial powers, it also attempted to find its own solutions traditional ways were creatively used in new and different ways like new school system of modelled on European and American practices but the curriculum's main object was to make royal citizens The Chinese path to modernisation was very different. Foreign imperialism both Western and Japanese combined with a hesitant and unsure Qing Dynasty weaken government control and set the stage for breakdown of political and social order leading to immense misery for most of the people. In the 19th and 20th centuries saw a rejection of traditions and a search for ways to build National unity and strength. While calling for power to the people, it built a highly centralised state, the success of communist program promised hope but it's repressive political system turned the ideals and of liberation equality in to slogans to manipulate the people. Yet it did remove centuries-old inequalities, spread education out and raise consciousness among the people.

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

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

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

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

Answer to MCQs (Lesson-wise)

Lesson – 2

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

Lesson – 3

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

Lesson – 5

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

Lesson – 6

- | | | | | |
|------------------------|--------|--------|--------|--|
| 1. (c) | 2. (a) | 3. (c) | 4. (b) | |
| 5. Town air makes free | 6. (c) | | | |

Lesson – 7

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

Lesson – 10

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

Lesson – 11

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (d) | 2. (d) | 3. (d) | 4. (b) | 5. (b) |
|--------|--------|--------|--------|--------|

Lesson – 5

1. (✗) 2. (✓) 3. (✓) 4. (✗) 5. (✓)

Lesson – 6

1. (✗) 2. (✗) 3. (✗) 4. (✓) 5. (✗)

Lesson – 7

1. (✓) 2. (✗) 3. (✓) 4. (✗) 5. (✗)

SOURCE BASED QUESTION

CHAPTER 2 – WRITING AND CITY LIFE

1. Answer the following questions based on the following para:

The Seal – An Urban Artefact

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

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

Read the following extract and answer the questions given below:

WARKA HEAD

This woman's head was sculpted in white marble at Uruk before 3000 BCE. The eyes and eyebrows would probably have taken lapis lazuli (blue) and shell (white) and bitumen (black) inlays, respectively. There is a groove

along the top of the head. perhaps for an ornament. This is a world-famous piece of sculpture, admired for the delicate modelling of the woman's mouth, chin and cheeks. And it was modelled in a hard stone that would have been imported from a distance.

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

CHAPTER 3

1. Read the except and answer the questions that follow.

On the Treatment of Slaves

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

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

- | | |
|--|---|
| Q1 .Who was Tacitus? | 1 |
| Q2.What action did Nero took towards these people? | 2 |
| Q3. What was the position of Senate in the Roman Empire? | 2 |

2. Read the except and answer the questions that follow

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

—Olympiodorus of Thebes.

- | | |
|---|---|
| Q1. What do you understand by the term Hippodrome? | 1 |
| Q2. What was the income of the households of second class Romans? | 2 |
| Q3. What resources did a great house of Rome had? | |

CHAPTER- 5 — SOURCE BASED QUESTIONS

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

Q.1. Who was Juwaini?

Q2. What type of people were addressed by Gengis Khan in the festival ground, and for what purpose?

Q3. What was the reply given by the person about the fate of Bukhara?

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

performance of Muslim piety by his master and included the surprising comment: 'this was according to yasa of Gengis Khan'.

Q1. What do you mean by "Yasa". Who started this and when?

Q2. State the comment of Hafiz-i Tanish about Abdullah Khan?

Q3. Where did Gengis Khan assemble the Muslims and warn them?

Ghazan Khan's Speech

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

Q1. Who was Ghazan Khan?

Q2. State the reasons of Ghazan Khan in favour of Peasants?

Q3. Who was Rashiddudin and state his contribution?

CHAPTER 6

SOURCE BASED QUESTIONS

1. Read the excerpt and answer the following question

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

Q1 .Who is the author of the above lines? 1

Q2. "It is necessary to establish difference among human beings" How are these lines justified by him? 2

Q3. Where will the herder think of herding his entire livestock? 2

2. Read the excerpt and answer the following question

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

Q1. Why was it decided to enlarge and amplify the noble church? Give any 2 reasons. 2

Q2. What were the large churches known as? 1

Q3. Why did the large churches appoint a master craftsmen and a goldsmith? 2

3. Read the excerpt and answer the following question

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

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

Chapter 7: Humility means obedience.

Chapter 33: No monk should own private property.

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

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

Q1. What does humility mean? Why was it necessary for humans? 1

Q2. Which chapter contains the rules about private property? What is idleness? 2

Q3. How should monasteries be laid out? 2

Q. Read the given passage and answer the questions that follow:

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

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

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

Q1. What is the name of book from which the above paragraph is taken and who authored that book? 2

Q2. What observation was given by Machiavelli about human nature? 2

Q3. State that why the human desires remain incomplete? 1

ARTISTS AND REALISM

2. "Art is embedded in nature; he who can extract it, has it....Moreover you may demonstrate much of your work by geometry, the more closely you work abides by life in its form, so much the better will it appear..... No man shall ever be able to make a beautiful figure out of his own imagination

unless he has well stored his mind by much copying from life."

Q1. Describe that how man can create beautiful image? 1

Q2. What do you mean by 'Realism'? 2

Q3. Define that why through imagination a man cannot create beautiful image? 2

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

Q1. Why it is essential that religious books should be in mother tongue. 1

Q2. What was 'Confession of Sins'? 2

Q3. Who were 'Thomas Mor' and 'Erasmus'. What were their views about the Church? 2

LESSION 10 – DISPLACING INDIGENOUS PEOPLES

Answer the following questions based on the following para:

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

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

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

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

Answer the following questions based on the following para:

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

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

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

LESSION 11 – PATHS TO MODENISATION

Answer the following questions based on the following para:

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

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

Answer the following questions based on the following para:

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

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

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

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

Answer the following questions based on the following paragraph:

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

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

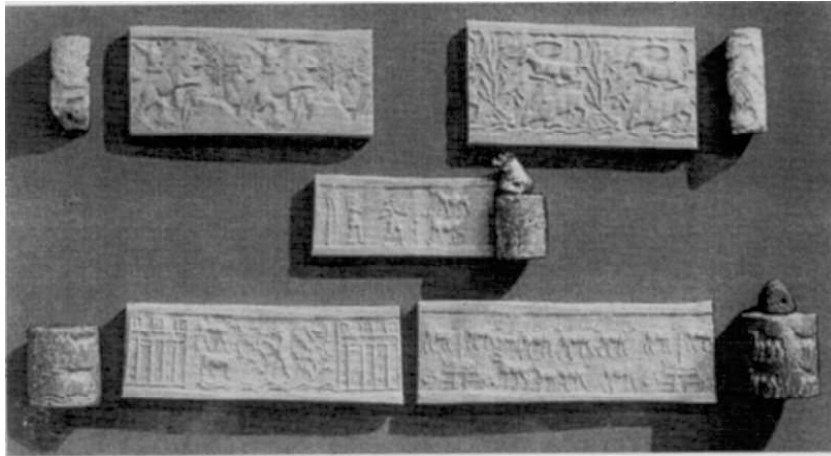
Answer the following questions based on the following para:

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

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

CASE STUDY

LESSION 2 – THE SEAL



1. The pieces shown in the above picture are of which period?
(A) 5th century (B) 11th century
(C) 12th century (D) First millennium BC
2. (i) The pieces of ancient civilization were of stone.
(ii) The signs of ancient civilization were inscribed.
(iii) These pieces were cylindrical.
(iv) These seals were pierced through.

Which of the above statements are true?

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

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

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

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

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

CHAPTER - 3

Read the following excerpt and answer the following questions:

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

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

–Fergus Millar, *The Roman near East*

1. Trajan felt the desire to be as young as Alexander at–
(A) Near Red Sea (B) Head of Persian Gulf
(C) At Euphrates (D) Staying at Antioch

2. Where did Trajan rule?
(A) Persian Empire (B) Roman Empire
(C) India (D) None of the Above
3. Who was Cassius Dio ?
(A) Emperor (B) Historian
(C) General (D) Soldier
4. Where did Emperor Trajan reach after marching down the Euphrates?
(A) Antioch (B) Ctesiphon
(C) Alexandria (D) Rome

CHAPTER - 5

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

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

1. Which subject did David Aylon research?
(A) last (B) Yasa
(C) tribes (D) none of these

2. (i) Yasa was a regular practice.
(ii) It was implemented by Genghis Khan in 1206.
(iii) The meaning of Yasa was - Vijadh, obedience and order.
(iv) Yasa was prepared by 400 savanakas.

Which of the above statements are correct?

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

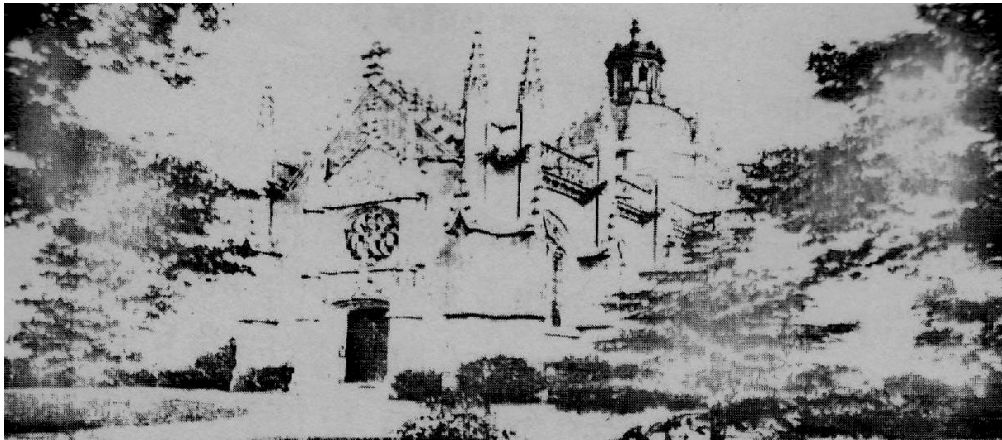
Assertion (A) - By the thirteenth century the Mongols began to use the word Yasa more commonly, which meant the law code of Genghis Khan.

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

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

CHAPTER - 6

See the picture carefully and answer the following questions:



1. What were abbeys ?

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

Choose the correct answer:

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

2. Where is this monument located ?

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

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

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

4. To which religious group this building belongs to—

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

CHAPTER - 7

Read the passage carefully and answer the following questions ::

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

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

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

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

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

Which of the above statements are true:

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

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

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

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

CHAPTER 10

Read the passage carefully and answer the following questions :

It was indicated on the stone tablets that the Hopis had that the first brothers and sisters that would come back to them would come as turtles across the land. They would be human beings, but they would come as turtles.

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

1. The Hopis are native of—
(A) Italy (B) Spain
(C) California (D) Portugal
2. Which of the following are correct:
(A) Hopis believed that the first brothers and sisters that would come back to them would come as turtles across the land.
(B) Hopis themselves were turtles.
(C) The Spaniards came to them in the form of turtles.

Choose the correct answer:

- (i) only (A) (ii) both (A) and (B)
(iii) All are correct.
3. In the beginning how was the behaviour of the natives towards the Europeans—
(A) Friendly
(B) Aggressive
(C) Suspicious

CHAPTER 11

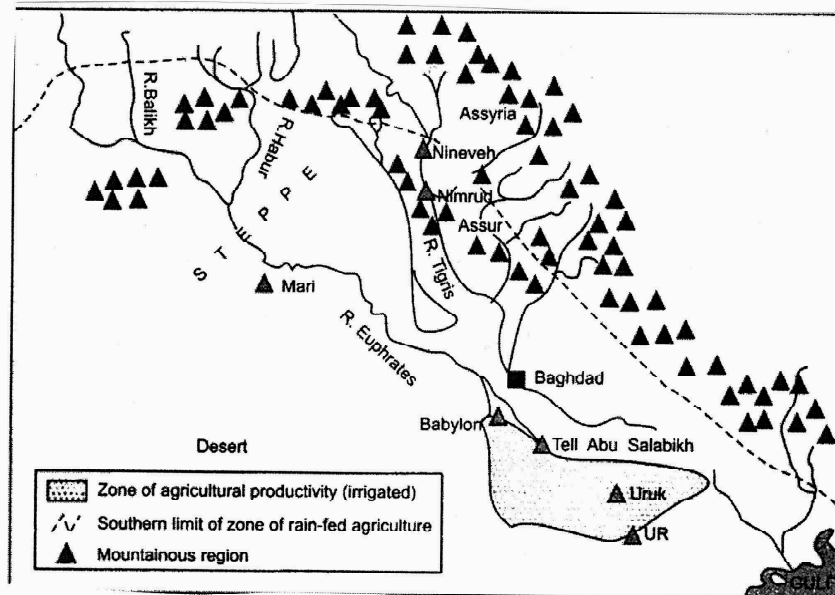
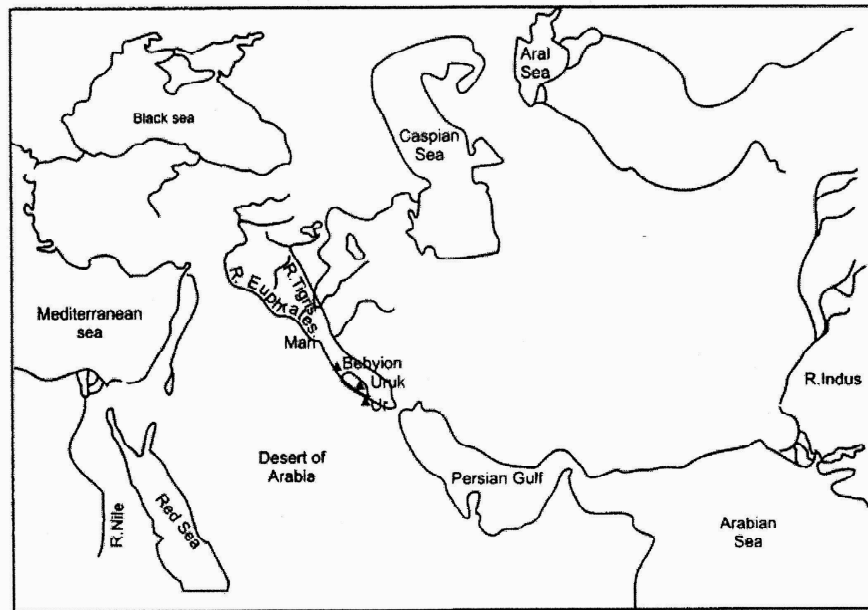
Study the picture carefully and answer the given questions:



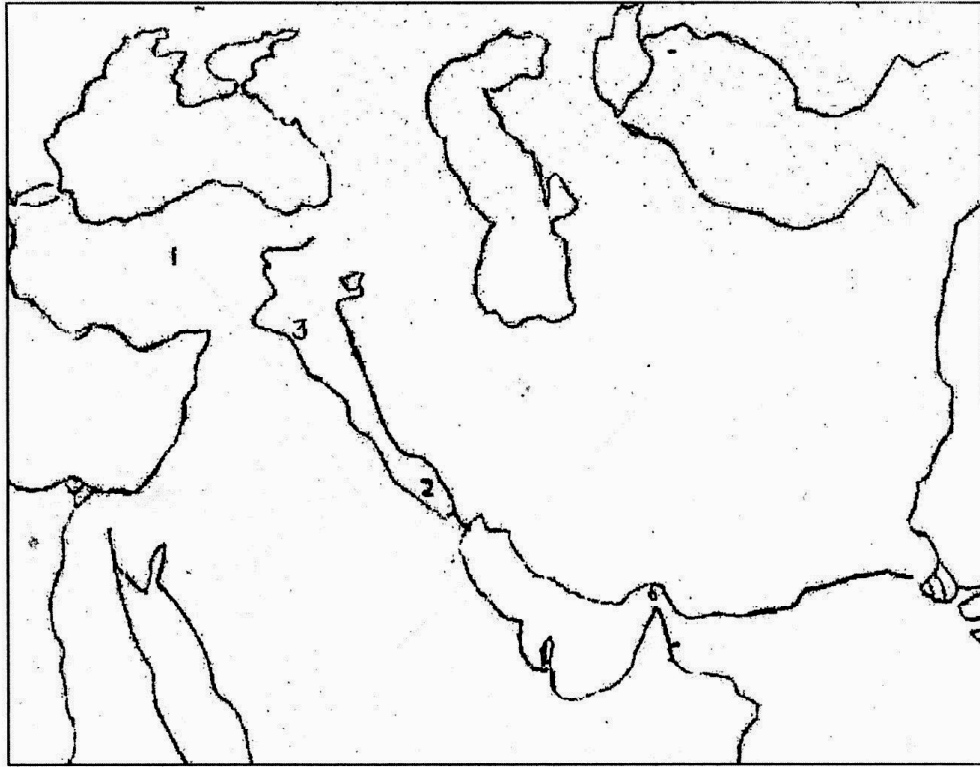
1. What is reflected in the above picture?
(A) Women's car club (B) Departmental store
(C) Theatre (D) Radio station
2. What does the word 'Moga' denote?
(A) Gem (B) Fashionable
(C) Modern Girl (D) Heroine
3. Two statements are given below one an assertion (A) and second as Reason (R)
(A) In the twentieth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

CHAPTER-2

WEST ASIA (MESOPOTAMIA)



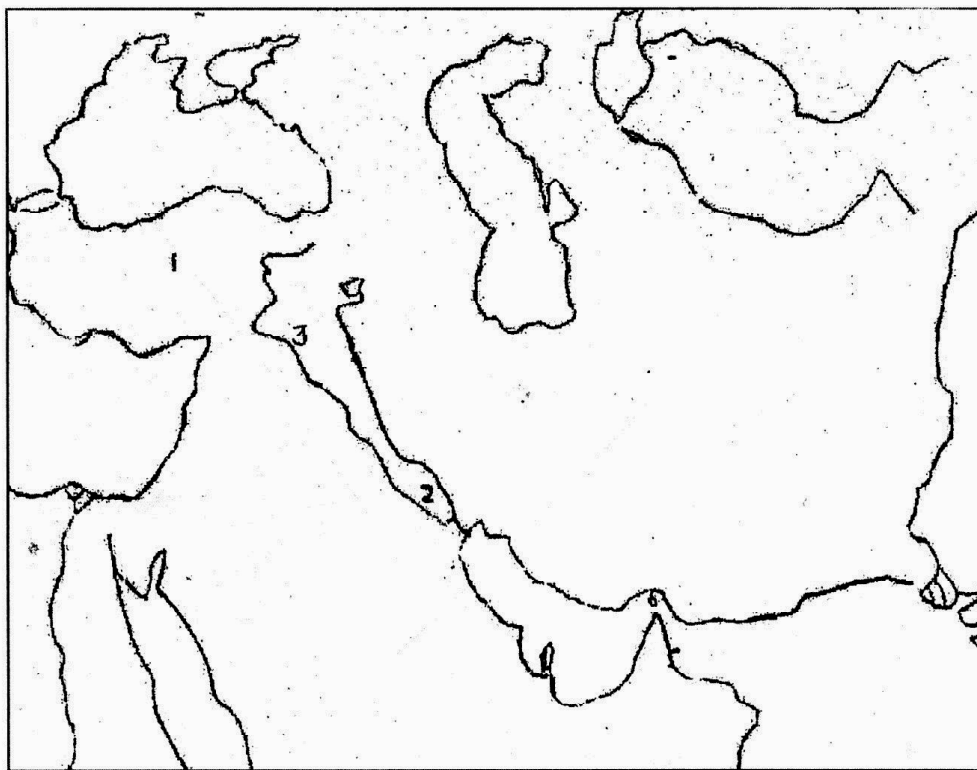
MESOPOTAMIA



Map Work

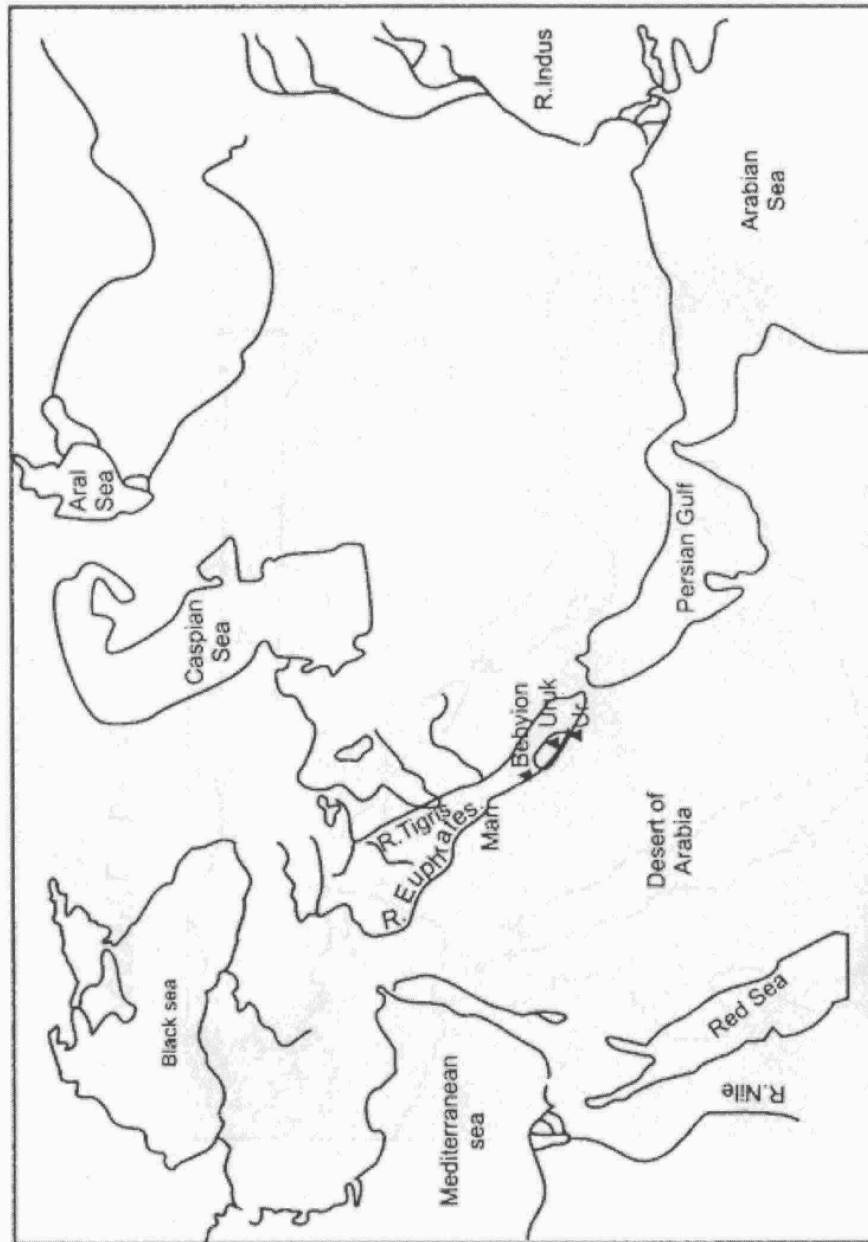
1. On the given map of West Asia locate the following:
(1) Syria (2) Lebanon
(3) Euphrates (4) Tigris
2. On the given map of West Asia identify and write their correct names as 1-3.

EUROPE AND NORTH AFRICA

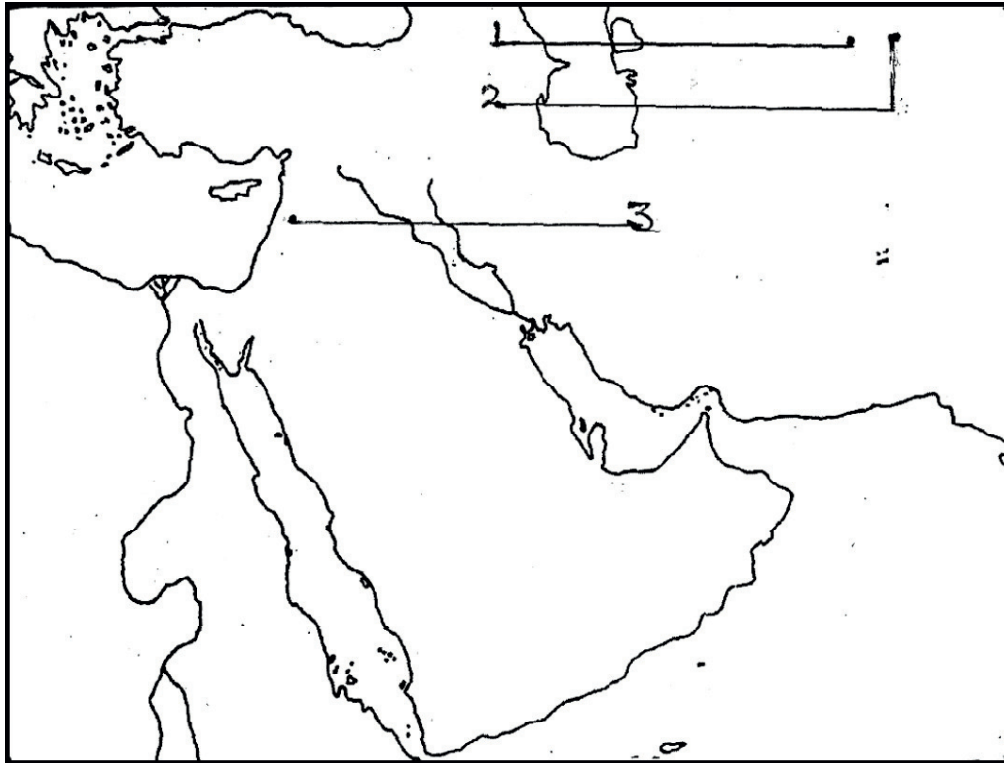


Map Work

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



WEST ASIA

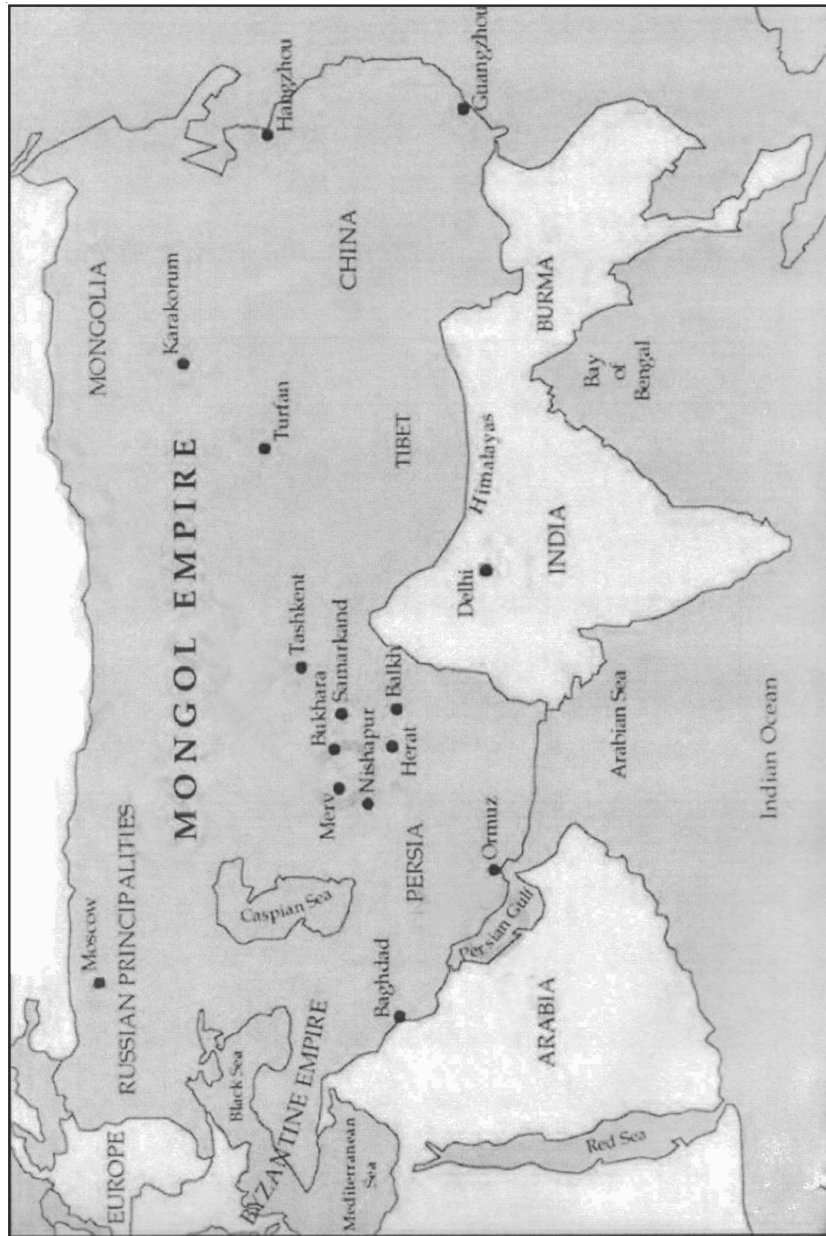


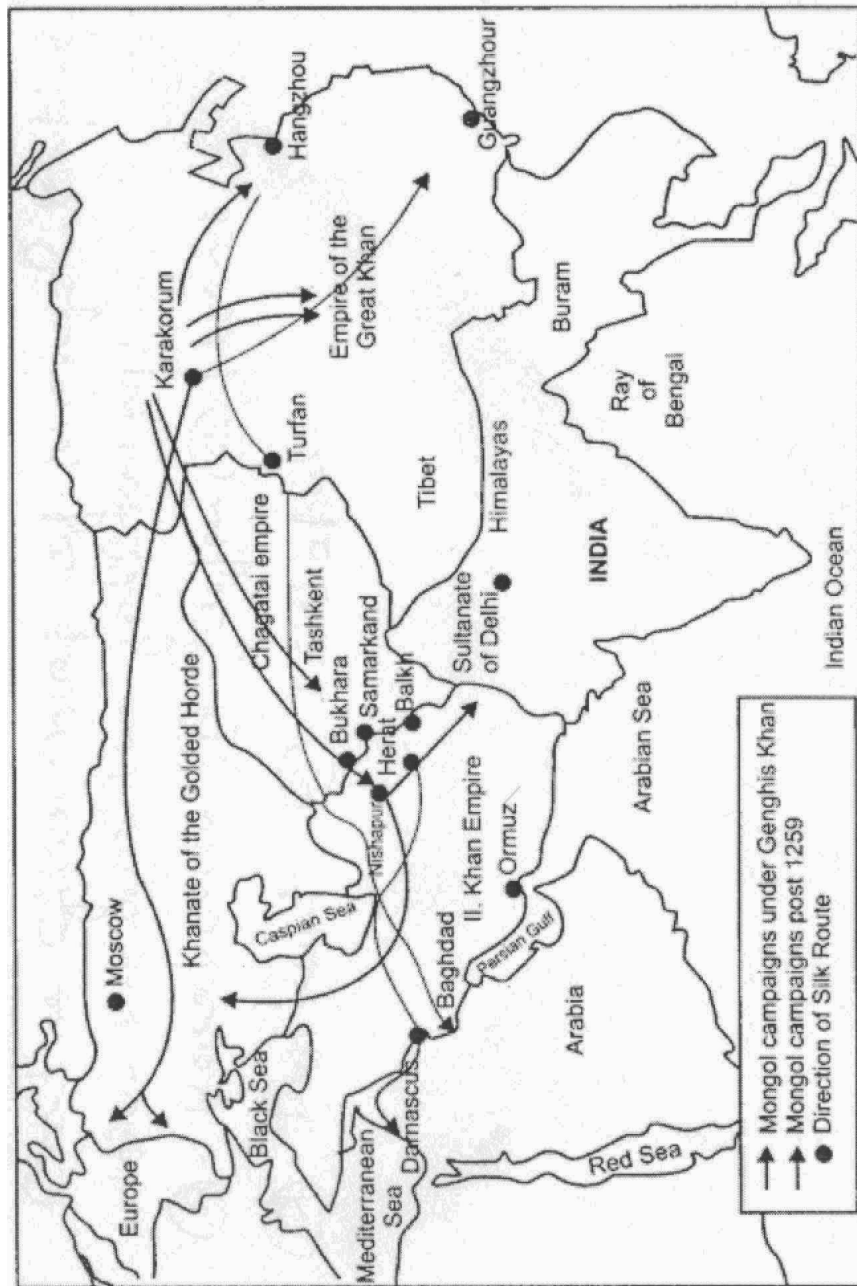
Map Work

- On the given map of West Asia locate the following:
 - Cairo
 - Baghdad
 - Medina
 - Mecca
 - Iraq
- On the given map of West Asia identify and write their correct names as 1-3.

MAP WORK

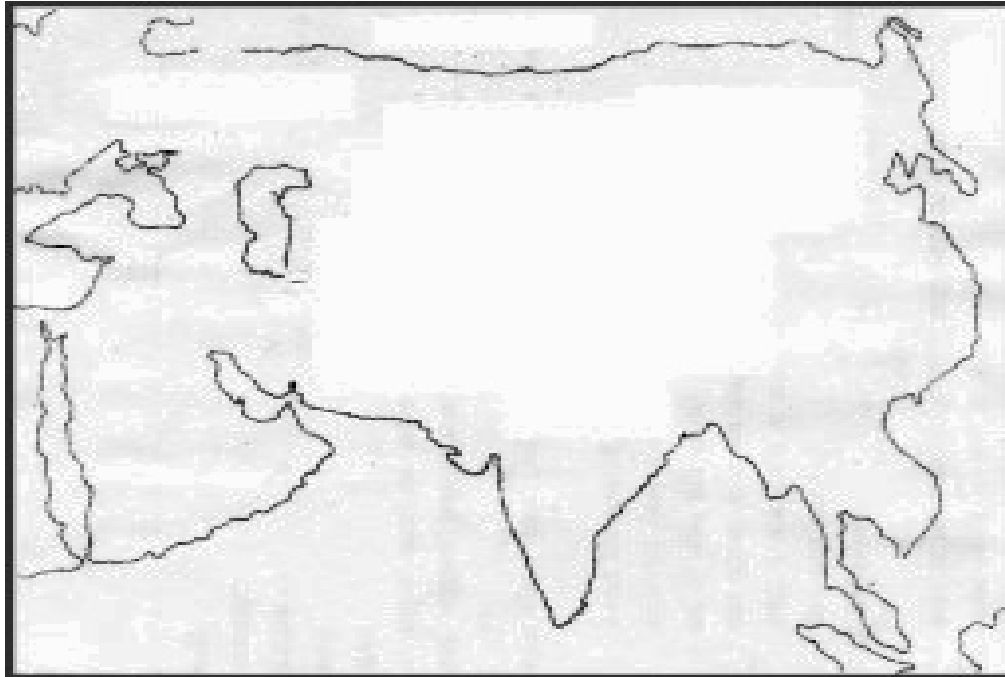
CHAPTER 5 MONGOL EMPIRE





MONGOL EMPIRE EMD

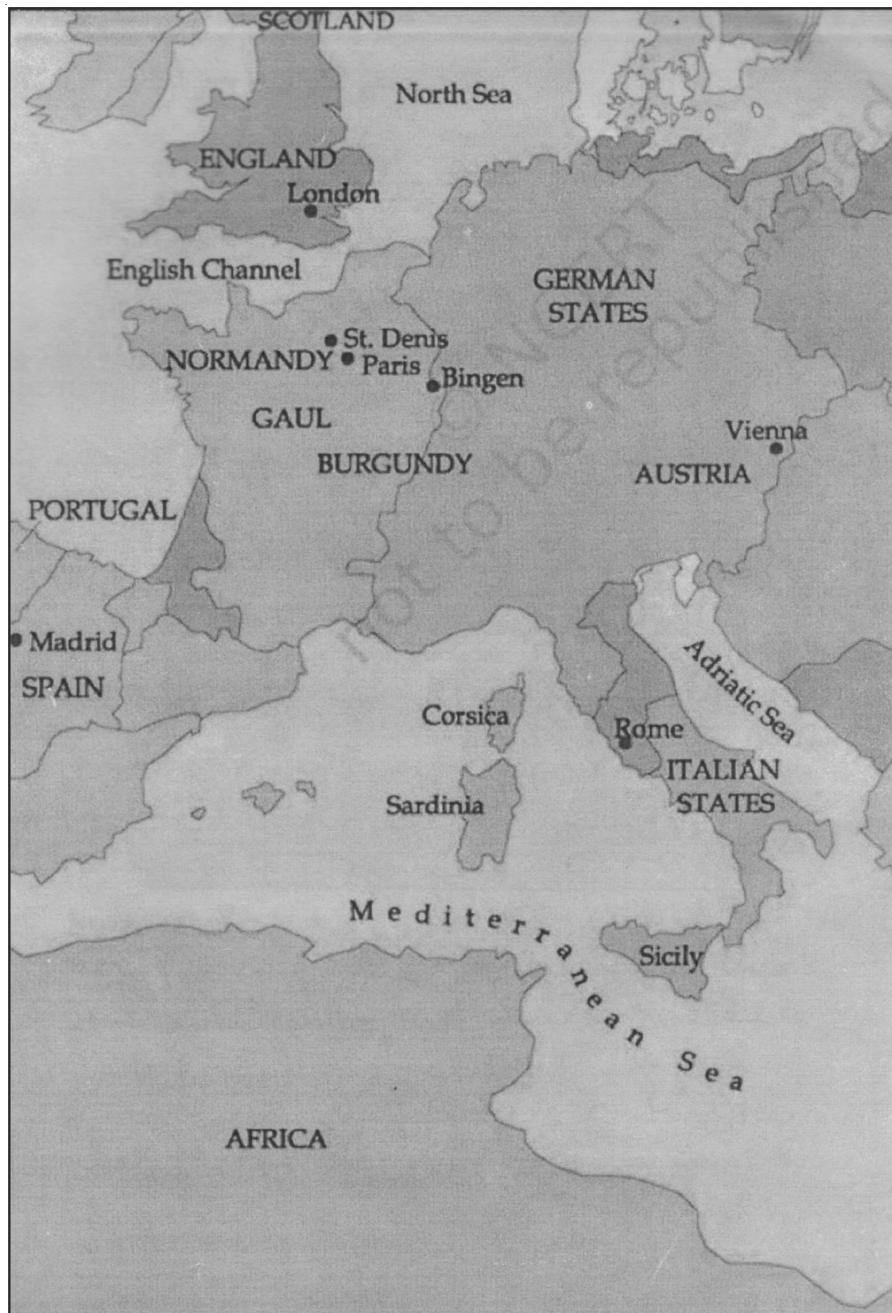
MONGOL CAMPAINGS



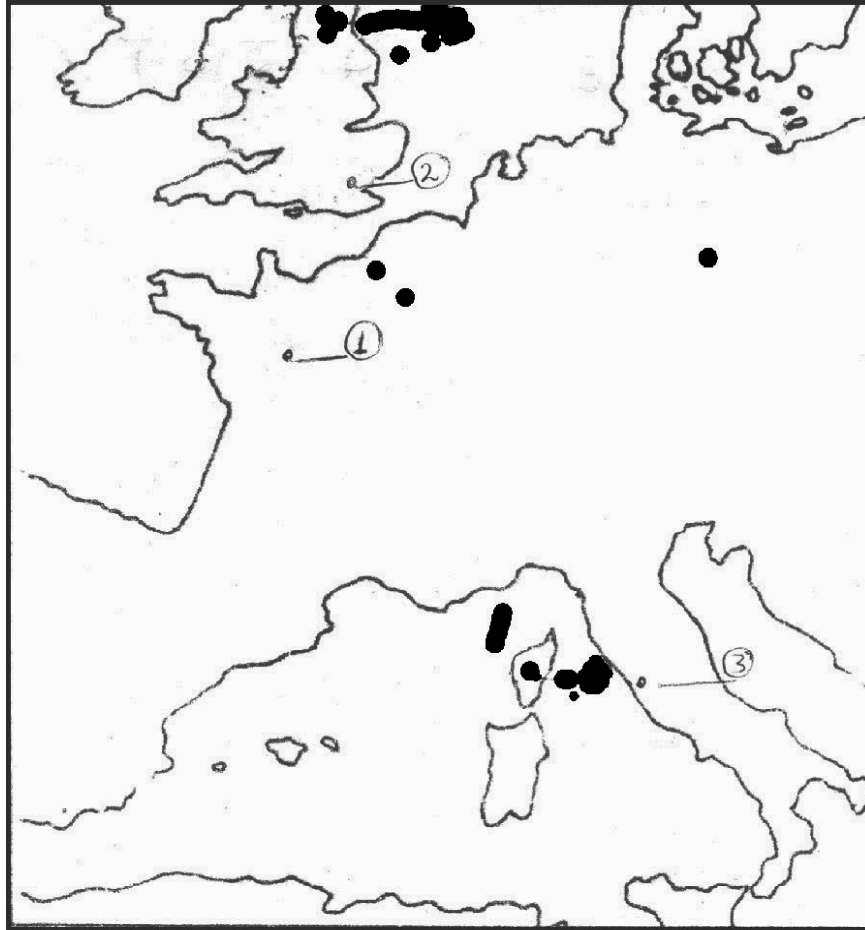
Map Work

1. On the given map of Mongol Empire locate the following:
 - (1) Karakorum
 - (2) Turfan
 - (3) Herat
 - (4) Tash kent
 - (5) Nishapur
2. On the given map of Mongol Empire identify and write their correct names as 1-3.

CHAPTER - 6
WEST EUROPE



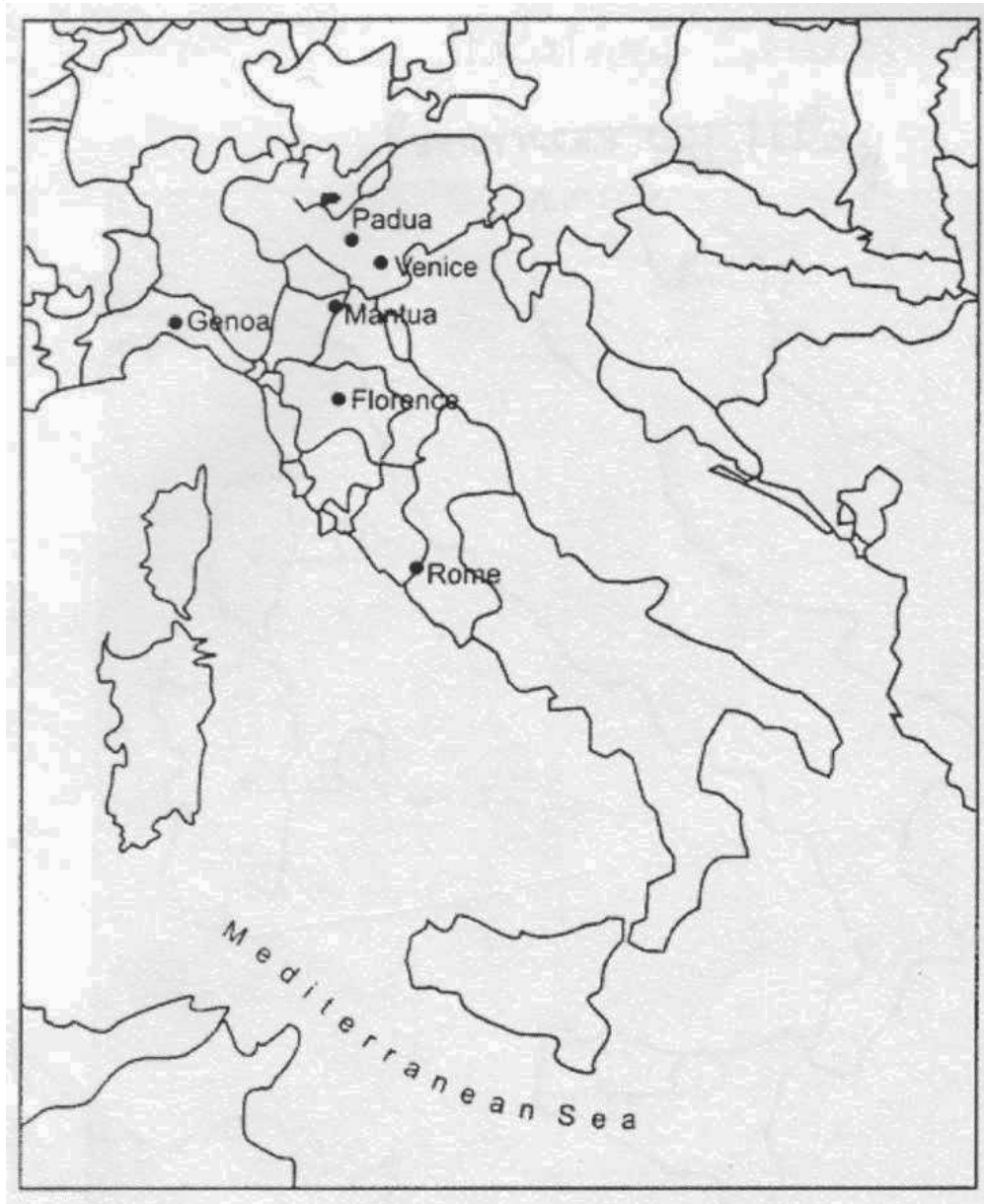
WEST EUROPE



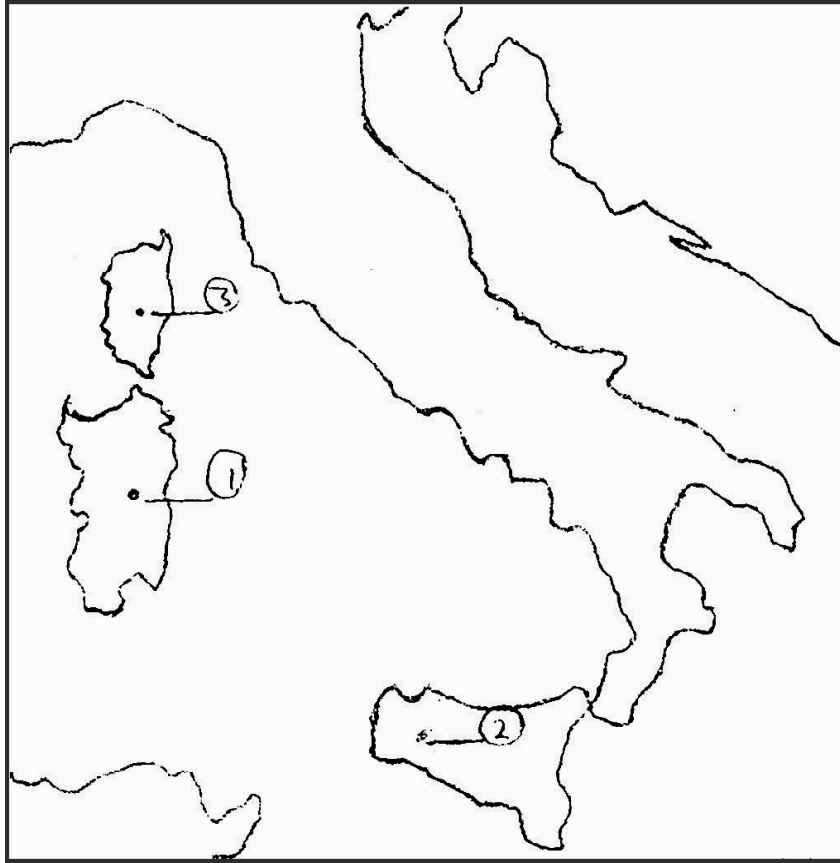
Map Work

- On the given map of West Europe locate the following:
 - Karakorum
 - Turfan
 - Herat
 - Tash kent
 - Nishapur
- On the given map of West Europe identify and write their correct names as 1-3.

CHAPTER - 7
CHANGING CULTURAL TRADITIONS
ITALIAN STATES



CHAPTER-7
ITALIAN STATES

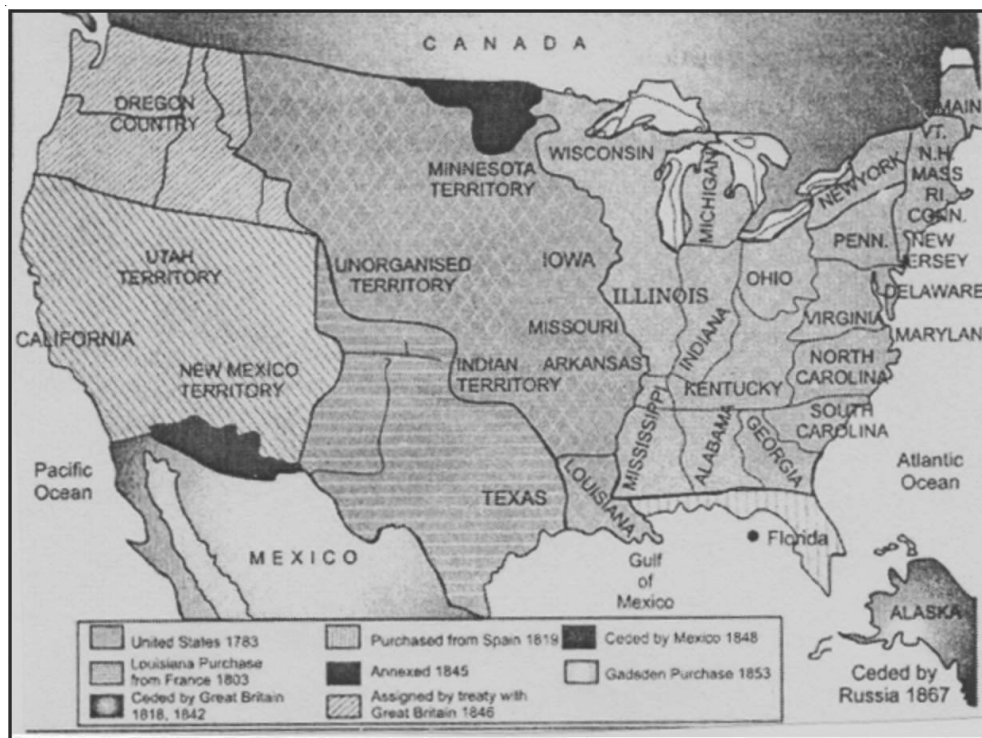


Map Work

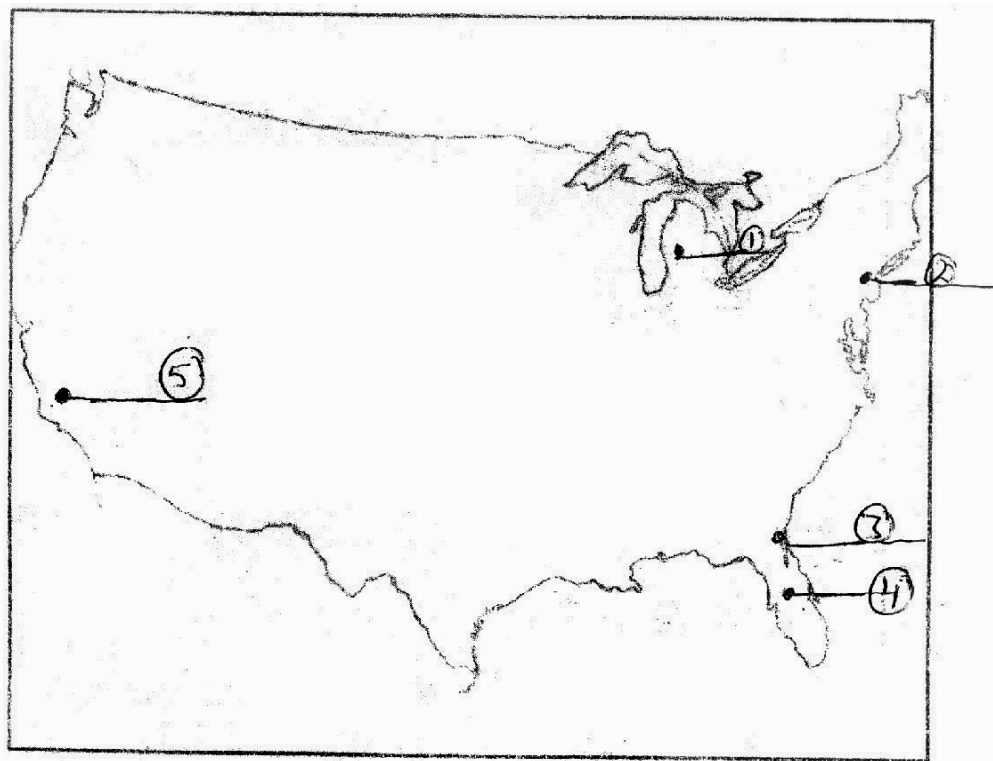
1. On the given map of Italy locate the following:

(1) Padua	(2) Venice
(3) Florence	(4) Rome
(5) Bologna	
2. On the given map of Italy identify and write their correct names as 1-3.

EXPANSION OF USA



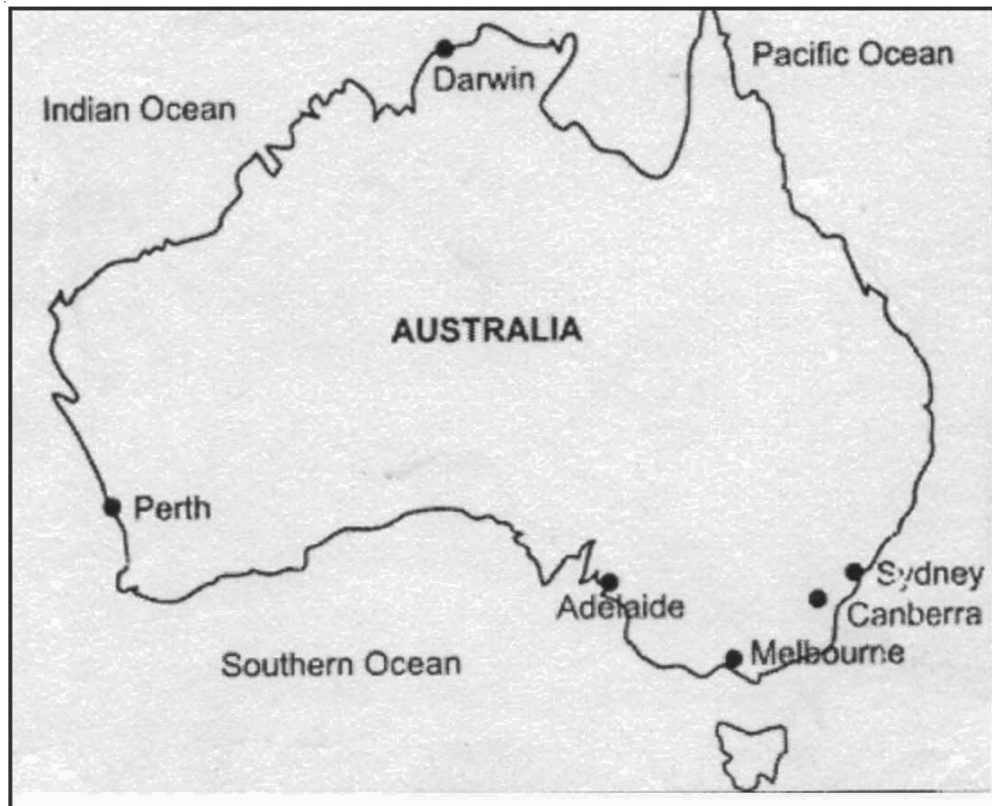
USA



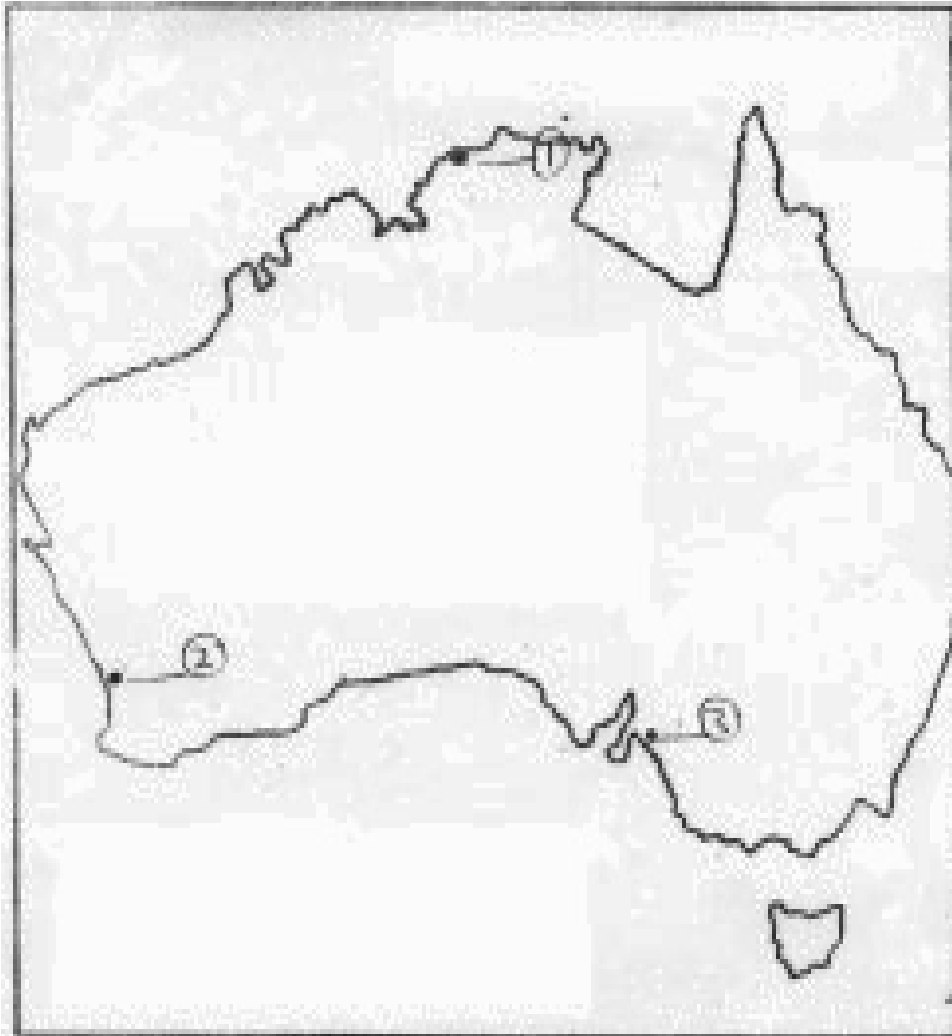
Map Work

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

CHAPTER -10
AUSTRALIA



AUSTRALIA



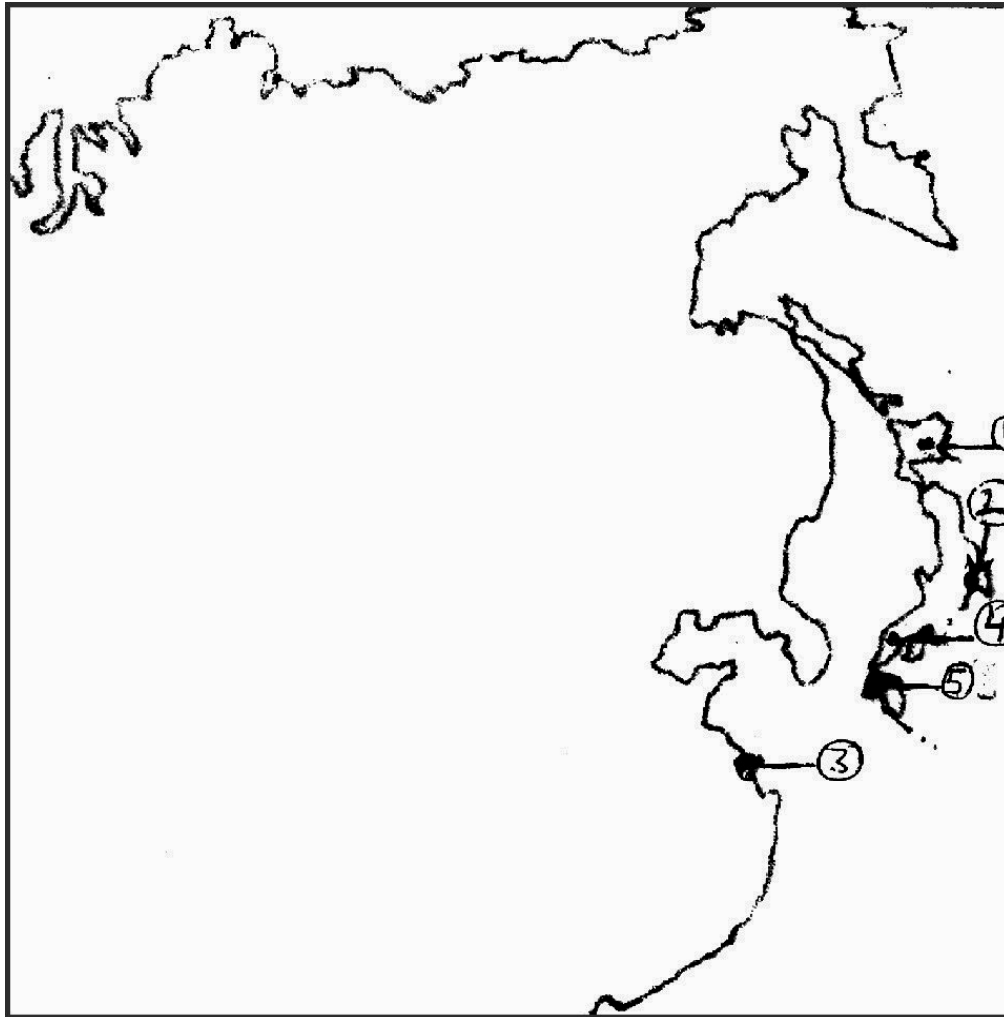
Map Work

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

CHAPTER -11
AUSTRALIA



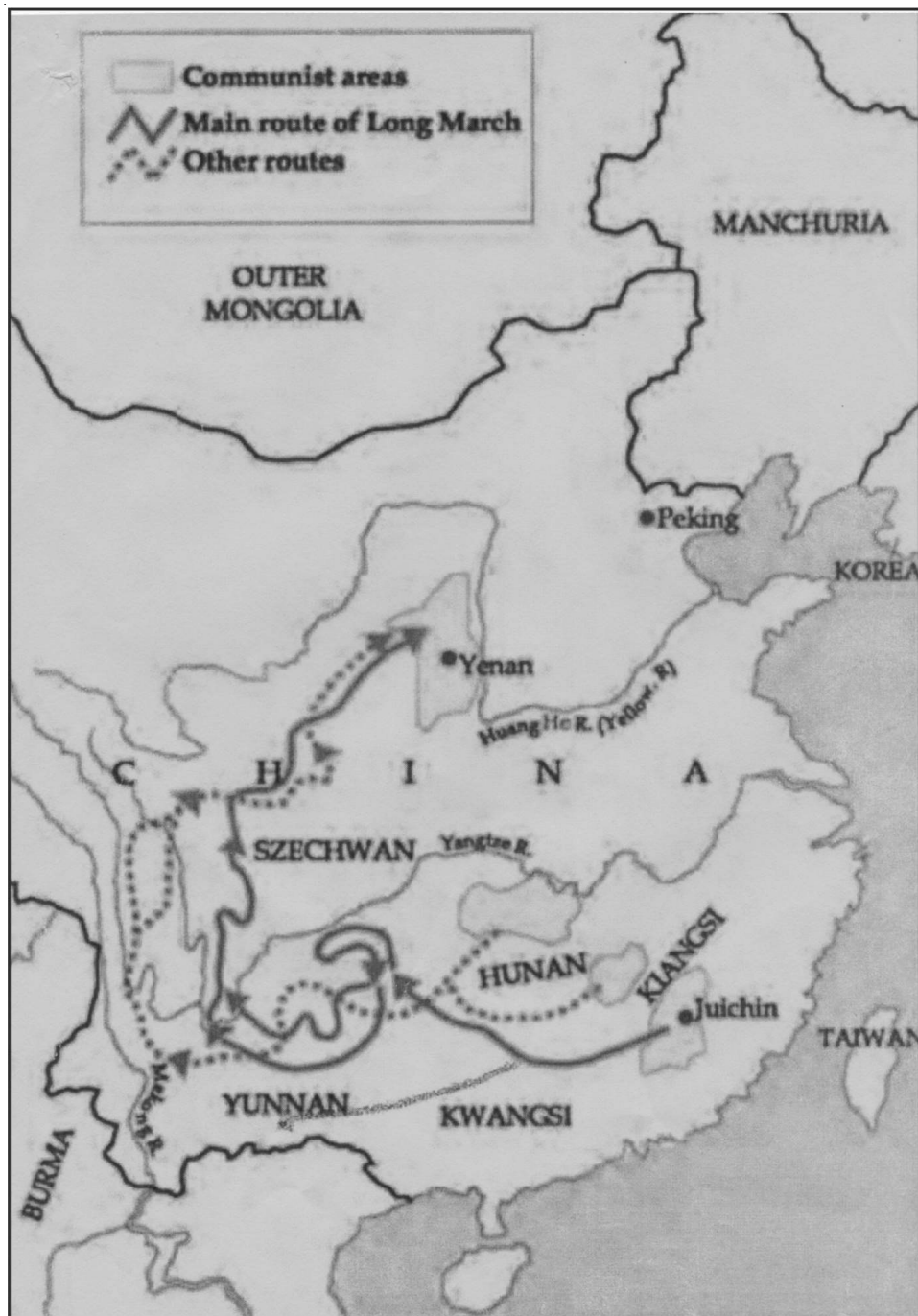
EAST ASIA



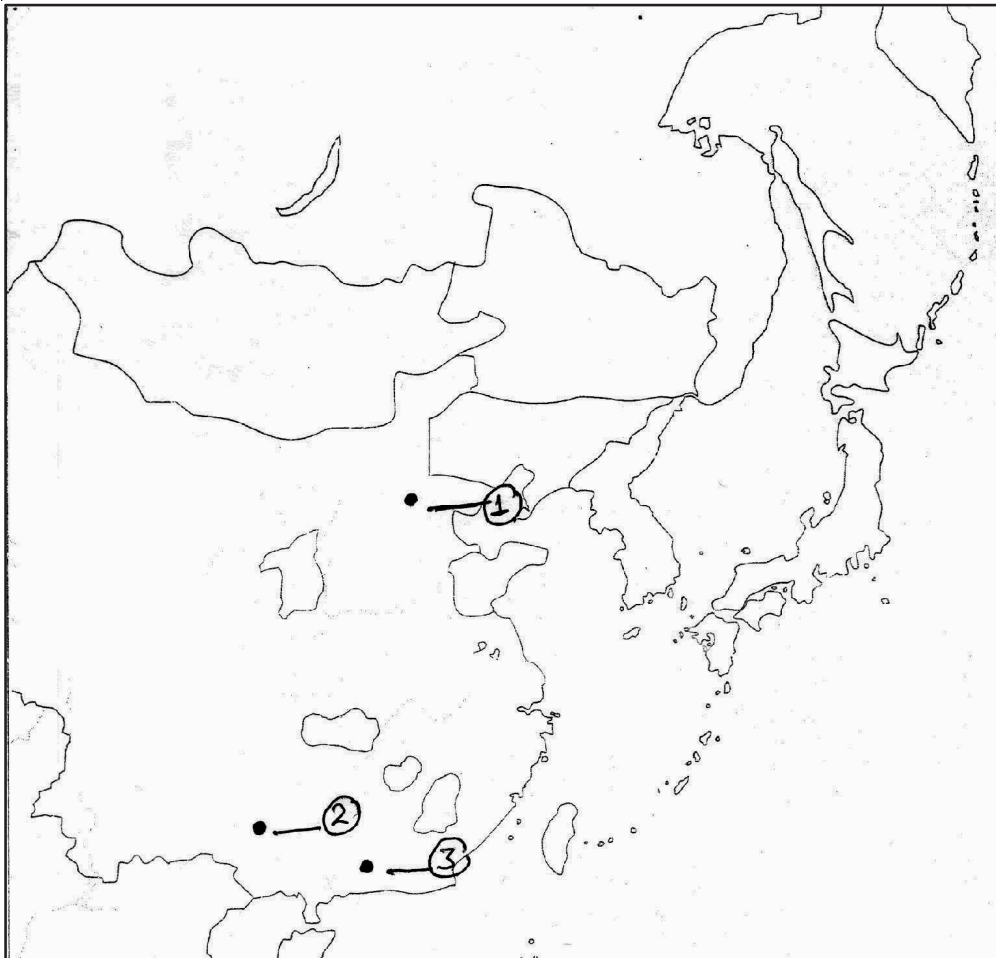
Map Work

1. On the given map of East Asia locate the following places marked as 1-3.

LONG MARCH



LONG MARCH



Map Work

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

Practice Question Paper-3 (2020-21)

Time: 3 Hours Maximum

Marks 80

General Instructions:

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

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

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

SECTION : A

Objective Type Questions

1. Workers who provided cheap labour in Australia were
 - (a) Chinese immigrants
 - (b) African slaves
 - (c) Australian aborigines
 - (d) Indian labourers
2. Mesopotamia is now part of
 - (a) Egypt
 - (b) Iraq
 - (c) Iran
 - (d) Turkey
3. One of these does not belong to the Roman Empire
 - (a) Amphitheatre
 - (b) Colosseum
 - (c) Minaret of Pisa
 - (d) Aqueduct
4. Choose the correct answer from the options given below:
 - (a) The heart of the Roman Empire is:
 - (i) Red Sea
 - (ii) Black Sea
 - (iii) Mediterranean Sea
 - (iv) Atlantic Ocean

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



Identify this picture and write its name.

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

6. What is correct about the types of settlements formed cities in Mesopotamia-
- a. 1, 2, 3, 4
 - b. 2, 3, 4
 - c. 1, 2, 3
 - d. 3, 4

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

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

The correct answer is:

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

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

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

9. The word 'Renaissance Man' means:

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

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

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

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

15. When did the Gold Rush happen in America?

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

16. Arrange the following events chronologically;

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

SECTION-B

Case Study based Questions

3 × 3 Marks

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

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

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



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

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

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

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

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

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

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

2. How natives did arrange their livelihood?
- (a) By farming
 - (b) By gathering and gardening
 - (c) By hunting and fishing
 - (d) All of these
3. How did Europeans help to create powerful and tiered societies?
- (a) through surplus of grains and fish
 - (b) through Army
 - (c) through Rulers
 - (d) through Senates

19. Read the given source carefully and answer the following questions

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

1. On which subject was the research done by David Ayalon?
- (a) Hunting
 - (b) Yasa
 - (c) Tribes
 - (d) None of the above

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

Choose the correct option

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

3. Choose the right option

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

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

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

SECTION-C

Short Questions

(3 × 4 Marks)

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

SECTION - D

Long Questions

(8 × 3 Marks)

24. A distinctive feature of the Renaissance in the 14th century was the revival of classical knowledge and culture. Evaluate the characteristics of the Renaissance based on this statement? 8
25. Do you think Mao-Tse-Tung and the Communist Party of China did succeed in liberating China and making a solid base for its current success?
26. Discuss the main features of the lifestyle of native peoples of North America.

OR

Write briefly about Australia's history and its development.

SECTION–E

27. Read the following extract carefully and answer the following questions by choosing the correct option:

The Seal - An Urban Artefact

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

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

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

fifteen hundred pounds of gold. — *Olympiodorus of Thebes*.

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

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

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

SECTION-F

Map Question:

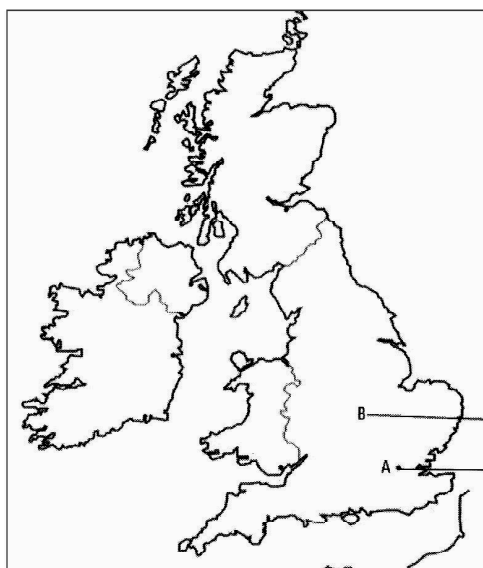
(1 × 5 Marks)

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

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

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

The British Isles



Practice Question Paper-2 (2022-23)

Time: 3 Hours Maximum

Marks 80

General Instructions:

1. Answer all the questions. Some questions have internal options. The marks in each question are inscribed in front of it.
2. There are six sections in this question paper.
3. Section A (QuestionNo. 1 to 20) is objective question (with 1 marks).
4. Each question in section B (QuestionNo. 20 to 23) is of 4 marks. Answer each question in a maximum of 100 words.
5. Section E is a value based question of 4 marks.
6. Each question in section E (QuestionNo. 27 to 29) is of 8 marks. Answer each question in a maximum of 350 words.
7. Questions Nos. 30 and 31 is a source based question. Each question is of 4 marks.
8. Question No. 32 is a map, which includes identifying the symptoms and showing important issues. Attach the map with the answer book.

Section-A

1. Consider the following statements:
 - a) Mesopotamia lacked mineral resources.
 - b) In most parts of the south there was a shortage of stones for making tools, seals (currencies) and jewellery.

- c) The wood of Iraqi palm and poplar trees was not particularly good for making carts, wheelbarrows or boats.
- d) There was no metal available for making tools, utensils, or ornaments. Choose the right option:
- a) a and b b) b and c
- c) a, b and c d) a, b ,c and d
2. What is correct about the types of settlements formed cities in Mesopotamia -
1. These were of two kinds.
 2. settlements developed artistic temples
 3. settlements developed as centers of trade and
 4. settlements developed as imperial settlement or cities
- a) 1,2, 3,4 b) 2, 3, 4
- c) 1,2,3 d)3,4

3. Consider the following Statements:

- I. Sumerian, the oldest known language of Mesopotamia was gradually taken over by the Akkadian language after 2400 BC.
- II. The custom of cuneiform writing in the Akkadian language continued for more than 2000 years until the first century AD.

Choose the correct option :

- a) I is correct b) II is correct
- c) Both I and II are correct d) Both I and II are incorrect.

4. Which rivers made boundaries of the Roman empire from the north side?
- I. Rhine
 - II. Euphrates
 - III. Danube.
 - IV. Nile
- a. 1,11
 - b. 1,111
 - c. 11,111
 - d. I, IV
5. The Roman silver coin, known as the denarius, weighed _gm of pure silver.
- a. 2
 - b. 3
 - c. 4
 - d. 5
6. Name the scholar who argued that history is not all about political history but also includes international relations and lives of great people.
- a. James Cunnigham
 - b. Alexander Cunnigham
 - c. James Bloch
 - d. Marc Bloch

7. With which person the first event of Sumerian trade is associated?
- a. The ancient ruler of Uruk City, Enmerkar.
 - b. The ancient ruler of Lebanon City, Enmerkar.
 - c. The ancient ruler of Nile City, Enmerkar.
 - d. The ancient ruler of Aral City, Enmerkar.
8. Which one is NOT correctly MATCHED?
- a. Martin Luther - England
 - b. Thomas Moore - France
 - c. Copernicus - Germany
 - d. Galileo - Italy
9. Manchu dynasty established in China
- a. 1368 AD
 - b. 1455 AD
 - c. 1600 AD
 - d. 1644 AD
10. Directions : In the following questions, a statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice as:
- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
 - (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
 - (C) (A) is true, but (R) is false.
 - (d) (A) is false, but (R) is true.

Assertion (A) : The success of communist programme promised hope but its repressive political system turned the ideals of liberation and equality into slogans to manipulate the people. Reason (R): Yet it did not remove centuries old inequalities , spread education and raise consciousness among the people.

11. Directions : In the following questions, a statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice as :

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (C) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

Assertion (A): Taiwan had been a Japanese colony since the Chinese ceded it after the 1894-95 war with Japan.

Reason (R) : The Cairo Declaration(1943) and the Potsdam Proclamation (1949) restored sovereignty to China .

12. Whose son was Ogodei?

- a) Genghis Khan
- b) Arab Khan
- c) Tientsin
- d) Ali

13. The word 'Terra Nulius' means;

- (a) Not related to anyone
- (b) Place of meeting
- (c) Village
- (d) Land in the Southern Ocean

14. What was the name of the capital of Shoguns.
15. The two statements are given below , one is labeled as Assertion (A) and the other is labeled as Reason (R).

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

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

- (a) (A) and (R) both are correct and R is the correct explanation of A.
- (b) Both (A) and (R) are correct, but (R) (A) is not a correct explanation of A
- (c) (A) is correct but (R) is not correct,
- (d) (A) is not correct but (R) is correct
16. Arrange and write the following events chronologically:
- (a) Establishment of the Chinese Communist Party
- (b) First Opium War
- (c) Meiji restoration
- (d) Long March
17. Lapis Lazuli was a.....
- | | |
|---------------|--------------------|
| (a) Red Stone | (b) Type of cereal |
| (c) currency | (d) Blue Stone |

18. Name of the city that Gilgamesh ruled was
- (a) Ur (b) Uruk
- (c) Mari (d) Susa
19. The First President of the Republic of China was.....
20. Choose the correct answer from the given options. Name of the Roman emperor who introduced the gold coin was :
- (a) Augustus (b) Octavian
- (c) Constantine (d) Diocletian

Section B

Short Answer Type(4*5=20)

21. Why did Genghis Khan feel the need to fragment the Mongol tribes into new social and military groupings? 4
22. What is meant by humanism and realism in the Renaissance period 4
23. Why was the history of the Australian native peoples left out of the history books? 4
24. Who was Sun-Yat-Sen? Discuss his principles which contributed to the establishment of the Republic of China. 4
25. Write a short note on the first estate of French society. 4

Section C (4 marks)

26. The 1960s saw the growth of civil society movements as industrialisation had been pushed with utter disregard to its effect on health and the environment. Cadmium poisoning, which led to a painful disease, was an early indicator, followed by mercury poisoning in Minamata in the 1960s and problems caused by air pollution in the early 1970s. Grass-roots pressure groups began to demand recognition of these problems as well as compensation for the victims. Government action and new legal regulations helped to improve conditions. From the mid-1980s there has been an increasing decline in interest in environmental issues as Japan enacted some of the strictest environmental controls in the world. Today, as a developed country it faces the challenge of using its political and technological capabilities to maintain its position as a leading world power.
- 1) What was the environmental impact of industrialization in Japan in the 1960s? 1
 - 2) What measures were adopted to make the environment clean in Japan? 1
 - 3) How can the example of Japan be helpful for us in keeping the environment clean so that a pollution free India can be made? 2

Section D

Long Answer Type (3*8=24)

27. What does the word 'Mesopotamia' mean? What conditions led to urbanization in Mesopotamian civilization? 8

28. What do you know about the slavery system in the USA? How was it abolished? Discuss. 8
29. What do you understand by Renaissance? Analyze the role of the printing press in the Renaissance and the rapid spread of Italian humanistic culture. 2+6=8

Section-E

Source Based Questions

30. Read the source given below and answer the questions that follows.

Thomas Jefferson, third President of the USA, and a contemporary of Wordsworth, spoke of the natives in words that would lead to a public outcry today: This unfortunate race which we have been taking so much pains to civilize... have justified extermination.

Questions:

- (i) Who was Thomas Jefferson? 1
- (ii) Why was Thomas Jefferson known for? 1
- (iii) What were his views about native Americans? 2
31. Tale of the Genji:

A fictionalised diary of the Heian court written by Murasaki Shikibu, the Tale of the Genji became the central work of fiction in Japanese literature. That period saw the emergence of many women writers, like Murasaki, who wrote in the Japanese script, while men wrote in the Chinese script, used for education and government. The novel depicts the romantic life of Prince Genji and is a striking picture of the aristocratic atmosphere of the Heian court. It shows the independence

that women had in choosing their husbands and living their lives.

Questions:

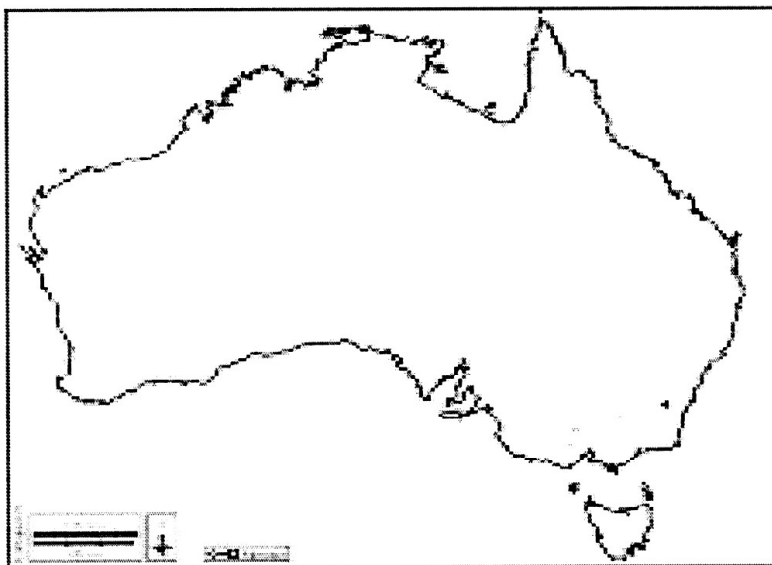
- | | |
|--|---|
| (i) What were the different scripts used by various writers? | 2 |
| (ii) What depicts the freedom of women? | 1 |
| (iii) Who wrote a fictionalised diary of the Heian court? | 1 |

Section-F

Map Skill Base Question

32. On the given outline map of Australia, locate and label the following with appropriate symbol:

- | | |
|---|---|
| (i) Capital of Australia and Northern most city of Australia. | 2 |
| (ii) Mark Perth and Sydney | 2 |



Note: The following questions are for the Visually Impaired Candidates only in lieu of Q. No. 32

32. Name any two cities of Australia. (2)

ANSWER KEY

Ans. 1. Perhaps the greatest legacy of Mesopotamia to the world is its scholarly tradition of time reckoning and mathematics.

Ans. 2. Dating around 1800 BCE are tablets with multiplication and division tables, square- and square-root tables, and tables of compound interest. Students had to solve problems such as the following: a field of area such and such is covered one finger deep in water; find out the volume of water.

3. The division of the year into 12 months according to the revolution of the moon around the earth, the division of the month into four weeks, the day into 24 hours, and the hour into 60 minutes - all that we take for granted in our daily lives - has come to us from the Mesopotamians.
4. These time divisions were adopted by the successors of Alexander and from there transmitted to the Roman world, then to the world of Islam, and then to medieval Europe .
5. Whenever solar and lunar eclipses were observed, their occurrence was noted according to year, month and day. So too there were records about the observed positions of stars and constellations in the night sky.

Ans 3. 1. Writing, literature, cuneiform script and clay tablets .

2. Mathematical calculations and astronomy
3. Urban social organisations division of labour
4. Development of urban settlements in 5000 BCE
5. Marriage- legal texts of inheritance

6. Seals- an urban artefacts

7. Importance of urbanization- Trade - The Warka Head.

Long answer questions (8 marks)

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

Ans. 1. From 5000 BCE, settlements had begun to develop in southern Mesopotamia.

2. The earliest cities emerged from some of these settlements. These were of various kinds: those that gradually developed around temples.
3. Early settlers began to build and rebuild temples at selected spots in their villages. The earliest known temple was a small shrine made of unbaked bricks.
4. Temples were the residences of various gods: of the Moon God of Ur, or of Inanna the Goddess of Love and War.
5. Constructed in brick, temples became larger over time, with several rooms around open courtyards. Some of the early ones were possibly not unlike the ordinary house for the temple was the house of a god. But temples always had their outer walls going in and out at regular intervals, which no ordinary building ever had.

6. The god was the focus of worship: to him or her people brought grain, curd and fish.
7. The god was also the theoretical owner of the agricultural fields, the fisheries, and the herds of the local community.
8. In time, the processing of produce (for example, oil pressing, grain grinding, spinning, and the weaving of woollen cloth) was also done in the temple.
9. The temple gradually developed its activities and became the main urban institution, not only center of religious but also economic activities.

Practice Question Paper (2022-23)

Time: 3 Hours Maximum

Marks 80

General Instructions:

- (i) Question paper comprises five Sections - A, B, C/D and E. There are 34 questions in the question paper. All questions are compulsory.
- (ii) Section A - Question 1 to 21 are MCQs of 1 mark each.
- (iii) Section B - Question no. 22 to 27 are Short Answer Type Questions; carrying 3 marks each. Answer to each question should not exceed 60-80 words.
- (iv) Section C - Question no 28 to 30 are Long Answer Type Questions, carrying 8 marks each, Answer to each question should not exceed 300-350 words
- (v) Section D - Question no.31 to 33 are Source based questions with three sub questions and are of 4 marks each
- (vi) Section-E - Question no, 34 is Map based, carrying 5 marks that includes the identification and location of significant test items. Attach the map with the answer book.
- (vi) There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
- (vii) In addition to this, separate instructions are given with each section and question, wherever necessary.

SECTION : A

Objective Type Questions

1. Consider the following statements:
 - a) Mesopotamia lacked mineral resources.
 - b) In most parts of the south there was a shortage of stones for making tools, seals (currencies) and jewellery.
 - c) The wood of Iraqi palm and poplar trees was not particularly good for making carts, wheelbarrows or boats,
 - d) There was no metal available for making tools, utensils, or ornaments.

Choose the right option:

- a) a and b
 - b) b and c
 - c) a, b and c
 - d) a, b ,c and d
2. What is correct about the types of settlements formed cities in Mesopotamia -
 1. These were of two kinds.
 2. settlements developed artistic temples
 3. settlements developed as centers of trade and
 4. settlements developed as imperial settlement or cities

(3) 1, 2, 3, 4

(b) 2, 3, 4

(c) 1, 2, 3

(d) 3, 4

3. Consider the following statements:

- I. Sumerian, the oldest known language of Mesopotamia \Aas gradually taken over by the Akkadian language after 2400 BC.
- II. The custom of cuneiform writing in the Akkadian language continued for more than 2000 years until the first century AD.

Choose the correct option :

(a) I is correct

(b) II is correct

(c) Both I and II are correct

(d) Both I and II are incorrect.

4. Which rivers made boundaries of the Roman empire from the north side?

I. Rhine

II. Euphrates

III. Danube.

IV. Nile

- a. I, II
 - b. I, III
 - c. II, III
 - d. I, IV
 - d. 5
5. The Roman silver coin, known as the denarius, weighed _____ gm of pure silver.
- a. 2
 - b. 3
 - c. 4
 - a. 5
6. Name the scholar who argued that history is not all about political history but also includes international relations and lives of great people.
- a. James Cunnigham
 - b. Alexander Cunnigham
 - c. James Bloch
 - d. Marc Bloch
7. With which person the first event of Sumerian trade is associated?
- a. The ancient ruler of Uruk City, Enmerkar
 - b. The ancient ruler of Lebanon City, Enmerkar

- c. The ancient ruler of Nile City, Enmerkar
- d. The ancient ruler of Aral City, Enmerkar.

8. Which one is NOT correctly MATCHED?

- a. Martin Luther - Germany
- b. Thomas Moore - England
- c. Copernicus - France
- d. Galileo - Italy

9. Manchu dynasty established in China

- a. 1368 AD
- b. 1455 AD
- c. 1600 AD
- d. 1644 AD

10. Directions : In the following questions, a statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice as :

- (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
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

Assertion (A) : The success of communist programme promised hope but its repressive political system turned the ideals of liberation and equality into slogans to manipulate the people.

Reason (R) : Yet it did not remove centuries old inequalities, spread education and raise consciousness among the people.

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- (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.

Assertion (A): Taiwan had been a Japanese colony since the Chinese ceded it after the 1894-95 war with Japan. Reason (R) : The Cairo Declaration (1943) and the Potsdam Proclamation (1949) restored sovereignty to China .

12. Whose son was Ogodei?

- a) Genghis Khan
- b) Arab Kfian
- c) Tientsin
- d) Ali

13. The word 'Terra Nulius' means;

- (a) Not related to anyone
- (b) Place of meeting
- (c) Village
- (d) Land in the Southern Ocean

14. What was the name of the capital of Shoguns.
15. The two statements are given below , one is labeled as Assertion (A) and the other is labeled as Reason (R).
- Assertion (A): In 1853, the United States sent Commodore Matthew Perry to Japan to sign a treaty.
- Reason (R.): At that time, there was only one Western country that traded with Japan. Choose the right option.
- (a) (A) and (R) both are correct and R is the correct explanation of A.
 - (b) Both (A) and (R) are correct, but (R) (A) is not a correct explanation of A
 - (c) (A) IS correct but (R) is not correct,
 - (d) (A) is not correct but (R) is correct
16. Arrange and write the following events chronologically:
- (a) Establishment of the Chinese Communist Party
 - (b) First Opium War
 - (c) Meji restoration
 - (d) Long March
17. Lapis Lazuli was a.....
- (a) Red Stone
 - (b) Type of cereal
 - (c) currency
 - (d) Blue Stone

18. Name of the city that Gilgamesh ruled was
- (a) Ur
 - (b) Uruk
 - (c) Mari
 - (d) Susa
19. The First President of the Republic of China was
20. Choose the correct answer from the given options. Name of the Roman emperor who introduced the gold coin was :
- (a) Augustus
 - (b) Octovion
 - (c) Constantine
 - (d) Diocletian
21. What was Campania famous for?
22. Why did Genghis Khan feel the need to fragment the Mongol tribes into new social and military groupings?
23. What is meant by humanism and realism in the Renaissance period?
24. Why was the history of the Australian native peoples left out of the history books?
25. Who was Sun-Yat-Sen? Discuss his principles which contributed to the establishment of the Republic of China.
26. Write a short note on the first estate of French society.

27. Natural fertility and high level of food production were the causes of early urbanization- critically analyse'."

Section D

Long Answer Type (3*8 = 24)

28. How did the Italian culture revive after the fall of Western Roman empire?

OR

Write a careful account of how the world appeared different to seventeenth century Europeans.

29. How did Japan re-emerge as an economic power of world after the defeat in Second World War?

OR

Discuss the features of the nationalist movement in China during the post-First World War.

30. There was a great disparity among the different sections of the Mesopotamian society". Explain.

OR

How would you interpret the expansion of the USA? Also discuss the development of agriculture in the USA.

SECTION-E

Source Based Questions

Read the following source and answer the following questions:

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

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

Chapter 7: Humility means obedience.

Chapter 33: No monk should own private property.

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

Chapter 48: The monastery should have all necessities found within its bounds : water, mill, garden, workshops.

- (i) For whom the above rules were made?
 - (ii) What should be done to end idleness?
 - (iii) What is meant by humility?
32. Read the following passage and answer the following questions:

Tale of the Genji:

A fictionalised diary of the Heian court written by Murasaki Shikibu, the Tale of the Genji became the central work of fiction in Japanese literature. That period saw the emergence of many women writers, like Murasaki, who wrote in the Japanese script, while men wrote in

the Chinese script, used for education and government. The novel depicts the romantic life of Prince Genji and is a striking picture of the aristocratic atmosphere of the Heian court. It shows the independence that women had in choosing their husbands and living their lives.

Questions:

- (i) What were the different scripts used by various writers?
- (ii) What depicts the freedom of women?
- (iii) Who wrote a fictionalised diary of the Heian court?

Read the following passage carefully and answer the following questions:

Niccolò Machiavelli wrote about human nature in the fifteenth chapter of his book. *The Prince* (1513)

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

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

- (i) Who composed The Prince?
- (ii) What are the reasons given by the author for the vicious nature of man?
- (iii) Which nature of man is described here?



SECTION-F

Map Skill Base Question

33. On the given outline map of Asia, locate and label the following with appropriate symbol:
- (i) Moscow, Nishapur Jurfan . (any 2)
 - (ii) Tigris and Euphrates

Note: The following questions are for the Visually Impaired Candidates only in lieu of Q. No. 32

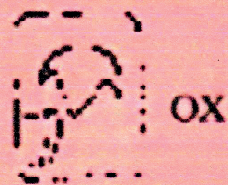
33. Name any two cities where Mongols had invaded.

(ii) Write the names of two most important rivers of Mesopotamia.

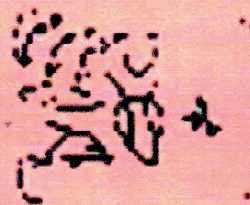
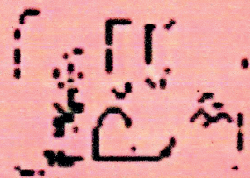
List of Map

1.

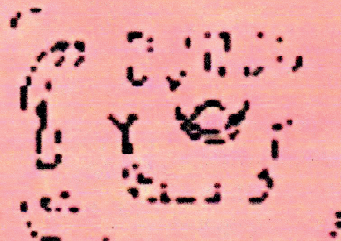
Clay tablets c.3200 BCE. Each tablet is 3.5 cm or less in height, with picture-like signs (ox, fish, grain, boat) and numbers ()



OX



GRAIN.
FISH



NUMBERS.
BOAT

The Warka Head



MESOPOTAMIAN SEAL

The Seal – An Urban Artefact

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



Five early cylinder seals and their impressions.

Describe what you see in each of the impressions. Is the cuneiform script shown on them?

AMPHORAL

The Warka Head



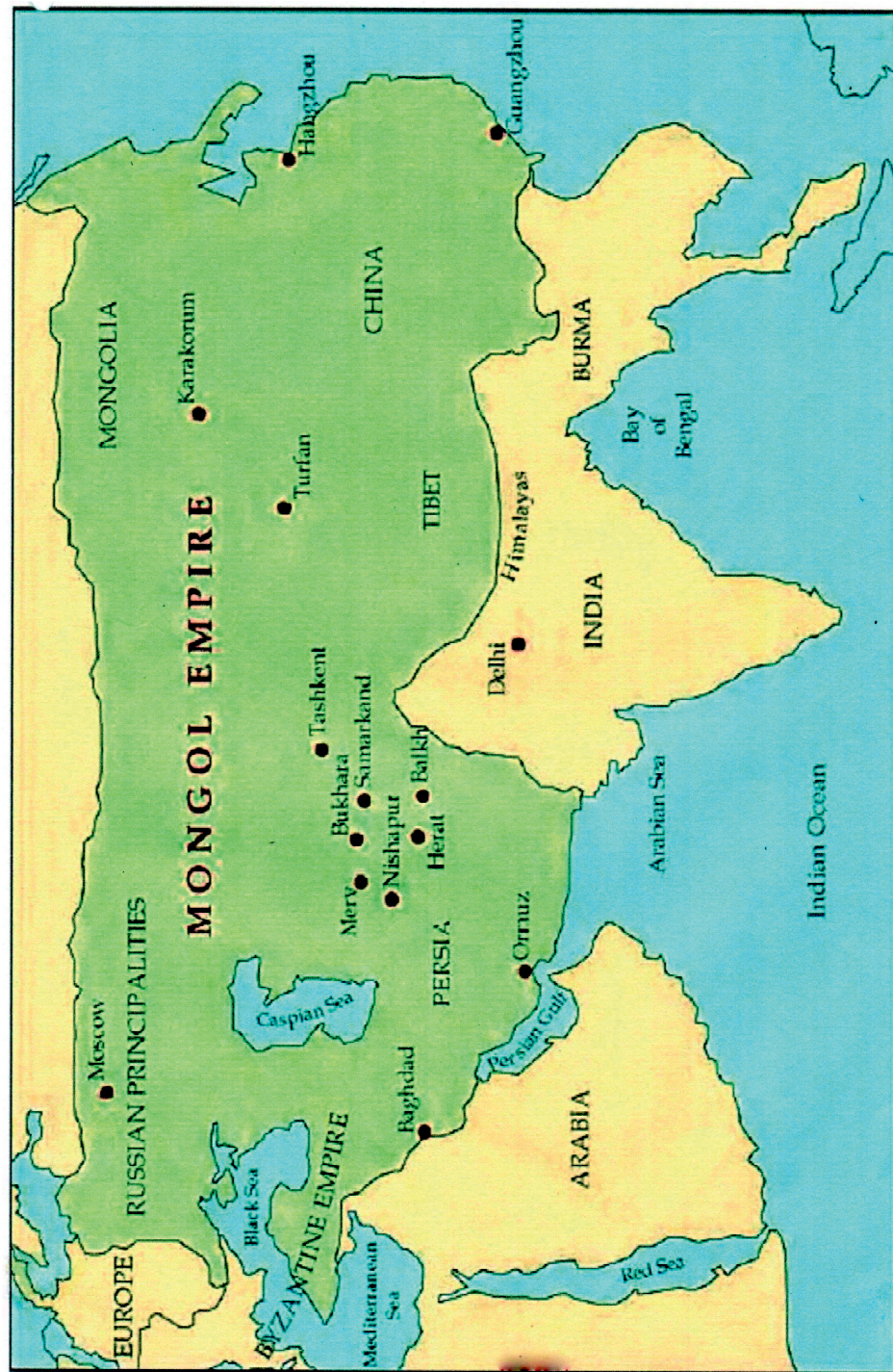
AMANORIAL ESTATE (England, 13th century)



THE MONGOL DYNASTY



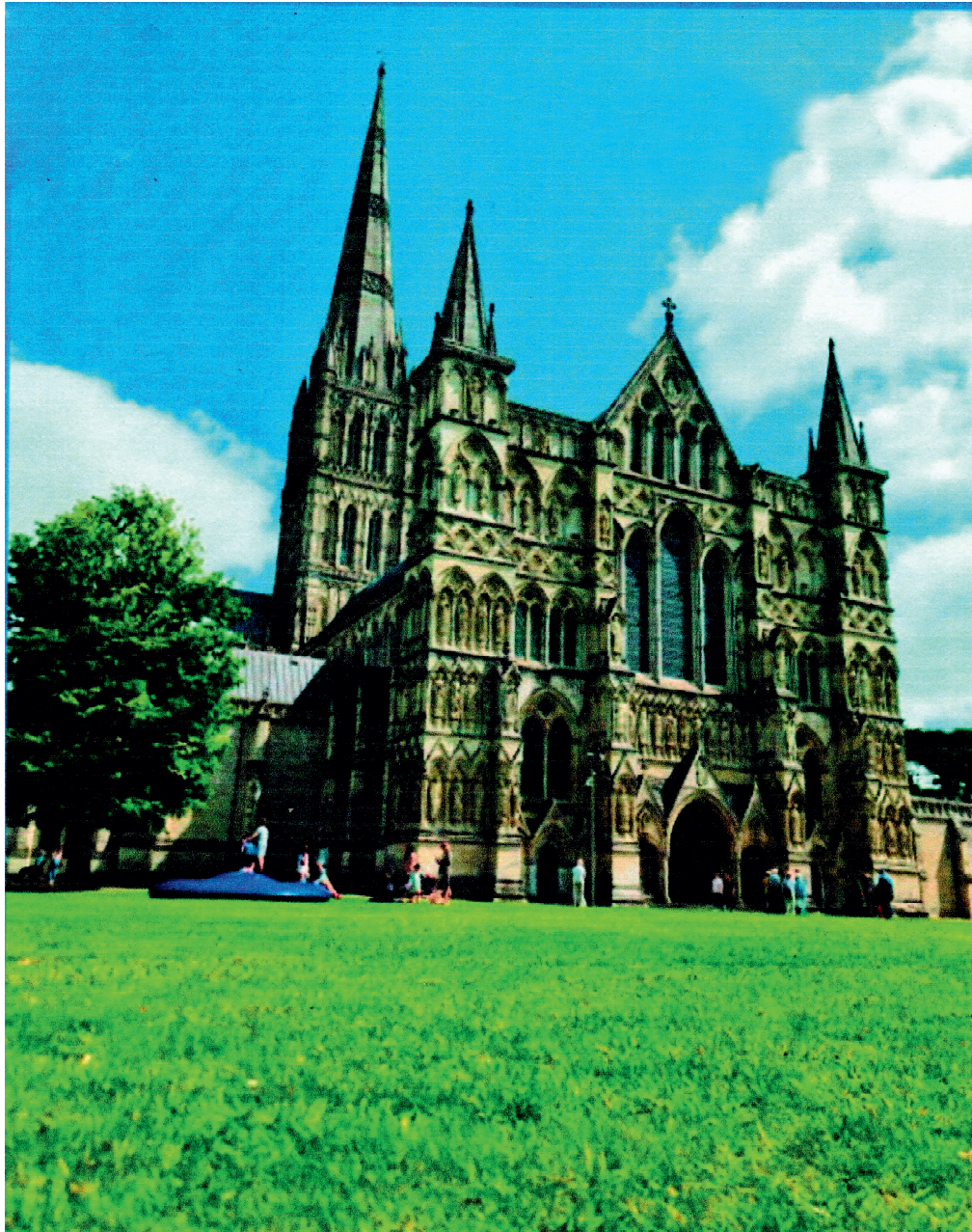
MONGOL EMPIRE



THE GREAT WALL OF CHINA



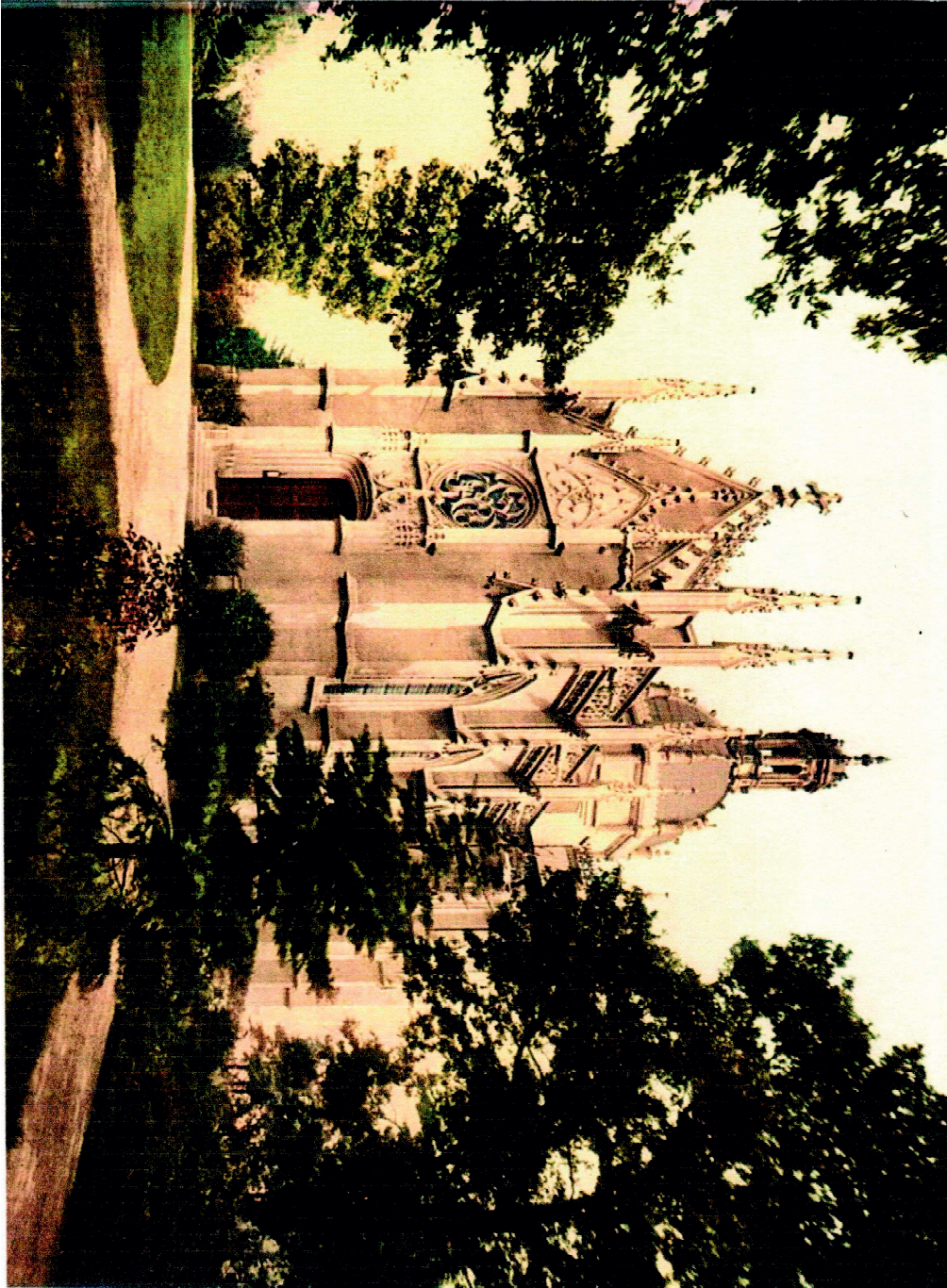
SALISBURY CATHEDRAL ENGLAND



**'The Pieta' by Michelangelo depicts
Mary holding this body of Jesus**



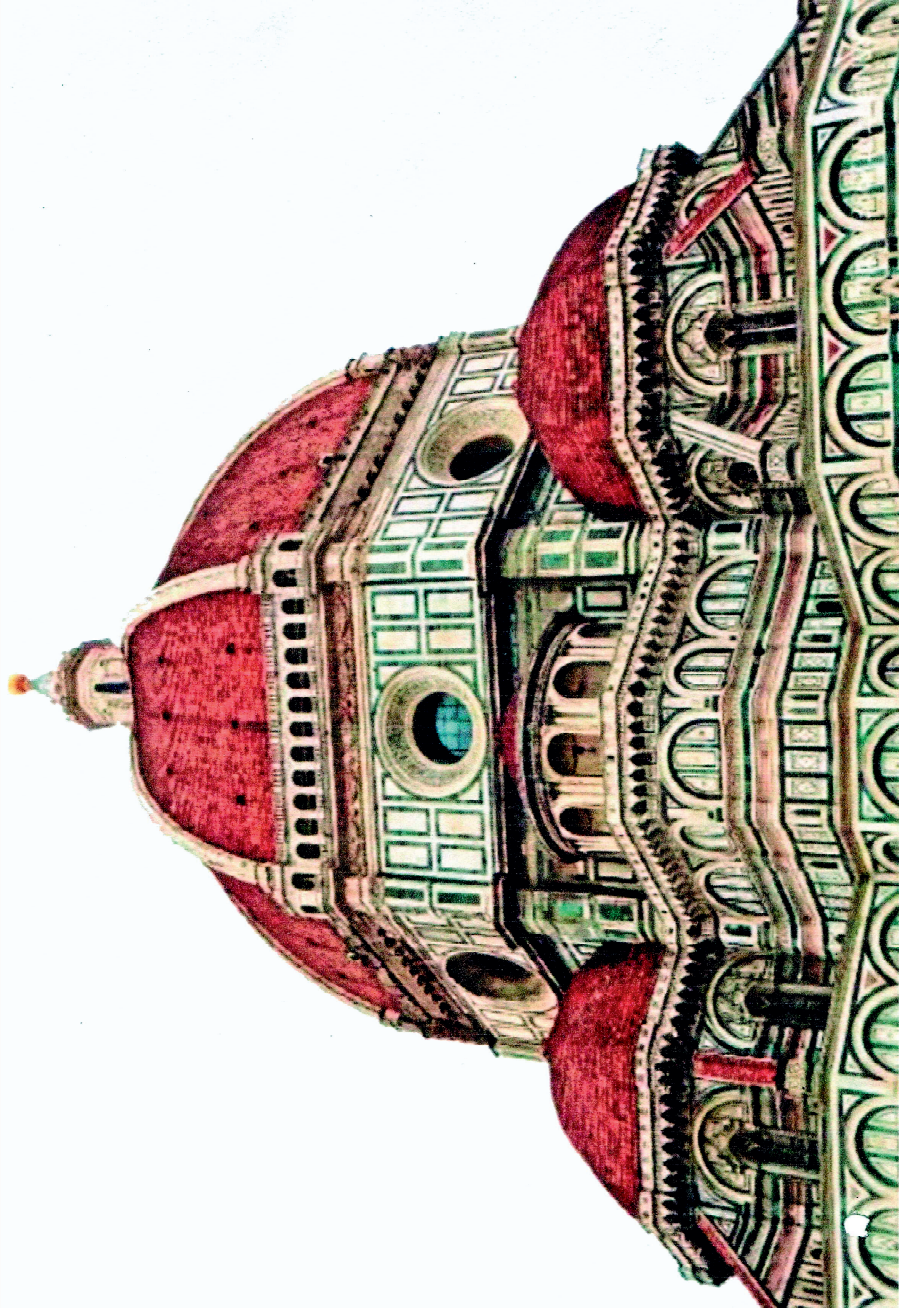
St Michael's Benedictine abbey in Farnborough, England



Part of Colossal Status of Emperor Constantine, 313 CE



The Duomo, the dome of Florence Cathedral Designed by
Brunelleschicathedral designed by Bruhelleschi



'Praying Hands', Brush Drawing by Durer, 1508



JAPANESE DEPICTION OF PERRY'S BLACK SHIP



JAPANESE TERRITORIES (1941)

