



**ग्यारहवीं कक्षा के लिए संक्षिप्त अध्ययन-सामग्री
विषय-इतिहास**

**STUDY-MATERIAL FOR CLASS-XI
SUBJECT-HISTORY**

तैयारकर्ता: सेवाकालीन प्रशिक्षण कार्यक्रम (द्वितीय चरण)

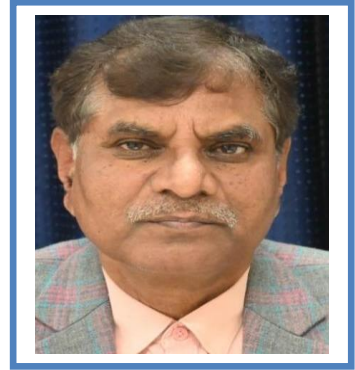
स्नातकोत्तर शिक्षक इतिहास के प्रतिभागियों के द्वारा

PREPARED BY THE PARTICIPANTS OF IN-SERVICE COURSE FOR PGT- HISTORY

कार्यस्थल/Venue

केन्द्रीय विद्यालय संगठन, शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान, चंडीगढ़

**KENDRIYA VIDYALAYA SANGATHAN, ZONAL INSTITUTE OF
EDUCATION & TRAINING, CHANDIGARH**



संदेश

विद्यार्थियों के उन्नतशील दृष्टिकोण एवं आचरण का विकास शिक्षकों की श्रेष्ठता तथा गुणवत्ता पर निर्भर करता है। इस तथ्य की पुष्टि विज्ञान-सम्मत शोधों व जन-चेतना संबंधी कार्यक्रमों से होती है। पुरातन काल से ही शिक्षक विद्यालयी शिक्षा का आधार स्तंभ रहे हैं। ऐसे में यह अनिवार्य हो जाता है

कि विद्यार्थियों को सर्वश्रेष्ठ नागरिक बनाने के उद्देश्य की पूर्ति के लिए शिक्षकों को गुणवत्ता-पूर्ण प्रशिक्षण दिया जाए। राष्ट्रीय शिक्षा नीति-2020 में भी इस तथ्य को प्रमुखता दी गयी है तथा स्कूली शिक्षा के लिए शिक्षकों के प्रशिक्षण का प्रावधान भी किया गया है।

केन्द्रीय विद्यालय संगठन शिक्षकों की गुणवत्ता एवं उनकी कार्यकुशलता बनाए रखने के लिए प्रशिक्षण नीति का अनुगमन करता है और एक निश्चित समय अंतराल पर अपने शिक्षकों के प्रशिक्षण की व्यवस्था करता है। सत्र 2022-23 के दौरान इस संस्थान में स्नातकोत्तर शिक्षकों (अर्थशास्त्र, वाणिज्य व इतिहास) तथा प्रशिक्षित स्नातक शिक्षकों (सामाजिक अध्ययन) हेतु सेवाकालीन प्रशिक्षण कार्यक्रम के पहले चरण (दिनांक 04.06.2022 से 15.06.2022) तथा दूसरे चरण (दिनांक 23.12.2022 से 01.01.2023) का आयोजन किया गया।

प्रशिक्षणार्थी शिक्षकों की आवश्यकताओं तथा मुख्यालय से प्राप्त दिशा-निर्देशों के अनुरूप विविध उपयोगी सत्रों का आयोजन किया गया। विषय विशेषज्ञ अतिथि वक्ताओं द्वारा उनकी जानकारी को अद्यतन व संवर्धन किया गया। सेवाकालीन प्रशिक्षण कार्यक्रम में उनके शैक्षिक हितों का पूरा ध्यान दिया गया ताकि उनके व्यावसायिक एवं व्यावहारिक जीवन का मार्ग प्रशस्त हो सके।

केन्द्रीय विद्यालय संगठन (मुख्यालय) द्वारा जीट चंडीगढ़ को दिए गए सेवाकालीन प्रशिक्षण कार्यक्रम को संचालित करते हुए मुझे हार्दिक प्रसन्नता हो रही है। मैं जीट चंडीगढ़ के सभी सहयोगियों, संसाधक शिक्षकों एवं प्रतिभागियों को अपनी ओर से शुभकामनाएँ प्रेषित करता हूँ।

(मुकेश कुमार)

उपायुक्त एवं निदेशक

शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान, चंडीगढ़



संदेश

शिक्षा व्यक्तित्व विकास की आधारशिला है। बच्चों के व्यक्तित्व के विकास के लिए लगभग सभी शिक्षा शास्त्रियों ने शिक्षकों के प्रशिक्षण का पुरजोर समर्थन किया है। इस कड़ी को मजबूती प्रदान करने के लिए ही केन्द्रीय विद्यालय संगठन द्वारा प्रतिवर्ष अलग-अलग समूहों में शिक्षकों के सेवाकालीन प्रशिक्षण की व्यवस्था करता है। समय की माँग के अनुरूप शिक्षकों के प्रशिक्षण की आवश्यकता सदैव बनी रहती है। प्रशिक्षण के उपरांत शिक्षक अपने विद्यालयों में उस क्रम को आगे बढ़ाते हैं और बच्चों का भविष्य गढ़ने में उपयोगी सिद्ध होते हैं।

नई तकनीकी के आ जाने एवं औद्योगिक विकास होने से शिक्षा के उद्देश्यों में भी परिवर्तन होना स्वाभाविक है। वर्तमान राष्ट्रीय शिक्षा नीति 2020 में इन्हीं बिन्दुओं को प्रमुखता देते हुए स्कूली शिक्षा को गुणवत्तापूर्ण एवं सर्वसुलभ बनाने का निश्चय किया गया है। बच्चों को स्कूली जीवन से जोड़े रखने के लिए शिक्षकों के प्रशिक्षण की अनिवार्यता महसूस की गई है। समावेशी शिक्षा को बढ़ावा देकर शैक्षिक लक्ष्यों को प्राप्त कराने में विद्यालयों में कार्यरत शिक्षकों को अत्यधिक महत्त्व दिए जाने पर बल दिया गया है।

केन्द्रीय विद्यालय संगठन, शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान, चंडीगढ़ में सत्र 2022-23 के लिए स्नातकोत्तर शिक्षकों (अर्थशास्त्र, वाणिज्य व इतिहास) तथा प्रशिक्षित स्नातक शिक्षकों (सामाजिक अध्ययन) हेतु सेवाकालीन प्रशिक्षण कार्यक्रम का दो चरणों में आयोजन किया गया। सेवाकालीन प्रशिक्षण कार्यक्रम का पहला चरण दिनांक 04.06.2022 से 15.06.2022 तक तथा दूसरा चरण दिनांक 23.12.2022 से 01.01.2023 तक संपन्न किया गया। इस प्रशिक्षण कार्यक्रम का मुख्य उद्देश्य शिक्षकों के व्यावसायिक जीवन को उन्नत एवं सुदृढ़ बनाना है।

केन्द्रीय विद्यालय संगठन, शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान, चंडीगढ़ में आयोजित किए गए सेवाकालीन प्रशिक्षण कार्यक्रम में सह-पाठ्यक्रम निदेशक के रूप में उत्तरदायित्व को निभाते हुए मुझे हार्दिक प्रसन्नता है। मैं उपायुक्त एवं निदेशक, जीट चंडीगढ़ के प्रति आभार व्यक्त करता हूँ और साथ ही सभी सहयोगियों, संसाधकों एवं प्रतिभागियों को शुभकामनाएँ देता हूँ।

(सुभाष चन्द्र)

सह-पाठ्यक्रम निदेशक एवं
प्राचार्य, केन्द्रीय विद्यालय, सेक्टर - 31 डी, चंडीगढ़

आभारोक्ति /ACKNOWLEDGEMENT

श्रीमती निधि पाण्डे भा. सू.से.
(आयुक्त केविसं) मुख्यालय , नई दिल्ली

सुश्री चन्दना मंडल
संयुक्त आयुक्त, प्रशिक्षण (केविसं)मुख्यालय, नई दिल्ली

श्री मुकेश कुमार ,उपायुक्त एवं निदेशक
केविस ,शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान ,चंडीगढ़

श्री सुभाष चन्द्र सह-पाठ्यक्रम निदेशक एवं प्राचार्य,
केन्द्रीय विद्यालय, सेक्टर - 31 डी, चंडीगढ़

श्री संतोष कुमार कुशवाहा ,प्रशिक्षण समन्वयक
केविसं ,शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान ,चंडीगढ़

श्री सज्जन कुमार ,स्नातकोत्तर शिक्षक ,(भूगोल)संसाधक
केन्द्रीय विद्यालय क्रमांक ,1-जालंधर छावनी

श्री अशोक कुमार ,स्नातकोत्तर शिक्षक, (इतिहास)संसाधक
केन्द्रीय विद्यालय क्रमांक ,3-पटियाला

सहयोग,समस्त कार्मिक-
केविस ,शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान ,चंडीगढ़

COURSE STRUCTURE
CLASS XI (2022-23)

One-Theory Paper

80Marks
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

विषय-सूची / INDEX

SR.N.	TOPIC
1	THEME-02. - WRITING AND CITY LIFE
2	THEME-03.- AN EMPIRE ACROSS THREE CONTINENTS
3	THEME-05.- NOMADIC EMPIRES
4	THEME-06.- THE THREE ORDERS
5	THEME-07.- CHANGING CULTURAL TRADITIONS
6	THEME-10.- DISPLACING INDEGENOUS PEOPLE
7	THEME-11.- PATHS TO MODRENISATION
8	MAP WORK

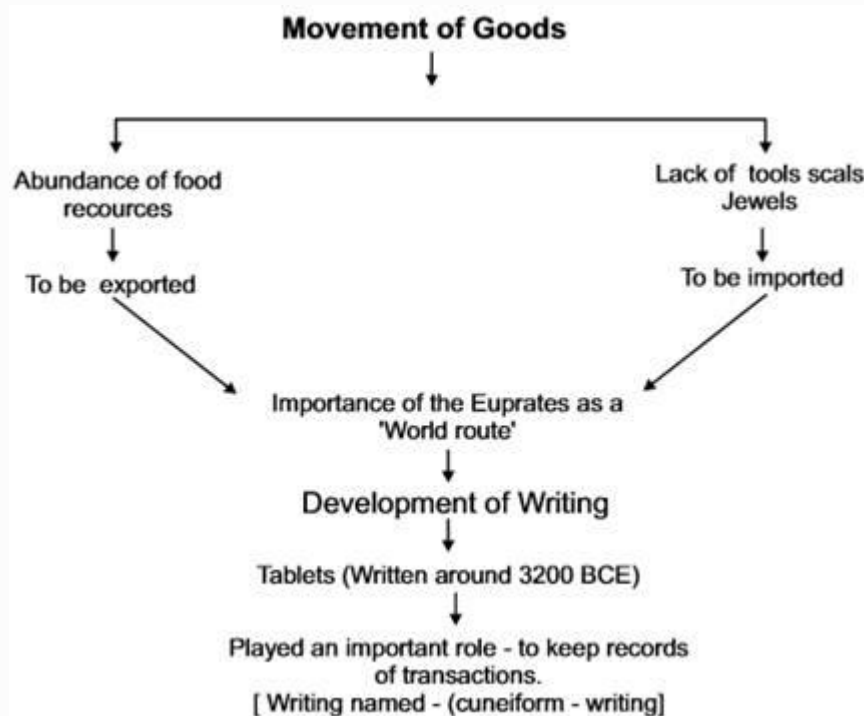
Theme -2: Writing and city life

Gist of the Lesson

- Ancient Mesopotamia civilisation is one of the oldest civilisations of world.
- It includes three civilisation-Sumer Akkad and Babylon. This civilisation flourished between the lands of two rivers the Euphrates and Tigris now part of the Republic of Iraq.
- This civilisation is known for its prosperity, city life, writing, Literary work-Gilgamesh (Epic), knowledge of mathematics time reckoning, calendar and astronomy.
- Ur, Lagash, Kish, Uruk and Mari were some of its important cities.
- Sumerian, Acadian, Aramaic were some of the important languages of the region while in writing they used pictography and cuneiform script.
- The excavation started here due to some of the jealous Christian who wanted to prove the stories of the Bible –Old Testament – completely true.
- The Europeans considered it as their Ancestral Land(Cradle of Civilisation)

MIND MAP

1. Movement of Goods into cities

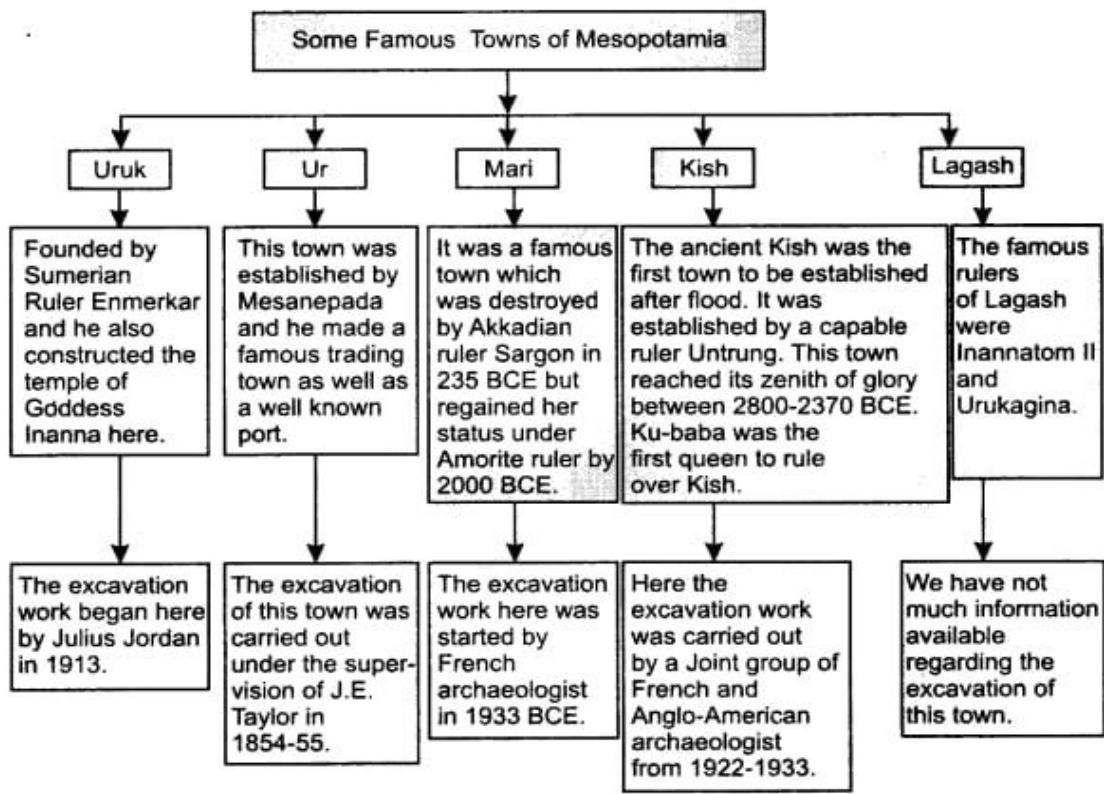
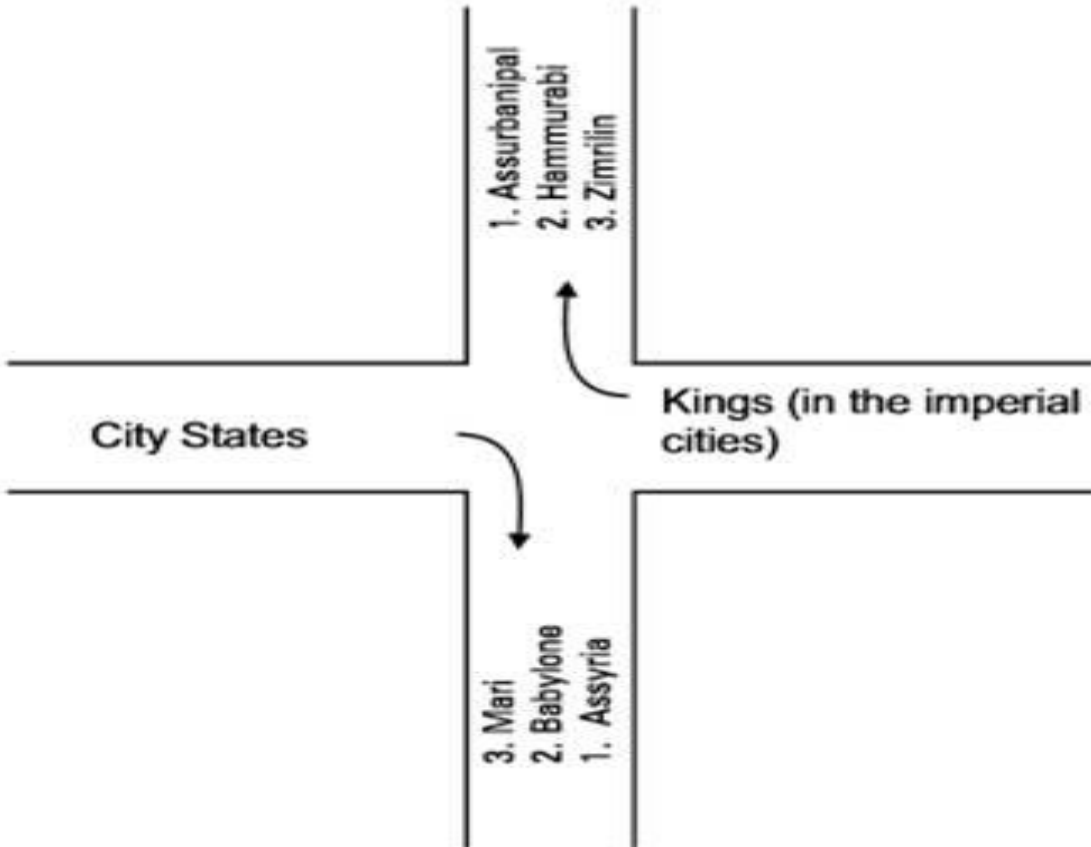


CITY

STATES

AND

KINGS:



MULTIPLE CHOICE QUESTIONS

Q.1. In the 2000 BCE, the city that flourished as the royal capital of Mesopotamia was

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

Q.2. 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

Q.3. Inanna was the Goddess of

- (a) the Moon
- (b) love and War
- (c) wind
- (d) fire

Q.4. Mesopotamian weapons were prominently made of

- (a) bronze
- (b) copper
- (c) stone
- (d) iron

Q.5. War captives and local people who were put to work for the temple or for the ruler were paid

- (a) bronze tools
- (b) cattle
- (c) coins
- (d) rations

Q.6. The Achaemenids of Iran conquered Babylon in

- (a) 639 BCE
- (b) 539 BCE
- (c) 439 BCE
- (d) 339 BCE

Q.7. The Mesopotamian city, which was systematically excavated in the 1930s, was

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

Q.8. In _____ part of southern Iraq, the first cities and writing emerged.

- (a) plain
- (b) deserted
- (c) mountainous
- (d) hilly

Q.9. The King who released Babylonia from Assyrian domination in 625 BCE was

- (a) Alexander
- (b) Nabonidus
- (c) Nabopolassar
- (d) Sargon

Q.10. Nabonidus's men brought to him a broken statue inscribed with the name of ---.

- a) Sargon, king of Akkad.
- b) Nabopolassar, of Babylonia
- c) Nabonidus of Babylonia
- d) Enmerkar of Uruk

Answer: 1.(b) Mari 2. (a) The ancient ruler of Uruk City, Enmerkar 3. (b) love and War
4. (a) bronze 5. (d) rations 6.(b) 539 BCE7. 7.(b) Ur
8. (b) deserted 9.(c) Nabopolassar 10. (Sargon, king of Akkad)

Q.1. Write about the family norms of Mesopotamia?

Answer: A nuclear family consisting of a man, his wife, and children was the family norm in Mesopotamia. Married son and his family somewhere often resided with his parents. An offer from the bridegroom party and acceptance of the bride's party was necessary. Groom's party would offer gifts to the bride's party. They would eat together on the wedding day and the offering would be made in a temple. Dowry system was also in vogue there in the form of herds, fields, or in cash.

Q.2. What is urbanization?

Answer: A shift of the economy from primary occupations (Agriculture, fishing, herding, forging) to secondary, occupations (manufacturing, processing, trading) and tertiary i.e. a number of services.

Q.3. Write the names of necessities imported into Mesopotamian cities'?

Answer: These items were-wood, copper, tin, silver, gold, shell, and various types of stone slabs. These were imported from Turkey and Iran.

Q.4. What are the sources to reconstruct the history of Mesopotamian civilisation?

Following are the sources-

- i. Clay Tablets (Written around 32000 BCE)
- ii. Bible (Old Testament)
- iii. British Museum
- iv. Texts
- v. Archaeological remains

Q.5. Why do you think Assurbanipal and Nabonidus cherished early Mesopotamian traditions?

Ans.- Assurbanipal created a library at Nineveh to preserve the clay tablets and traditions while Nabonidus cherished the culture and traditions as well as repaired the old statue which came out after excavation.

Long Answer Question:

Q. 1. What were the legacies of Mesopotamian writing?

- A. Scholarly tradition of time reckoning
- B. Calendar: Division of years, months, week, days, hours, minutes, seconds etc.
- C. Literature: Gilgamesh, which was written on twelve tablets, was the famous epic of Mesopotamia.
- D. Mathematical contribution
 - Tables with multiplication and division
 - Square, Square root tables
 - Tables of compound interest
 - Problem regarding area of a field, volume of water etc.

Passage based questions:

The Palace at Mari of King Zimrilim (1810-1760 BCE)

The great palace of Mari was the residence of the royal family, the hub of administration, and a place of production, especially of precious metal ornaments. It was so famous in its time that a minor king came from north Syria just to see it, carrying with him a letter of introduction from a royal friend of the king of Mari, Zimrilim. Daily lists reveal that huge quantities of food were presented each day for the king's table: flour, bread, meat, fish, fruit, beer and wine. He probably ate in the company of many others, in or around courtyard 106, paved white. You will notice from the plan that the palace had only one entrance, on the north. The large, open courtyards such as 131 were beautifully paved. The king would have received foreign dignitaries and his own people in 132, a room with wall paintings that would have awed the visitors. The palace was a sprawling structure, with 260 rooms and covered an area of 2.4 hectares.

1. Why was the palace of Mari so popular? 2M
2. Which room was dedicated for the guests? 1M
3. Who was Zimrilim? 1 M

THEME -2: AN EMPIRE ACROSS THREE CONTINENTS

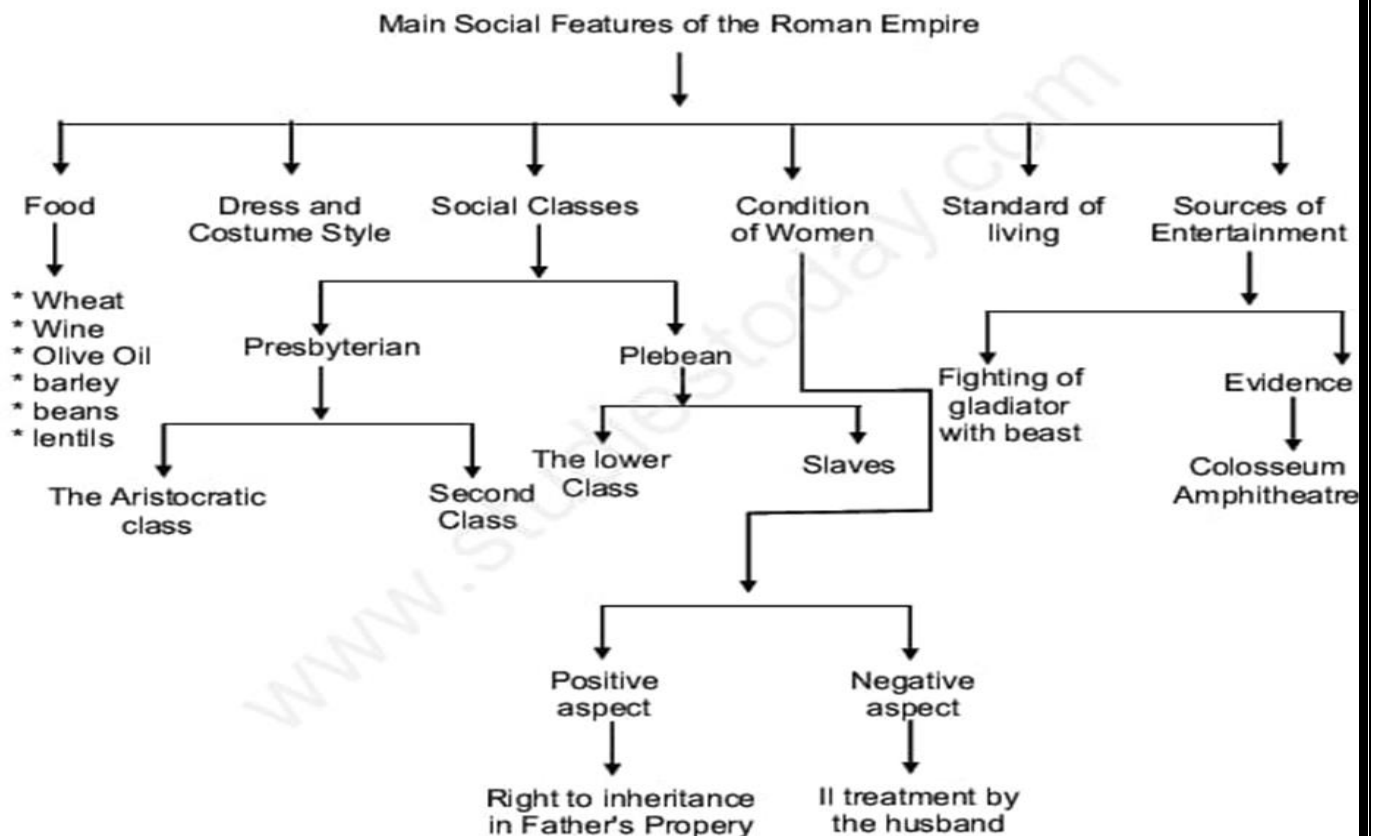
Gist of the Lesson:

- Roman Empire stretched across the territories of Europe, Asia and Africa..
- The boundaries of the empire were formed by two great rivers, the Rhine and the Danube from North Side.
- To the South, The boundaries are covered by the huge expanse of desert called the Sahara. In the east, river Euphrates and to the West Atlantic Ocean.
- The Mediterranean Sea was the heart of Rome's empire. It was established in 27 BCE by Augustus..
- Latin was the main language of the empire, it was substantially Christianised after the emperor Constantine became a Christian in the fourth century CE.
- To make government easier, the Roman Empire was divided into eastern and western halves in the fourth century CE.
- The western part was collapsed by the fifth century CE. Tribes established their own kingdoms within the former empire,
- The eastern part continued till 7th centuries and known as Byzantine Empire.

MIND MAP

An Empire Across Three Continents

It was the Ancient Roman empire which was spread across the three continents namely - Europe, Asia and Africa.



MULTIPLE CHOICE QUESTIONS:

Q. 1. The best kind of wine came to Rome from _____

- (a) Fayum
- (b) Byzantium
- (c) Galilee
- (d) Campania

Q. 2. The Roman emperor who consolidated the rise of provincial upper classes so as to exclude the senators from military command was

- (a) Augustus
- (b) Constantine
- (c) Gallienus
- (d) Tiberius

Q.3. What were Amphorae?

- (a) A type of army
- (b) A type of container
- (c) A type of district administrator
- (d) None of the above

Q. 4. Augustus, the first Roman Emperor was called the leading citizen whose Latin term is

- (a) Basileus
- (b) Dominus
- (c) Princeps
- (d) Resgestae

Q.5. The emperor who made Christianity the official religion in the Roman Empire was

- (a) Alexander
- (b) Augustus
- (c) Constantine
- (d) Nero

Q.6. Roman ruler _____ was considered as the leading citizen only to show that he was not the absolute ruler.

- (a) Augustus
- (b) Constantine
- (c) Gallienus
- (d) Tiberius

Q.7. In Roman urban life, the entertainment shows called spectacular happened for at least

- (a) 150 days
- (b) 160 days
- (c) 167 days
- (d) 176 days

Q .8. Which one of the following is a river that forms the boundary of the Roman Empire?

- (a) Mekong River
- (b) Rhine River
- (c) Amur River
- (d) Yangtze River

Q. 9. _____ and Greek languages were used in the administration of the Roman Empire.

- (a) Chinese
- (b) Mayan
- (c) Latin
- (d) Turkish

Q.10. The Roman silver coin, known as the Denarius, weighed _____ gm of pure silver.

- (a) 2
- (b) 3
- (c) 4
- (d) 5

Answer:-1.d 2.c 3.b 4.c 5.c 6.a 7.d 8.b 9.c 10 .c.

SHORT ANSWER QUESTIONS:

Q. 1. What are the sources used by historians to reconstruct the history of Roman empire?

- ❖ Answer - Textual sources- accounts of contemporary historians like Pliny, Collumela.
- ❖ Documentary sources- inscriptions and papyri.
- ❖ Material remains -The things discovered by archaeologists through excavation and field surveys.

Q2. Who was the emperor of the Roman empire during 284-305 C.E. and what changes did he bring in the realm?

Answer: Diocletian

- ❖ He fortified the frontiers, reorganized provincial boundaries, and separated military frontiers and those of the civilians.
- ❖ Thus, military commanders (Duces) became more powerful.
- ❖ Consolidated the empire by abandoning territories with little strategic and economic importance.

Q.3. Why is Constantine remembered so in the Roman empire?

- ❖ A new capital-Constantinople was established, divided the empire for proper administration.
- ❖ He made Christianity official religion of the empire.
- ❖ He reinforced changes that were brought by his predecessor Diocletian in administration.
- ❖ He introduced solidus (the gold coin) which outlasted the Roman Empire itself. Oil presses and glass pictures (screw presses and watermills) were set up.
- ❖ He invested more in the promotion of cottage industries in villages.

Q .4. Who were Plebs Sordida?

Answer: In context to the Roman empire, plebs Sordida were the unkempt lower class people but addicted to circus and theatre display including slaves.

Q.5. Roman economy was well developed .Justify this statement by giving any three suitable logic.

- ❖ Ans. Roman economy had different activities such as agriculture, animal rearing, trade, metallurgy, craft work, minting of coin, oil mills, glass factory, masonry work etc.

LONG ANSWER QUESTIONS:

Q.1.How independent was women in the Roman Empire? Discuss.

Answer:

- ❖ Women were independent.
- ❖ . They had right to get a share in their father’s property and became independent property owners on her father’s death.
- ❖ Married couples were not one financial entity but two.
- ❖ The wife enjoyed complete legal independence.
- ❖ She was free to get a divorce from her husband only through the notice of intent to dissolve the marriage.
- ❖ A large gap between husband and wife would have encouraged a certain inequality.
- ❖ Mostly arranged marriages were solemnized but women were often subjected to domination by their husbands.
- ❖ Sometimes they were subject to domestic violence.
- ❖ Full control of the father over their children even father was free to kill their unwanted children.

PASSAGE BASED QUESTIONS

DOCTOR GALEN ON HOW ROMAN CITIES TREATED THE COUNTRYSIDE

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

Answer the following questions.

Q.1.What was the main cause of illness in the villages?

Q.2.Which types of crops were grown in the villages?

Q.3.What did the villagers eat in the spring?

THEME-5 THE NOMADIC EMPIRE

Gist of the Lesson:

- For the Mongols, Genghis Khan was the greatest leader of all time: he united the Mongol people
- He freed them from interminable tribal wars and Chinese exploitation.
- He brought them prosperity, fashioned a grand transcontinental empire and restored trade routes and markets that attracted distant travellers and traders.
- Genghis Khan ruled the diverse body of people and faiths. Although the Mongol Khans themselves belonged to a variety of different faiths – Shaman, Buddhist, Christian and eventually Islam, they never let their personal beliefs dictate public policy.
- The Mongol administration was a multi-ethnic, multilingual, multi-religious regime that did not feel threatened by its pluralistic constitution.
- Today, after decades of Soviet control, the country of Mongolia is recreating its identity as an independent nation.
- Genghis Khan appeared as an iconic figure for the Mongol People, mobilising memories of a great past in the forging of national identity that can carry the nation into the future.
- Comparison with the Mongol Empire. Mongols provided ideological models for the Mughals of India. Timur, another monarch who aspired to universal dominion, hesitated to declare himself monarch because he was not of Genghis Khanid descent.

1206	Temujin proclaimed Genghis Khan, 'Universal Ruler' of the Mongols
1227	Death of Genghis Khan
1227-60	Rule of the three Great Khans and continued Mongol unity
1227-41	Ogodei, son of Genghis Khan
1246-49	Guyuk, son of Ogodei
1251-60	Mongke, son of Genghis Khan's youngest son, Tuluy.
1236-42	Campaigns in Russia, Hungary, Poland and Austria under Batu, son of Jochi, Genghis Khan's eldest son
1253-55	Beginning of fresh campaigns in Iran and China under Mongke
1258	Capture of Baghdad and the end of the Abbasid Caliphate.
1260	Accession of Qubilai Khan as Grand Khan in peking.
1257-67	The Reign of Berke, son of Batu, reorientation of the Golden Horde from Nestorian Christianity towards Islam. Definitive conversion takes place only in the 1350s. Start of the alliance between the Golden Horde and Egypt against the Il-Khans.
1295-1304	The Reign of the Il-Khanid ruler Ghazan Khan in Iran. His conversion from Buddhism to Islam is followed gradually by other Il-Khanid chieftains
1368	End of the Yuan dynasty in China
1370-1405	Rule of Timur, a Barlas Turk who claimed Genghis Khanid descent through the lineage of Chaghtay.
1495-1530	Zahiruddin Babur, descendant of Timur and Genghis Khan, succeeds to Timurid territory of Ferghana and Samarqand, is expelled, captures Kabul and in 1526 seizes Delhi and Agra, founded the Mughal empire in India.
1500	Capture of Transoxiana by Shaybani Khan, descendent of Jochi's youngest son, Shibani.
1759	Manchus of China conquer Mongolia
1921	Republic of Mongolia

MULTIPLE CHOICE QUESTIONS

- Q.1. The grand son of Genghis Khan who warned the French ruler Louis IX was
- a. Mongke
 - b. Batu
 - c. Jochi
 - d. Ogodei

Q.2. The original name of Genghis Khan was

- a. Jamuqa
- b. Ongkhan
- c. Boghurchu
- d. Temujin

Q.3. The assembly of the Mongol chieftains were called

- a. Kiyat
- b. Quiriltai
- c. Kereyits
- d. Naiman

Q.4. Sultan Muhammed who executed Mongol envoys was the ruler of

- a. Khwarizm
- b. China
- c. India
- d. Egypt

Q.5. In which year Genghis Khan died ?

- a. 1167
- b. 1206
- c. 1227
- d. 1294

Q.6. The heart of Mongolian Empire was

- a. Karakorum
- b. Russian steppes
- c. Transoxian steppe
- d. Pamir mountains

Q.7. Mongol military unit was called

- a. Tumen
- b. Anda
- c. Noyan
- d. Naukar

Q.8. The courier system of Genghis Khan was known as

- a. Ulus
- b. Yam
- c. Yasa
- d. Tama

Q.9. Which tax was collected by the Mongols for the maintenance of courier system

- a. Qubcur Tax
- b. Qanats
- c. Baj Tax
- d. Gerege

Q.10. Who among the following Mongol ruler has devastated Russian lands up to Moscow, conquered Poland, Hungary & camped outside Vienna.

- a) Batu
- b) Ogodei
- c) Gjazan Khan
- d) Mongke

SHORT ANSWER QUESTION:

Q.1. Write a short note on the Courier System of Mongols.

- ❖ Genghis Khan had formed 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.
- ❖ The Mongol nomads contributed a tenth of their herd either horses or livestock-as provisions for the maintenance of this communication system.
- ❖ This was called the qubcur tax, a levy that the nomads paid willingly for the multiple benefits that it brought.
- ❖ The courier system(yam)was further refined after Genghis Khan's death and its speed and reliability surprised travellers.
- ❖ It enabled the Great Khan to keep a check on the developments at the farthest end of their regime across the continental land army.

❖ **Q. 2. Write down the main characteristics of Mongol tribes.**

Ans. The main characteristics of Mongol tribes were as follows:

- ❖ Mongol tribes were united by ethnic and lingual ties but due to scarcity of resources, their society was divided into patrilineal lineages.
- ❖ The richer families were larger. They possessed more animals and pasture lands. They had many followers and these followers were more influential in local politics.
- ❖ During periodic natural calamities such as harsh, cold winters, their game and stored provisions ran out.
- ❖ Grasslands were also dried in the absence of rain. So they had to wander in search of pastures.
- ❖ There was mutual conflict among Mongol tribes. They also raided for livestock.
- ❖ Groups of families often allied for offensive and defensive purposes around richer and more powerful lineages.

❖ **Q. 3. What was the nature of Mongol confederacies ? Write down the similarity and dissimilarity between confederacies formed by Attila and Genghis Khan.**

- ❖ **Ans.** Mongol confederacies were usually small and short-lived. Gengis Khan made a confederacy of Mongol and Turkic tribes.
- ❖ In size, this confederacy was perhaps equal in size of the confederacy formed by Attila in the fifth century.
- ❖ But, unlike Attila's confederacy, Genghis Khan's confederacy system proved far more stable.
- ❖ It was stable enough to counter large armies with superior equipment in China, Iran and Eastern Europe.
- ❖ This was the reason why the Mongols succeeded in establishing their control over these regions.
- ❖ They administered complex agrarian economies and urban settlements. The confederacy system established by Genghis Khan survived even after his death.

❖ **Q. 4. "Genghis Khan's army was a mixture of diverse people." Explain with examples.**

- ❖ **Ans.**It was necessary for all the healthy adult males of Mongols and many other nomadic societies to bore arms.
- ❖ When the occasion demanded, they constituted the armed forces. Many new members entered the Genghis Khan's army due to the unification of different Mongol tribes and because of subsequent campaigns against diverse people.
- ❖ These soldiers belonged to different communities.
- ❖ That is why, a small Mongol army changed into a large organisation. This army included groups like the Turkic, Uighurs who had willingly accepted the Mongol authority.
- ❖ Except this, the Kereyits were also included in it who were included in confederacy despite their earlier hostility.

Q. 5. Why did the conquered people hardly feel a sense of affinity with their new Mongol nomadic masters? What was its result?

Ans. The conquered people hardly felt a sense of affinity with their new Mongol nomadic masters because of the following reasons:

- ❖ Cities were destroyed during the campaigns in the first half of the 13th century.
- ❖ Agricultural lands laid waste.
- ❖ There was disruption in trade and production of handicraft.
- ❖ Thousands of people were killed and even more were enslaved. In this way, every class of society suffered including elites and peasantry.
- ❖ **Result.** It led to emergence of Instability in the state. That is why, it was not possible to do periodic maintenance of underground canals in the arid Iranian plateau. As a result, the desert crept in which led to an ecological devastation.

LONG ANSWER QUESTIONS:

Q.1. Write a short note on the military organisation of Genghis Khan.

Ans.-Military Organisation

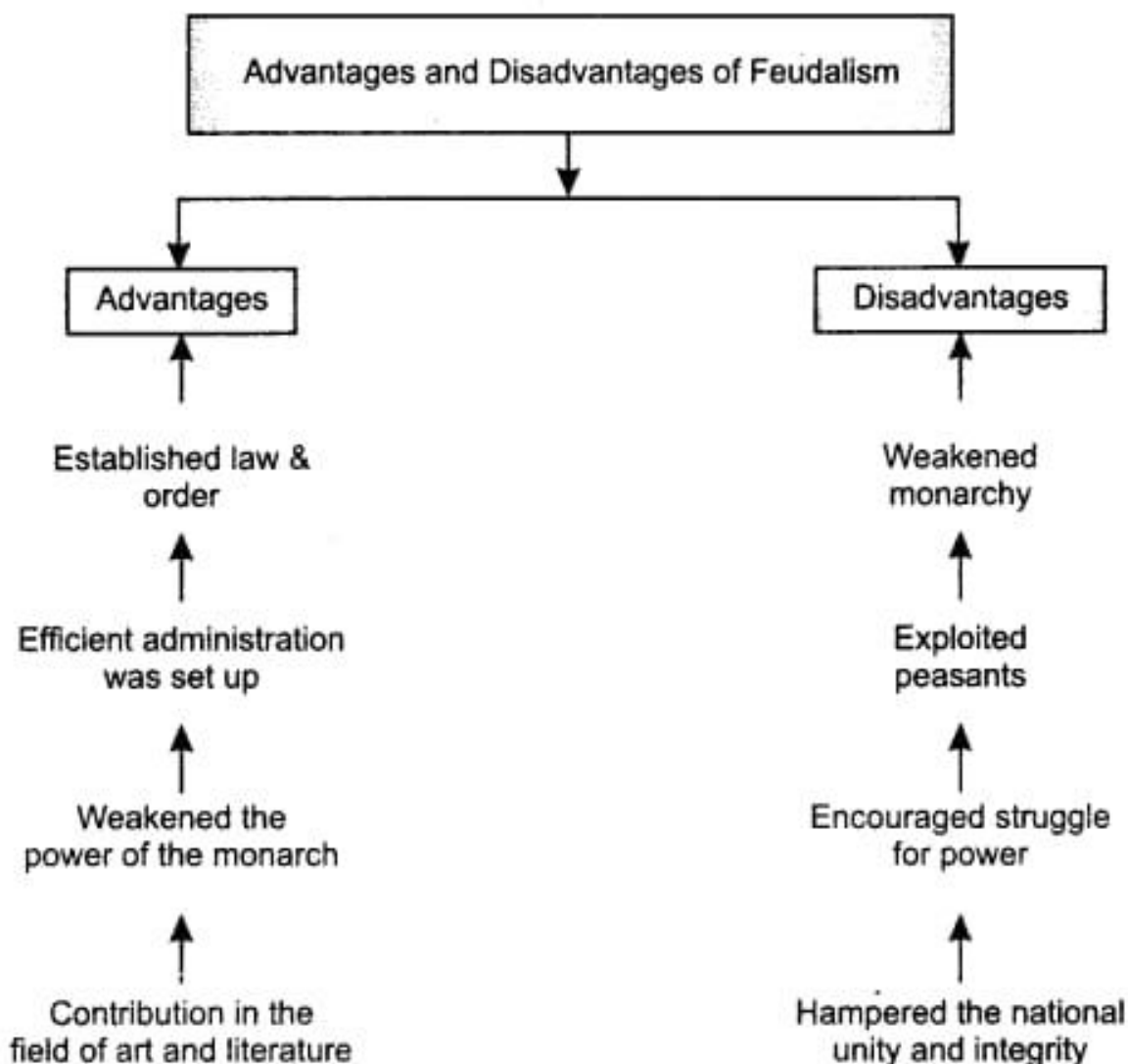
- ❖ Genghis Khan worked to systematically erase the old tribal identities of the different groups who joined his confederacy.
- ❖ His army was organised according to the old steppe system of decimal units.
- ❖ Any individual who tried to move from his allotted group without permission received harsh punishment.
- ❖ He divided the army into four units and they were required to serve under his four sons and specially chosen captains of his army units called noyan.
- ❖ The soldiers who had served Genghis Khan loyally through grave adversity for many years were publicly honoured some of these individuals as his 'blood brothers'.
- ❖ Others were given special ranking as his bondsmen, a title that marked their close relationship with their master.

THEME-6 -THE THREE ORDER

GIST IN THE LESSON:

- After the fall of the Roman Empire, many groups of Germanic People occupied the regions of Italy, Spain and France.
- And established a new kind of social political and economic system .
- the society was divided into three categories-1. Christian priests, 2.landowning nobles and 3. Peasants.
- This new system was centred around land and known as ‘feudal system.
- The society was based on privileges based on birth.
- The Clergy and nobility were privileged while the peasantry bore all the burden of the society.

Some Factors affected this Social and Economic Relationship like- Climatic change, Change in the land uses and agricultural technology, Urbanisation and the rise of trading class-fourth order.



MULTIPLE CHOICE QUESTIONS:

Q.1. Monks who moved from one place to another, preaching to the people and living on charity. These monks were known as _____

- (a) Manor
- (b) Friars
- (c) Tithe
- (d) Serfs

Q.2. We see the rise of absolute monarchy in Europe in the

- (a) 15th & 16th centuries
- (b) 13th & 14th centuries
- (c) 12th & 13th centuries
- (d) 16th & 17th centuries

Q.3. Assertion (A). Gaul was renamed as France.

Reason (R) : On the decline of the Roman empire, Franks, a German tribe renamed it France for their tribe name being Franks..

- 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

.Q.4. What were Cathedral towns?

- (a) Towns developed around plains
- (b) Towns developed around Churches
- (c) Towns developed around industries
- (d) Towns developed around Capital

Q. 5. The land granted by the lord to the knights was called:

- (a) Fief
- (b) Feud
- (c) Seigneur
- (d) Manor

Q. 6. A guild was an association of

- (a) monks
- (b) farmers
- (c) craft and industry
- (d) lords

Q. 7. The king who was declared the Holy Roman Emperor was

- (a) Charlemagne
- (b) Louis I
- (c) Louis II
- (d) Louis III

Q.8. One of the gradual changes that affected the social and economic ties between the lords and the vassals was

- (a) agricultural technology
- (b) environment
- (c) land use
- (d) new towns

Q.9. According to French priests, the basis of classification among the three orders was

- (a) education
- (b) race
- (c) wealth
- (d) nature of work

Q.10. The Church was given the right to take one-tenth of the total produce of the peasant over the course of a year which was called a _____

- (a) Taille
- (b) Toll
- (c) Tithe
- (d) Franks

Answers: 1.b, .2.a, 3.a, 4.b, .5.a, 6.c., 7a., 8.b .9.d , 10.c

SHORT ANSWER QUESTIONS:

Q.1. What were the Conditions of the peasantry class in European Feudal Society?

- ❖ Peasants and Serfs were two kinds of cultivators in medieval Europe.
- ❖ Free peasants laboured for cultivating the lord's fields to provide labour rent.
- ❖ They paid a direct tax, called taille to the king and Tithe to the Clergy despite so many manorial dues were imposed on them.

Q.2. What were .Cathedral – Towns?

- ❖ From the twelfth century, large churches – called cathedrals – were being built in France.
- ❖ These belonged to the monasteries. Cathedrals were built of stone.
- ❖ The area around the cathedrals became more populated and they became centres of pilgrimage. Small towns developed around them.
- ❖ Two of the more well-known monasteries were those established by St Benedict in Italy in 529 and of Cluny in Burgundy in 910.

Q.3.What do you mean by the Crisis of the Fourteenth Century?

Ans. In Europe economic expansion slowed down. This was due to three factors:

- ❖ In Northern Europe, by the end of the thirteenth century the warm summers of the previous 300 years had given way to bitterly cold summers.
- ❖ Seasons for growing crops were reduced by a month.
- ❖ Trade was hit by a severe shortage of metal money because of a shortfall in the output of silver mines in Austria and Serbia.
- ❖ This forced government to reduce the silver content of the currency and to mix it with cheaper metals.
- ❖ Ships carrying goods from distant countries had started arriving in European ports. The ships came with rats carrying deadly bubonic plague infection (the Black Death).

Q.4.What do you mean by Guilds?

- ❖ Ans. It was the basis of economic organisation was the guild.
- ❖ Each craft or industry was organised into a guild, an association which controlled the quality of the product, its price and its sale.
- ❖ The 'guild-hall' was a feature of every town; it was a building for ceremonial functions, and where the heads of all the guilds met formally.

Q.5. Describe some features of new agricultural technology?

- ❖ Answer-Heavy iron-tipped ploughs and mouldboards were used,
- ❖ Shoulder-harness of bullock came into use,
- ❖ Shod were fitted with horses to prevent their foot decay,
- ❖ Water and canal powered mills were set-ups,
- ❖ Three field system of land-use followed,
- ❖ Peas and beans were given preference,
- ❖ Arable land was used for growing crops.

LONG ANSWER QUESTION:

Q.1.Discuss how the new monarchy replaced the feudal set-up of European society?

- ❖ Answer:The feudal society was based on the power of church, monasteries, Cathedrals .
- ❖ A network of three orders made successfully by the Catholic church and died with the crisis of the fourteenth century, i.e. change in environment, depletion of gold and silver stock, marginal fertility of the soil and spread of bubonic plague all over Europe.
- ❖ These situations made feudal set-up tougher to maintain as starving conditions had emerged.
- ❖ It brought revolts of peasants in and the European Kings began to strengthen their military and financial power.
- ❖ The Kings have duly understood the situation and took * immediately these changes.
- ❖ These new Kings were called new monarch by the historian because they were no more feudal lords. These were autocratic absolutist rulers.
- ❖ Louis XI of France, Maximilian of Austria, leary VII of England, and Isabelle and Ferdinand of Spain were these autocratic rulers.

'Read the following passage carefully and answer the questions that follow:

The large churches were called cathedrals. By 12th century onwards, cathedrals were being built in France. The cathedrals belonged to monasteries. Different people contributed to their construction with their own labor, material or money. A cathedral was made of stone and took several years to complete. The area around the cathedrals became more populated and they became centers of pilgrimage. Small towns developed around them.

(a) What are the Cathedrals?

(i) Church (ii) Temples (iii) Mosque (iv) Gurudwara

(b) Where did the construction of the Cathedral begin in the 12th century?

(i) India (ii) U S A (iii) Japan (iv) France

(c) With what kind of contribution did people support in building of Cathedral?

(i) Money (ii) Labour (iii) Construction Material (iv) All of these

Read the following passage carefully and answer the questions that follow:

Because of the inadequacy which we often felt on feast days, for the narrowness of the place forced the women to run towards the altar upon the heads of the men with much anguish and noisy confusion, [we decided] to enlarge and amplify the noble church... 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].'

– Abbot Suger (1081-1151) about the Abbey of St Denis, near Paris

(a) Features of a Cathedral were _____.

(b) What purpose did the stained windows serve?

(c) What was the reason —to enlarge and amplify the noble church||?

THEME-7-CHANGING CULTURAL TRADITIONS

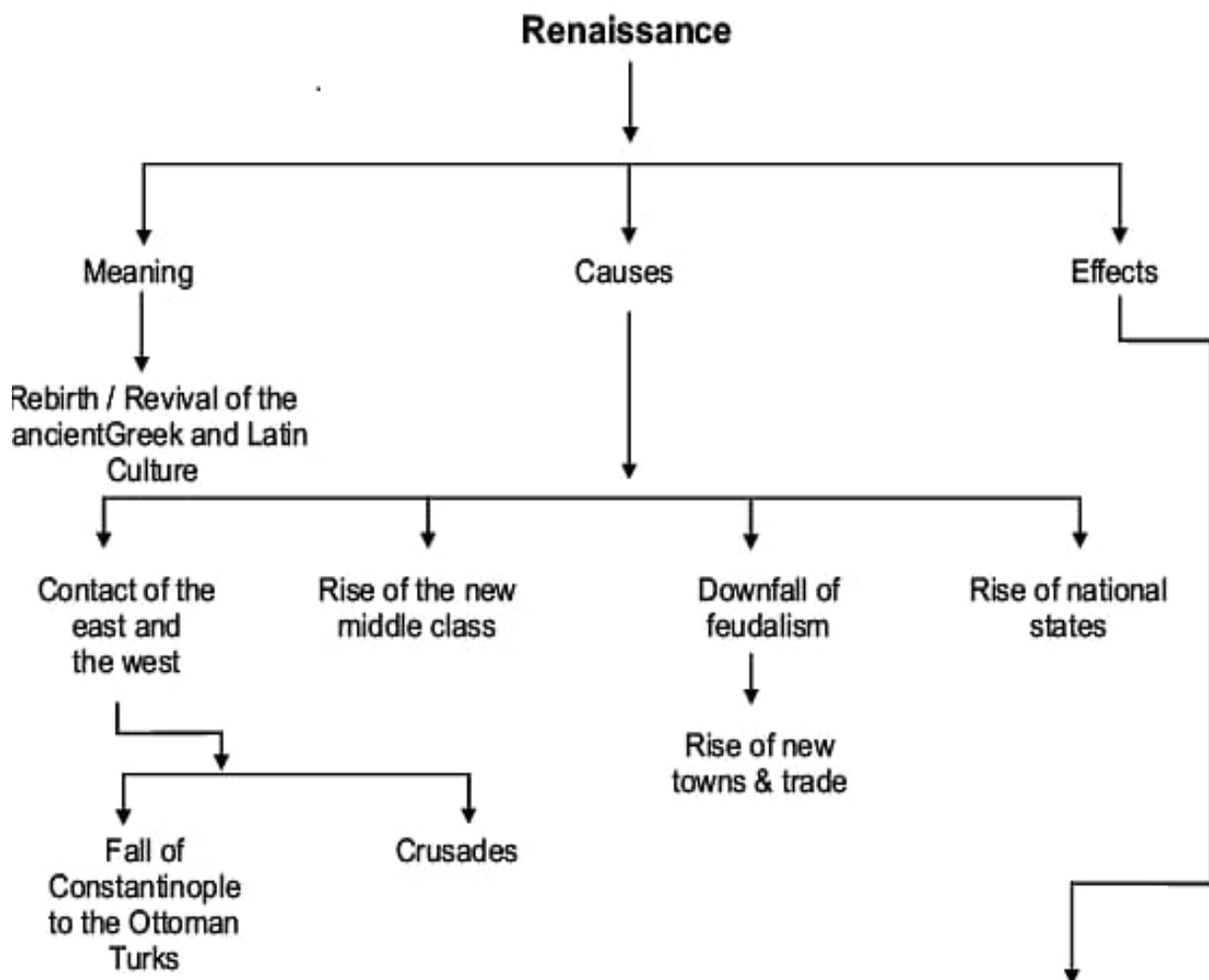
Gist in Nut shell:

During 14th century Italian towns witnessed some very remarkable changes in its cultural traditions which later influenced whole of the Europe. Historians of 19th centuries described it as ‘Renaissance’ meaning revival of ancient Greek and Roman learning, art and architecture.

But to the modern historians it was more than a revival. Some new changes such as realism in painting and sculpture, oil painting, third dimension in painting was introduced. Advancement in science and astronomy also took place.

Individuality of human being was given importance. People could manifest themselves through various skills. Learning was no more under the control of clergy Non- religious subjects (humanities) were taught in the universities. Several orthodox institutions were questioned on its relevance.

Printing press invented by Gutenberg was utilised to spread these new ideas across Europe and helped to bring ideological revolution. Reformation headed by Martin Luther King and Counter Reformation was such revolutions in religion which resulted sect formation in Christianity.



Multiple Choice Questions.

Q.1. Which of these towns began to develop as centres of art and learning during 14th centuries?

- (a) Florence
- (b) Venice
- (c) Rome
- (d) All of these

Q. 2. What is the literal meaning of 'Renaissance'?

- (a) Re-generate
- (b) Rebirth
- (c) Reborn
- (d) Rethink

Q.3. Which of these statement is false about Cicero?

- (a) He was Roman lawyer
- (b) He was Roman essayist
- (c) He was contemporary to Julius Ceasar
- (d) He was a British officer

Q.4. Who was regarded as the Father of Humanism ?

- (a) Francesco Robert
- (b) Francesco Petrarch
- (c) Joseph Conard
- (d) Cicero

Q.5. The term Renaissance Man' used to describe a person who

- (a) Has many interests
- (b) Has no interest in development
- (c) Has many interests and skills
- (d) Has technical knowledge

Q.6. Which of these documents was issued by church ?

- (a) Indulgences
- (b) Luther's theses
- (c) Stamp papers
- (d) Legal documents

Q.7. Who was Giotto ?

- (a) A scholar
- (b) Humanist
- (c) Historian
- (d) Artist

Q.8. Which of the following book is written by Niccolo-Machiavelli ?

- (a) The State
- (b) The Kinship
- (c) The Prince
- (d) The Kingdom

Q.9. Who popularised Luther's idea in Switzerland ?

- (a) Martin Kullar
- (b) Ulrich Zwingli
- (c) Jean Calvin
- (d) Both Zwingli and Calvin

Q.10. Who started modern physiology and started first dissection of human body?

- (a) Andreas Vesalius
- (b) Niccolo-Machiavelli
- (c) Zwingli
- (d) Copernicus

Answer: 1.(d) All of these. 2. (b) Rebirth 3. (d) He was a British officer 4. (b) Francesco Petrarch. 5. (c) Has many interests and skills 6. (a) Indulgences 7. (d) Artist 8. (c) The Prince 9. (d) Both Zwingli and Calvin 10.a) Andreas Vesalius.

Short Answer Questions:

Q1. Why did Renaissance start in Italy? Write any three reasons to justify.

Answer:

- (i) Rome had been the centre of Ancient Roman Empire.
- (ii) There was freedom of expression in Italy since the clergy and nobility classes were comparatively weak.
- (iii) Traders class was very strong and accumulated huge wealth from overseas trade which was used to finance new changes.
- (iv) Many universities and towns were set-up in Italy which emerged as the centre of new learning.

Q2. What do you mean by the term 'Renaissance Man' ?

Answer: An individual who has many interests, innovations and skills. For example, a person could be a scholar, diplomat, theologian and artist even a historian. eg. Leonardo –Da Vinci.

Q.3. What were the causes of Reformation Movement?

Ans.- Autocracy of the Church and Catholic Corruption,
95 Thesis of Martin Luther and his call to the clergy for debate, Printing press etc.

Q4. What do you know about Counter Reformation ?

Answer:

This movement was started by the Roman Catholic Church to counter the effects of the Protestant Reformation. Catholic Church tried to reform itself of some of its objectionable practices. For example now the Bishops were appointed on the basis of ability. This movement tried to recover the lost influence of the Roman Church.

Q.5. Describe the Periodisation used by humanists scholars of history.

Ans.5th-14th century - The Middle Ages

5th-9th century - The Dark Ages

9th-11th century - The Early Middle Ages

11th-14th century - The Late Middle Ages

15th century onwards - The Modern Age

Long Answer Questions.

Q1. What were the causes of Renaissance or change in cultural traditions?

- ❖ Ans.- Crusades
- ❖ Decline of Feudalism:
- ❖ Rise of new towns & trade
- ❖ Rise of the new middle class:
- ❖ Rise of nation states
- ❖ Contact of the East and the West
- ❖ Fall of Constantinople to the Ottoman Turks: In 1453

Source Based Questions:

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

Niccolo 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) Name the book written by Machiavelli.

Answer:

'The Prince'.

(ii) Which works of Machiavelli known as Bible of the kings ?

Answer:

The book written by him 'The Prince'.

(iii) Which one important value did it depicts?

Answer:

The human nature.

(iv) What did he believe?

Answer:

He believed that "All men are bad and ever ready to display their vicious nature partly because of the fact their desires are insatiable.

THEME-10-DISPLACING INDIGENOUS PEOPLE

- From the eighteenth century, more areas of South America, Central America, North America, South Africa, Australia and New Zealand came to be settled by immigrants from Europe.
- This led to many of the native peoples being pushed out into other areas.
- The European settlements were called 'colonies'.
- When the European inhabitants of the colonies became independent of the European 'mother country', these colonies became 'states' or countries.
- In the nineteenth and twentieth centuries, people from Asian countries also migrated to some of these countries.
- Till the middle of the twentieth century, American and Australian history textbooks used to describe how Europeans 'discovered' the Americas and Australia.
- They hardly mentioned the native peoples except to suggest that they were hostile to Europeans.
- These peoples were, however, studied by anthropologists in America from the 1840s.
- Much later, from the 1960s, the native peoples were encouraged to write their own histories or to dictate them (this is called oral history).

Q.1. In 1968, anthropologist W.E.H.Stanner delivered a lecture 'The Great Australian Silence' 'It refers to-

- a) The silence of historians about the origin about the aborigines.
- b) The silence of historians about the past inventions.
- c) The silence of politicians about the problems of people.
- d) The silence of environmentalist about the ecological change.

Q.2. Who wrote the book- Why Weren't We Told?

- a) Henry Reynolds
- b) W.E.H.Stanner
- c) Mark Bloch
- d) Jacob Berkhard

Q.3.The government termed the land of Australia as terra nullius meaning

- a) Belonging to nobody
- b) Beautiful Country
- c) Country of the Island
- d) White colony

Q.4. When did Britain recognize the USA as an independent country?

- a) 1781
- b) 1780.
- c) 1870
- d) 1857

Q.5. Which native tribe of America was forcibly evicted by the U.S. President Andrew Jackson

- a) Hopis
- b) Cherokees
- c) Mettis
- d) Ottawas

Q. 6. The Constitution Act in America, which accepted the existing aboriginal and treaty rights of the natives, was passed in the year

- a) 1984
- b) 1986
- c) 1982
- d) 1988

Q.7. Workers who provided cheap labour in Australia were

- a) Chinese immigrants
- b) African slaves
- c) Australian aborigines
- d) Indian labourers

Q.8. Who was Judith Wright?

- a) An Australian writer
- b) A famous politician of Africa
- c) The President of America
- d) A scientist

Q.9. Which day is celebrated in Australia as apology for the children lost from the 1820s to the 1970s.

- a) A National Sorry Day
- b) Children Day
- c) Native Day
- d) Rights Day

Q.10. The Act which gave the natives in reservations the right to buy land and take loans in 1934 was-

- a) The Indian Reorganization Act
- b) The Indian Recognition Act
- c) Quebec Act
- d) Colony Act

Answers-

1. The silence of historians about the origin about the aborigines.
2. Henry Reynolds,
3. Belonging to nobody,
- 4.-1781, 5. Cherokees,
- 6.-1982,
7. Chinese immigrants,
8. An Australian writer,
9. A National Sorry Day
- 10- a) The Indian Reorganization Act.

Short Answer Type Questions:

Q.1. Write three points about the life of native peoples of North America.

- ❖ Ans: They spoke various languages.
- ❖ They were in the primitive stage of civilisation.
- ❖ They were polytheist & worship nature.
- ❖ They believed that time moved in cycles.
- ❖ They could understand the climates and different landscapes.

Q.2. List the items of exchange between the natives and Europeans.

- ❖ Ans: The items of exchange between the natives and Europeans were the following:
- ❖ The Europeans gave them iron vessel and alcohol.
- ❖ In return, they (the natives) gave Europeans fish and fur.

Q.3. Why did the Europeans consider natives of America as uncivilized?

- ❖ Ans: The Europeans believed that literacy and urbanization are the basis of a civilized society.
- ❖ The natives of America lacked all these. That's why they considered them uncivilized.

Q.4. What enabled the Europeans to dictate their terms to the natives of North America?

- ❖ Ans: The natives of North America were quite ignorant about alcohol.
- ❖ But the Europeans gave them alcohol and made them addicted to it. It became their weakness.
- ❖ This way the Europeans became capable of dictating their terms to the natives of North America.

Q.5. What do you mean by the term Gold Rush? How was it connected with the Growth of Industries? traces of gold led to 'Gold Rush' in 1840s in California.?

- ❖ Ans: A lot of Europeans hurried to America in the hope of making a quick fortune.
- ❖ The Gold Rush led to the building of railway lines across the continent.
- ❖ In North America industries developed to manufacture railway equipment.
- ❖ In order to make large scale farming machinery produced.
- ❖ Industrial development led to the growth of towns and factories.
- ❖ By 1890 the USA emerged as a leading industrial power in the world.

LONG ANSWER QUESTION:

Q.1. How did the perception of European differ from the native?

The perception of natives.-

- ❖ They were uncivilized in terms of literacy, an organised religion and urbanism.
- ❖ To the natives, the goods they exchanged with the Europeans were gifts, given in friendship.
- ❖ They were not aware of the market.
- ❖ They were not happy with the greed of the Europeans.
- ❖ The natives were afraid that the animals would take revenge for this destruction as the Europeans slaughtered hundreds of beavers for fur.
- ❖ They identified forest tracks invisible to the Europeans.
- ❖ Accounts of historical anecdotes were recorded by each tribe

Perception of the Europeans-

- ❖ They assessed everything with the value in the market.
- ❖ Gift, were commodities which they would sell for a profit.
- ❖ To get furs, they had slaughtered hundreds of beavers.
- ❖ They killed wild animals to protect farms.
- ❖ European imagined the forest to be converted into green cornfields.

Passage based Questions..

It is interesting to note that another writer, Washington Irving, much younger than Wordsworth and who had actually met native people, described them quite differently.

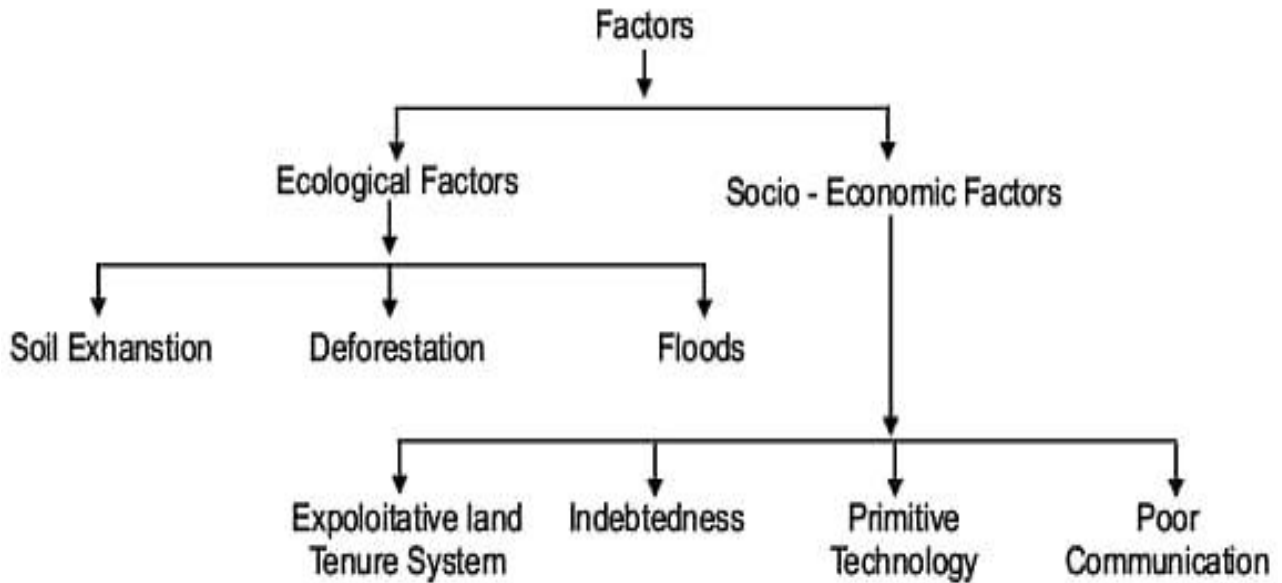
‘The Indians I have had an opportunity of seeing in real life are quite different from those described in poetry... Taciturn they are, it is true, when in company with white men, whose goodwill they distrust and whose language they do not understand; but the white man is equally taciturn under like circumstances. When the Indians are among themselves, they are great mimics, and entertain themselves excessively at the expense of the whites... who have supposed them impressed with profound respect for their grandeur and dignity... The white men (as I have witnessed) are prone to treat the poor Indians as little better than animals.’

Questions:

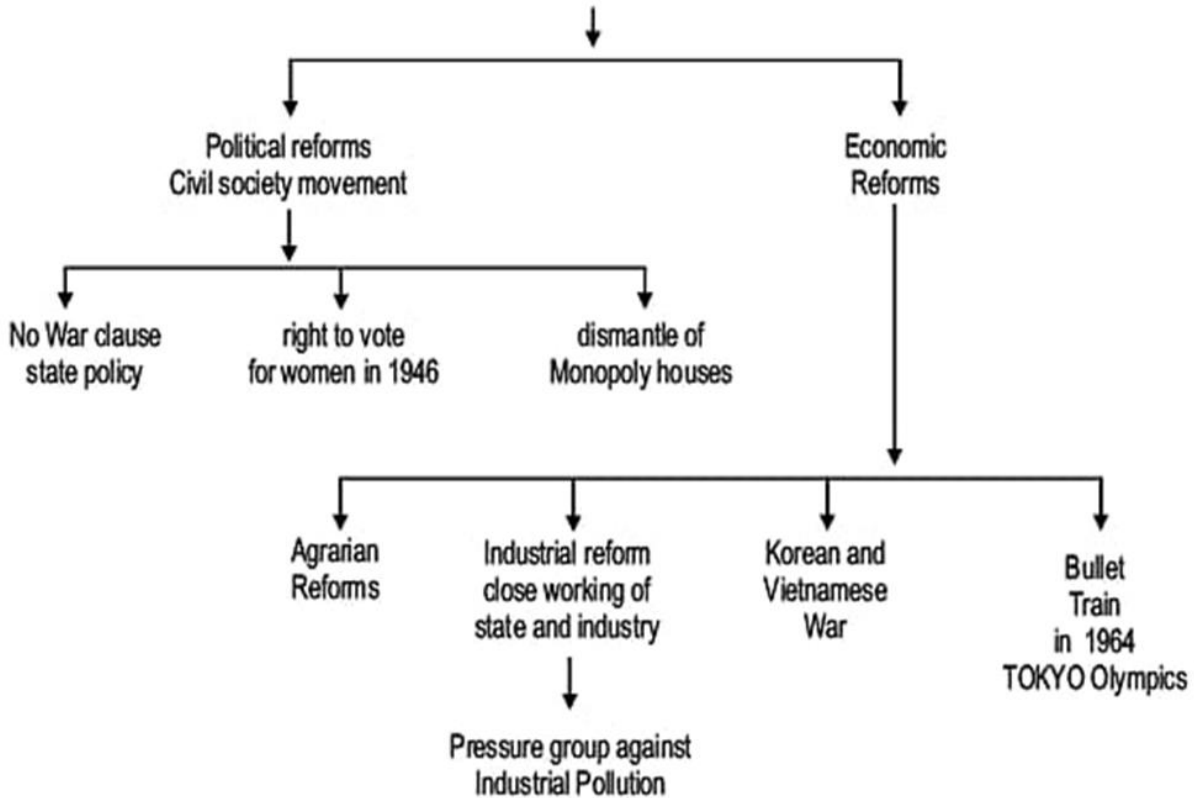
- (i) Who is the author of this passage? How did he describe a native?
- (ii) How did William Wordsworth and French philosopher Rousseau view the natives differently?
- (iii) What are the different names used in English to describe native peoples of New World?

THEME 11 - Paths to Modernization

The Rise of the Communist Party of China



Re-emergence of Japan as a Gloal Economic Power



Gist of the Lesson:

Different societies have evolved their distinctive maternities. The Japanese and Chinese cases are very instructive in this regard. Japan succeeded in remaining free of colonial control and achieved fairly rapid economic and industrial progress throughout the twentieth century. The Chinese resisted colonial exploitation and their own bureaucratic landed elite through a combination of peasant rebellion, reform and revolution. Both these countries are situated in far East Asia, yet, they present a marked physical contrast.

JAPAN

Physical Features

- Japan is a string of islands, the four largest being Honshu, Kyushu, Shikoku and Hokkaido.
- There is no major river system.
- More than 50 percent of the land area of the main islands is mountainous and Japan is situated in a very active earthquake zone.
- There are various homogenous ethnic group, like there are a small Ainu minority and Koreans who were forcibly brought as labour when Korea was a Japanese colony.
- Language spoken is mostly Japanese.
- Japan lacks a tradition of animal rearing.
- Rice is the staple crop and fish the major source of protein.
- Raw fish (sashimi or sushi) has now become a widely popular dish around the world as it is considered very healthy.

Re-emergence of Japan as a Global Economic Power During the 1930, Japan exercised imperialist policy and invaded China to extend its colonial empire. Japan's attempt to carve out a colonial empire ended with its defeat by the Allied forces. However, it was defeated in the World War II when US dropped atomic bombs on Hiroshima and Nagasaki. It resulted in huge destruction of masses. Under the US-led Occupation (1945-47) Japan was demilitarized and a new constitution introduced. Japanese philosopher Miyake Setsurei (1860-1945) argued that each nation must develop its special talents in the interest of world civilisation: The rapid rebuilding of the Japanese economy after its shattering defeat was called a post-war 'miracle.

CHINA Physical Features

- China is a vast continental country that spans many climatic zones.
- The core is dominated by three major river systems: the Yellow River (Huang He), the Yangtse River (Chang Jiang – the third longest river in the world) and the Pearl River.
- A large part of the country is mountainous.
- There are divergent ethnic group – Han, Uighur, Hui, Manchu and Tibetan.
- Major languages spoken are Chinese and Cantonese.
- Chinese food reflects this regional diversity. Southern or Cantonese cuisine include dim sum (literally touch your heart), an assortment of pastries and dumpling. While, in the north, wheat is the staple food while in Szechuan spices have created a fiery cuisine. In eastern China, both rice and wheat are eaten.

Multiple Choice Questions:

- Q.1. In 1867-68 CE, rule in Japan ended.
- The Shogun
 - The Meiji
 - The Nishijin
 - None of the above
- Q.2. The slogan 'Fukoku Kyohei' under the Meiji rule in Japan meant
- rich country, strong army
 - strong lands, strong rivers
 - rich lands, strong rivers
 - rich country, weak neighbour
- Q.3. Silk industry was developed in--to reduce import of silk.
- Osaka
 - Kyushu
 - Nishijin
 - Beppu
- Q.4. Examination System was withdrawn by China because
- It was not regulated properly.
 - It was corrupted.
 - It was based on classical Chinese learning.
 - The civil and military officials so recruited were found unsuitable.
- Q.5. An immediate result of the Commodore Matthew Perry's visit to Japan in 1853 was
- An alliance between Japan and USA
 - Development of trade between Japan and the West
 - A war between Japan and USA.
 - The increased isolation of Japan.
- Q.6. Japan could modernise rapidly because
- She had sufficient means and machines.
 - There was repository of coal and other natural resources.
 - She could analyse the situation national and international the best way and took
 - right decisions.
 - There were bullions stock in several mines.
- Q.7. Kang Youwei and Liang Qichao preferred a modern administrative system, a new army and an educational system because
- It will govern better the public
 - It will be helpful to protest against Britain
 - It will defend them, from Japan
 - These three are an essence of a modernised Government.
- Q.8. Great Proletarian Cultural Revolution, 1965 was launched by----- to counter his critics.
- Mao-zedong
 - Kang Youwei
 - Sanyat Sen
 - Chiang Kai Shek

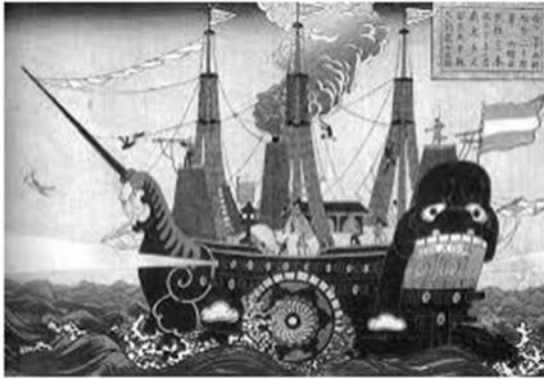
Q.9. Which movement was launched in China in 1958 to industrialize the country very fast .

- a) Boxer Revolt
- b) Industrial revolution
- c) Commune System
- d) Great Leap Forward

Q.10. Till the end of the Second World War, Zaibatsu, dominated the economy of Japan. What was it?

- a) Big business organization
- b) Military commanders
- c) Factory workers association
- d) Foreign companies

Q.11. Identify the image and name it?



- a) Perry's arrival to Japan
- b) Perry's arrival to China
- c) Perry's arrival to South Korea
- d) None

Q.12. Identify the image and name it?



- a) China
- B) Japan
- C) South Korea
- D) None of the them

Answers:-

1.(a) The Shogun, 2.(a) rich country, strong army ,3. (c) Nishijin, 4. (c) It was based on classical Chinese learning. 5. (b) Development of trade between Japan and the West, 6.(c) She could analyse the situation national and international the best way and took right decisions, 7.(b) It will be helpful to protest against Britain 8.(a) Mao-Zedong,9.d) Great Leap Forward 10.a)Big business organization 11. a) Perry's arrival to Japan 12. a) China

SHORT ANSWER

Q.1- Discuss the political system in Japan.

- ❖ Centre of Power Kyoto - Power to Shoguns - at Edo
- ❖ Divided country into 250 domains under daimyo - stayed at Edo to avert any rebel
- ❖ Samurai served the shogun and daimyo
- ❖ 16th Century - Three Changes - (a) Peasantry disarmed to end Frequent War (b) Anatomy to daimyo (c) land measurement for productivity and revenue
Growth of a commercial economy and a vibrant culture
- ❖ Increased use of money and creation of stock market led the economy in new ways.
- ❖ Social and intellectual changes
- ❖ Chinese influence was questioned and study of ancient Japanese literature promoted .

Q.2- What was Meiji restoration?

Ans- The Meiji Restoration

- ❖ Trade and diplomatic relation with USA.
- ❖ IN 1868, a movement removed Shogun and brought Emperor to Edo (TOKYO).
- ❖ Learn new ideas from Europe or Exclude European. Some favoured gradual and limited opening to the outer world.
- ❖ Rich country & strong army - A sense of nationhood and to transform subjects into Citizens.
- ❖ Emperor System - King, bureaucracy and military descendant fo sun, birth day - national holiday western style military uniforms.

Q.3- Explain the events of establishing the Republic in China.

Ans- Establishing the Republic

1. Manchu dynasty over thrown and a republic established in 1911 under Sun-Yat-Sen.
2. Three Principles - nationalism, democracy and socialism
3. revolutionaries asked for - driving out the foreigners to control natural resources, to remove inequalities, reduce poverty.
4. advocated reforms - use of simple language, abolish foot binding and Female subordination, equality in marriage and economic development.
5. Four great needs - clothing food, housing and transportation.
6. Women to cultivate four virtue - Chastity, appearance, speech and work and confined to the household. .
7. Sun-Yat-Sen's Programme - regulating capital and equalizing land never carried out. Imposed military order rather than address the problem of Peasantry.

Q.4- How the new Democracy was established in China?

Ans- Establishing the New Democracy 1949 – 65

1. Economy under govt. control.
2. Private enterprise and Private ownership of land abolished.
3. The great leap forward movement in 1958
4. Creating a socialist man and five love - father land, People, labour, science and Public property.
5. Commune system modified and backyard furnace was unusable industrially

LONG ANSWER QUESTIONS

Q.1-Explain the rise of the communist party in China.

- ❖ Ans. CCP founded in 1921 - influence of Russian Success
- ❖ Appeal of Third international
- ❖ Mao Zedong's (1893 - 1976) role in Jiangxi
- ❖ A strong Peasant council (Soviet) was organised
- ❖ Emergence of rural women's associations
- ❖ A new marriage law - forebade arranged marriage, stopped purchase or sale of marriage contracts and simplified divorce.
- ❖ Guomintang blockade forced to Long March to Shanxi
- ❖ Developed three programme to end word lordism carry out land reforms and fight imperialism.
- ❖ During war the communist and the Guomintang worked together.
- ❖ At the end of the war the communist defeated Guomintang and captured power.

Q.2- Explain Meiji Reforms.

Ans-Meiji Reforms

- ❖ Administrative Reforms: The Meiji government imposed a new administrative structure by altering old village and domain boundaries to integrate the nation. In 1871, feudalism was abolished under the Meiji rule.
- ❖ Economic Reforms: Another Meiji reforms was the modernising of the economy. Japan's first railway line, between Tokyo and the port of Yokohama, was built in 1870-72. In 1872, modern banking institutions were launched. Zaibatsu (business families) dominated the economy.
- ❖ Industrial Reforms: Textile machinery was imported from Europe, and foreign technicians were employed to train workers, as well as to teach in universities and schools, and Japanese students were sent abroad. The number of people in manufacturing increased. Over half of those employed in modern factories were women. The size of factories also began to increase.
- ❖ Agricultural Reforms: Funds were raised by levying an agricultural tax.
- ❖ Constitutional Reforms: In 1889, Japan adopted the a new constitution. The Meiji Constitution had created a Diet and declared emperor as the commander of the forces, it was based on a restricted franchise.
- ❖ Educational Reforms: A new school system began to be built from the 1870s. Schooling was compulsory for boys and girls and by 1910 almost universal. Tuition fees were minimal. Tokyo University was established in 1877.

- ❖ **Military Reforms:** All young men over twenty had to do a period of military service. A modern military force was developed. The military and the bureaucracy were put under the direct command of the emperor.

PASSAGE BASED QUESTIONS

The Examination System Entry to the elite ruling class (about 1.1 million till 1850) had been largely through an examination. This required writing an eight-legged essay [pa-ku wen] in classical Chinese in a prescribed form. The examination was held twice every three years, at different levels and of those allowed to sit only 1-2 per cent passed the first level, usually by the age of 24, to become what was called 'beautiful talent'. At any given time before 1850 there were about 526,869 civil and 212,330 military provincial (sheng-yuan) degree holders in the whole country. Since there were only 27,000 official positions, many lower-level degree holders did not have jobs. The examination acted as a barrier to the development of science and technology as it demanded only literary skills. In 1905, it was abolished as it was based on skills in classical Chinese learning that had, it was felt, no relevance for the modern world.

Q.1 How many citizens can enter in the elite ruling class in China?

Q.2 What was called 'beautiful talent'?

Q.3 When was this Examination System abolished?

MAP WORK

THEME- 2 WRITING AND CITY LIFE

Identify the following places on the given information

1. A trading town of Mesopotamian civilisation.
2. A place where evidence of residential area & cemetery has been found
3. (i) A place from where the Warka head has been found
(ii) Capital city of Enmerkar
(iii) Earliest temple town of Mesopotamia.
- 4 & 5. Two Rivers surround Mesopotamia.
6. Place of early library.
7. Premier city of world conquered by Alexander in 331 BCE.
8. Present country of Mesopotamian civilisation.

THEME- 3 AN EMPIRE ACROSS THREE CONTINENTS

Identify the following places on the given information

- A) Identify the continents in which the Roman Empire was extended
- B) Name the country where the papyrus was produced
- C) Capital city of the Roman Empire
- D & E) The two famous economic and commerce centres of the Roman Empire
- F) Country which is known for olive oil production
- G) The city, which was established by Constantine

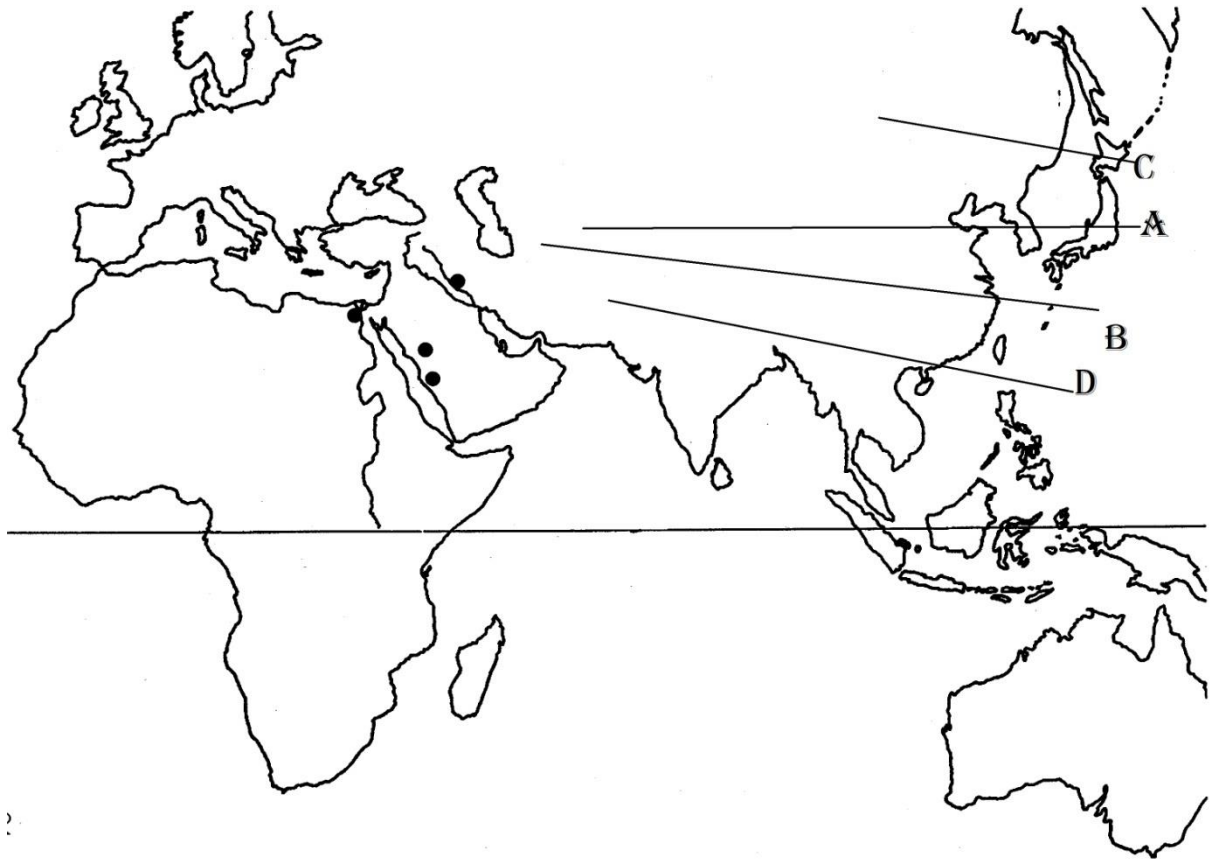


Answer: - A. Asia Europe and Africa B. Africa, Egypt, C. Rome,
D. Crates E. Alexandria, F. Spain, G. Constantinople, H. Mecca

THEME-5 –NOMADIC EMPIRE

Identify the following places on the given information

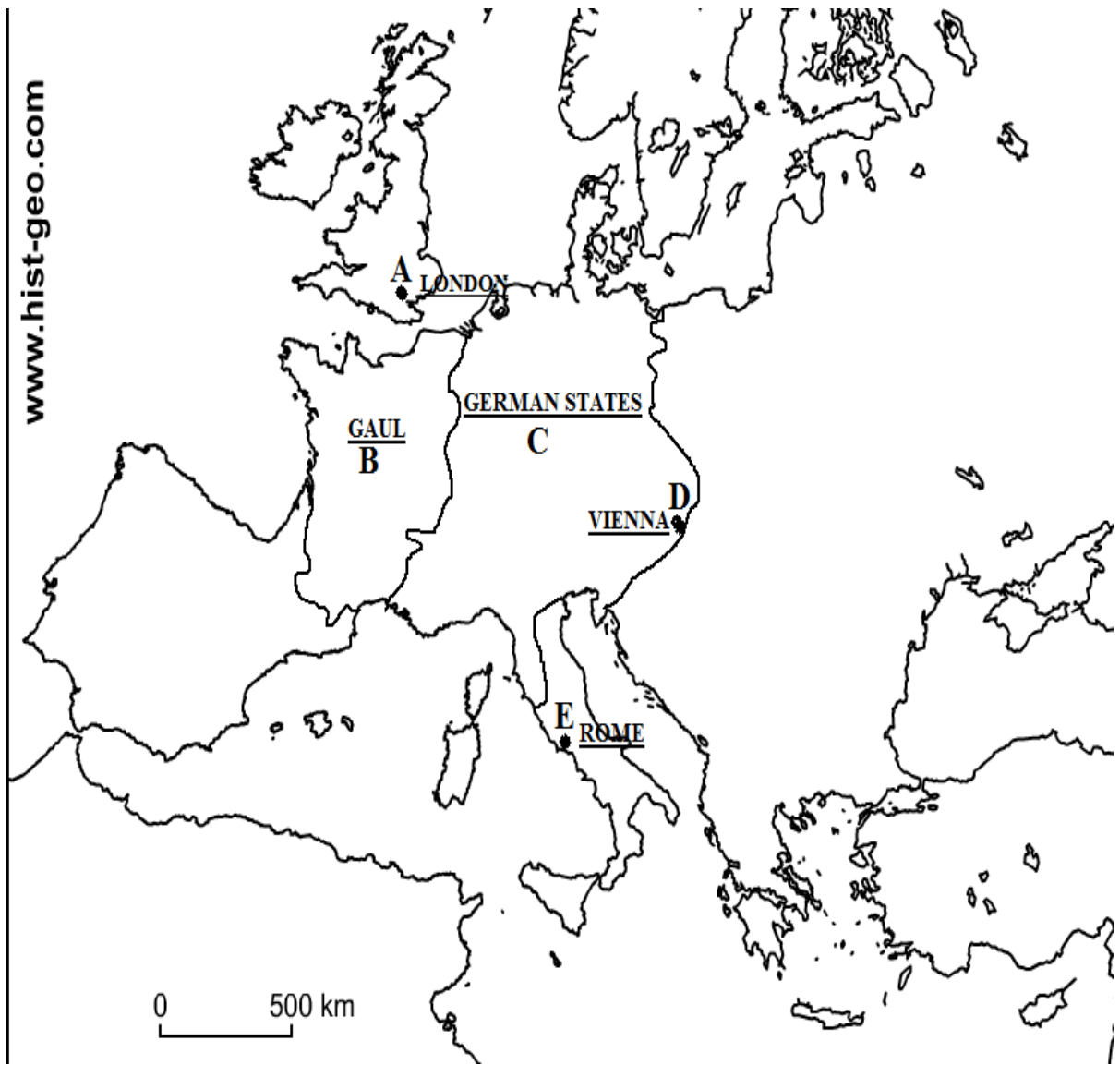
- A- (i) Place where was Genghis Khan address the residents.
(ii) A city which was completely destroyed by Genghis Khan.
- B- (i) A place invaded by Genghis Khan in 1220AD.
(ii) A place where a Mongol Prince was killed.
- C- Capital of Great Khan Ogodei.
- D- A place invaded by Genghis Khan in 1222AD.



Ans. A Bukhara B Nishapur C Karakoram D Herath

THEME-6- THREE ORDERS



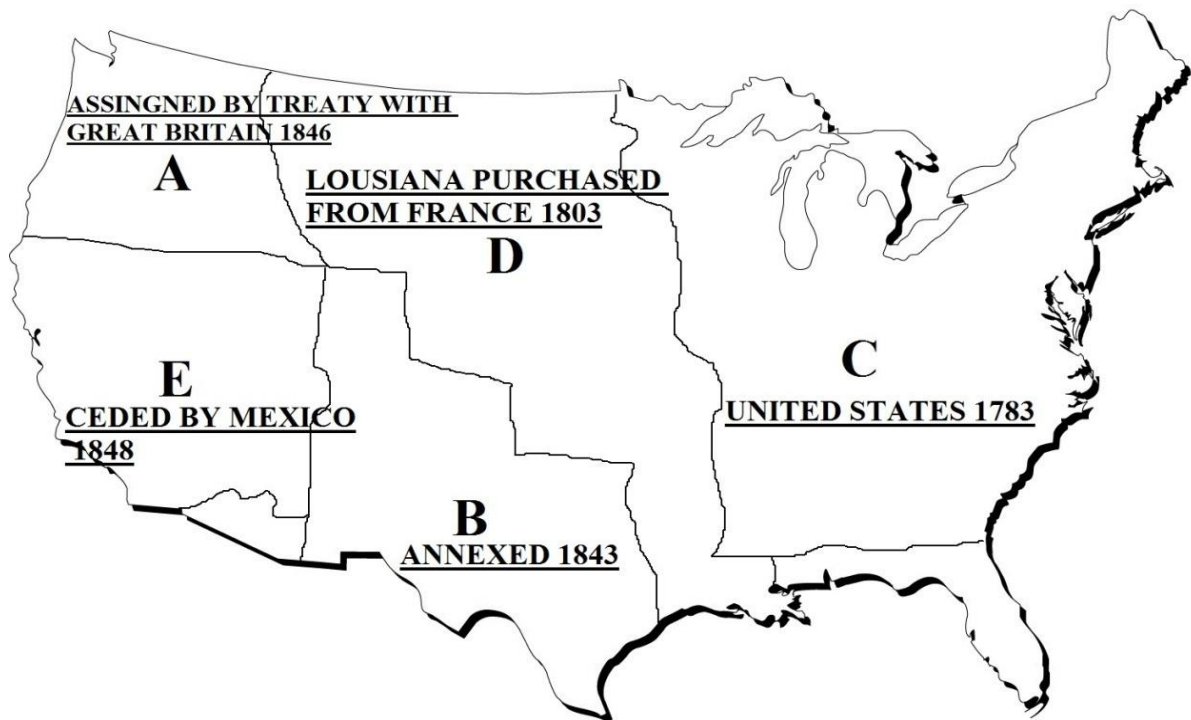


THEME-10 – DISPLACING INDEGENOUS PEOPLE

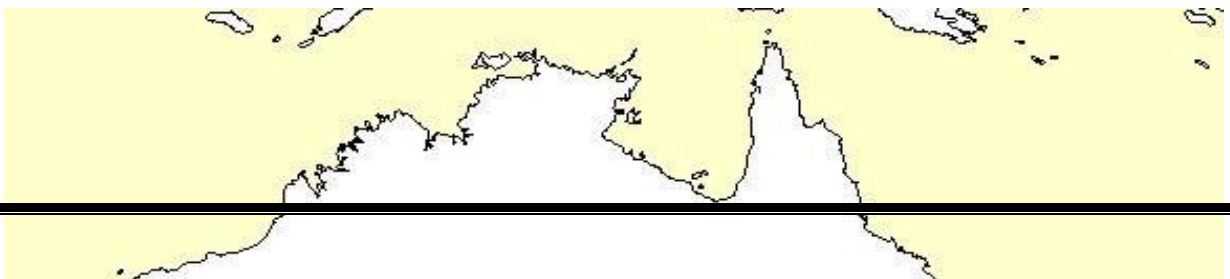
1. On the outline map of USA, Identify A, B, C, D and E are the regions of expanded USA. Match these regions on the basis of following hints.

- i. United States in 1783
- ii. Purchased from France in 1803.
- iii. Annexed 1845.
- iv. Ceded by Mexico 1848.
- v. Assigned by treaty with Great Britain 1846.

United States of America



THEME-10 – DISPLACING INDEGENOUS PEOPLE



THEME-11- PATHS TO MODRENISATION



1. Identify the important places A, B, C, D and E of East Asia on the basis of following information.
 - i. An Island now is a part of China.
 - ii. North province of China.
 - iii. Place where atom bomb was dropped.
 - iv. A national capital city.
 - v. The biggest city of China

