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Academic Session 2017-18

April-May

Introduction to World History

SECTION A: EARLY SOCIETIES

Introduction

From the Beginning of Time Familiarize the learner with ways of reconstructing human evolution. Discuss whether the experience of present-day hunting-gathering people can be used to understand early societies.

Focus: Africa, Europe till 15000 BC

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

July

Early Cities

Familiarize the learner with the nature of early urban centres.

Discuss whether writing is significant as a marker of civilization.

Focus: Iraq, 3rd millennium BC

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

SECTION B: EMPIRES

Introduction

An Empire Across Three Continents (To be covered through student Presentations)

Familiarize the learner with the history of a major world empire

Discuss whether slavery was a significant element in the expansion of economy.

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

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

August

Central Islamic Lands:

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

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

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

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

September

SECTION C: CHANGING TRADITIONS

Introduction

Three Orders

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

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

Focus: Western Europe, 13th-16th century

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

October

Changing Cultural Traditions

Explore the intellectual trends in the period.

Familiarize students with the paintings and buildings of the period

Introduce the debate around the idea of 'Renaissance'.

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

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

Confrontation of Cultures

Discuss changes in European economy that led to the voyages.

Discuss the implications of the conquests for the indigenous people

Explore the debate on the nature of the slave trade and see what this debate tells us about the

meaning of enslavement.

Focus on the America 15th to 18th century.

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

November

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

Introduction

The Industrial Revolution.

Understand the nature of growth in the idea of industrial revolution

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

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

Displacing Indigenous People.

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

Understand the implications of repression of local people, populations.

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

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

November

Paths to Modernization.

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

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

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

- (a) Militarization and economic growth in Japan.

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

January

Begin with class XII Syllabus

Why Study History?

By Peter N. Stearns

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

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

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

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

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

History Helps Us Understand People and Societies

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

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

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

institution or a society persist despite change.

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

History, then, provides the only extensive materials available to study the human condition. It also focuses attention on the complex processes of social change, including the factors that are causing change around us today. Here, at base, are the two related reasons many people become enthralled with the examination of the past and why our society requires and encourages the study of history as a major subject in the schools.

The Importance of History in Our Own Lives

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

History Contributes to Moral Understanding

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

History Provides Identity

History also helps provide identity, and this is unquestionably one of the reasons all modern nations encourage its teaching in some form. Historical data include evidence about how families, groups, institutions and whole countries were formed and about how they have evolved while retaining cohesion. For many Americans, studying the history of one's own family is the most obvious use of history, for it provides facts about genealogy and (at a slightly more complex level) a basis for understanding how the family has interacted with larger historical change. Family identity is established and confirmed. Many institutions, businesses, communities, and social units, such as ethnic groups in the United States, use history for similar identity purposes. Merely defining the group in the present pales against the possibility of forming an identity based on a rich past. And of course nations use identity history as well—and sometimes abuse it. Histories that tell the national story, emphasizing distinctive features of the national experience, are meant to drive home an understanding of national values and a commitment to national loyalty.

Studying History Is Essential for Good Citizenship

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

History that lays the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past. History provides data about the emergence of national institutions,

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

What Skills Does a Student of History Develop?

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

The Ability to Assess Evidence. The study of history builds experience in dealing with and assessing various kinds of evidence—the sorts of evidence historians use in shaping the most accurate pictures of the past that they can. Learning how to interpret the statements of past political leaders—one kind of evidence—helps form the capacity to distinguish between the objective and the self-serving among statements made by present-day political leaders. Learning how to combine different kinds of evidence—public statements, private records, numerical data, visual materials—develops the ability to make coherent arguments based on a variety of data. This skill can also be applied to information encountered in everyday life.

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

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

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

History Is Useful in the World of Work

History is useful for work. Its study helps create good businesspeople, professionals, and political leaders. The number of explicit professional jobs for historians is considerable, but most people who study history do not become professional historians. Professional historians teach at various levels, work in museums and media centers, do historical research for businesses or public agencies, or participate in the growing number of historical consultancies. These categories are important – indeed vital – to keep the basic enterprise of history going, but most people who study history use their training for broader professional purposes. Students of history find their experience directly relevant to jobs in a variety of careers as well as to further study in fields like law and public administration. Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to

identify and evaluate diverse interpretations. Work in history also improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacity to identify, assess, and explain trends is essential. Historical study is unquestionably an asset for a variety of work and professional situations, even though it does not, for most students, lead as directly to a particular job slot, as do some technical fields. But history particularly prepares students for the long haul in their careers, its qualities helping adaptation and advancement beyond entry-level employment. There is no denying that in our society many people who are drawn to historical study worry about relevance. In our changing economy, there is concern about job futures in most fields. Historical training is not, however, an indulgence; it applies directly to many careers and can clearly help us in our working lives.

What Kind of History Should We Study?

The question of why we should study history entails several subsidiary issues about what kind of history should be studied. Historians and the general public alike can generate a lot of heat about what specific history courses should appear in what part of the curriculum. Many of the benefits of history derive from various kinds of history, whether local or national or focused on one culture or the world. Gripping instances of history as storytelling, as moral example, and as analysis come from all sorts of settings. The most intense debates about what history should cover occur in relation to identity history and the attempt to argue that knowledge of certain historical facts marks one as an educated person. Some people feel that in order to become good citizens students must learn to recite the preamble of the American constitution or be able to identify Thomas Edison – though many historians would dissent from an unduly long list of factual obligations. Correspondingly, some feminists, eager to use history as part of their struggle, want to make sure that students know the names of key past leaders such as Susan B. Anthony. The range of possible survey and memorization chores is considerable – one reason that history texts are often quite long.

There is a fundamental tension in teaching and learning history between covering facts and developing historical habits of mind. Because history provides an immediate background to our

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

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

Exposure to certain essential historical episodes and experience in historical inquiry are crucial to any program of historical study, but they require supplement. No program can be fully functional if it does not allow for whimsy and individual taste. Pursuing particular stories or types of problems, simply because they tickle the fancy, contributes to a rounded intellectual life. Similarly, no program in history is complete unless it provides some understanding of the ongoing role of historical inquiry in expanding our knowledge of the past and, with it, of human and social behavior. The past two decades have seen a genuine explosion of historical information and analysis, as additional facets of human behavior have been subjected to research and interpretation. And there is every sign that historians are continuing to expand our understanding of the past. It's clear that the discipline of history is a source of innovation and not merely a framework for repeated renderings of established data and familiar stories.

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

Further Reading

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

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

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

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

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

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

SECTION 1- EARLY SOCIETIES

THEME-1 FROM THE BEGINNING OF TIME

TIMELINE- HOW TO READ TIMELINES

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

AS YOU STUDY TIMELINES REMEMBER;

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

Activity 1

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

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

Activity 2

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

Activity 3

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

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

Activity 4

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

Activity 5 (Map Work)

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

Activity 6

Cave Art: Discovering Prehistoric Humans through Pictures

Introduction

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

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

Learning Objectives

After completing this activity, students will be able to:

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

Guiding Questions:

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

Resources:

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

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

Answer the following questions briefly:-

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

Essay type questions:-

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

THEME 2: WRITING AND CITY LIFE

Activity

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

Evaluation

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

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

Answer the following questions briefly:-

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

Essay type questions:-

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

Section II- EMPIRES

Theme 3: AN EMPIRE ACROSS THREE CONTINENTS

Activity

Objectives

Students will

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

Materials

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

Procedures

1. Discuss the role of public entertainment in ancient Rome. Explain that life was difficult for most Romans, who made of the lower class. Because they lived in poverty, Rome's emperor provided free food. Held in large arenas or amphitheaters, gladiator games and chariot races provided public entertainment. The Colosseum, still standing today, was one such arena.
2. Students will imagine themselves in ancient Rome. The emperor has declared a public holiday and ordered gladiator games to take place in the Colosseum. They will write a personal account of the games from the point of view of a spectator, the emperor, a lanista (an owner of the gladiators), or a gladiator himself. The accounts must answer the following questions:
 - Describe the Colosseum.
 - Describe the gladiator. What type of gladiator is he? How do you know? (What is he wearing? What type of weapons is he using?)
 - Describe what happened during the event. Who or what other than the gladiator was present?
 - Describe the spectators. How do they react? How many are in the arena? What role do they play?
 - Where is the emperor? What role does he play in the games?
 - Describe the life and training of the gladiator.
 -

3. The following Web sites provide helpful information:

The Gladiator

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

Roman Gladiatorial Games

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

Gladiator: History and Times

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

Roman Colosseum

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

Rome: Colosseum

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

The Colosseum of Ancient Rome

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

Evaluation

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

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

Answer the following questions briefly:

1. What are the various categories of sources we can use to reconstruct Roman history?
2. How was the Roman empire different from its contemporary, the Sassanian empire?
3. What was the position of women in Roman society?
4. What were the main features of the Early empire?
5. Explain briefly, the provincial administration in the Roman Empire.

Essay type Questions:

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

THEME 4: THE CENTRAL ISLAMIC LANDS

Activity 1

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

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

Activity 2

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

Feedback on presentations:

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

Quick Notes:

Culture and Art

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

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

This would govern the faithfuls' relation with God and other members of the community. Instead of one, there were 4 schools of law – HANBALI, SHAFII, MALIKI and HANAFI. Reason was used when these laws were being framed as the Quran could have had different interpretations, sources and methodology used were different and also because society had become complex since the time of the Prophet. These laws mainly concerned with questions of personal status rather than commercial, penal or constitutional issues. However it must be noted that despite the sharia customary law of the land were not ignored. Again most of the matters were handled by the King and his minister and even if

a case was forwarded to the Qazi, he did not impose the sharia always.

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

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

LANGUAGE AND LITERATURE.

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

Arab poets wrote the ode (QASIDA) which mainly praised the patron. By the time literature is influenced by Persian, especially under ABU NUWAS there is a complete reinvention of the poetic form. He wrote on subjects that were forbidden by Islam, but he had a large following of poets who continued to write on wine, intoxication and male love. PAHLAVI, the old Persian was influenced by Arabic and a new Persian soon developed. The formation of the new sultanates at Khorasan and Transoxiana took new Persian to great heights. RUDAKI, considered the father of Persian poetry took the language to great heights by introducing new forms such as the RUBAI and the GHAZAL. The rubai could be used to express the beauty of the beloved, praise a patron or express the thoughts of a philosopher. It reached its zenith under OMAR KHAYYAM, poet, mathematician and astronomer who lived in Bukhara, Samarkand and Isfahan, By the 11th century Ghazni became the cultural centre and Muhammed of Ghazni's court attracted many distinguished poets including the author of the epic poem SHAHNAMA, Firdausi. The Shahnama comprises 50,000 couplets and is a narrative of numerous legends. It also traces the history of Iran from Creation to the Arab conquest. A book catalogue of a Bookseller of Baghdad gives us an insight into the different kinds of books that were written. It included a collection of animal fables called KALILA WA

DIMNA which is the Arabic translation of the Pahlavi version of the PANCHATANTRA. It also included books on adventure of Sikander and Sindabad, stories of the mad man Majnu and a Thousand and One Nights where Sharzad narrates a story to the king every night.

HISTORY AND GEOGRAPHY

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

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

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

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

ARCHITECTURE

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

Answer the following questions briefly:

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

Essay type Answers:-

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

THEME 5: NOMADIC EMPIRES

Activity 1

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

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

Activity 2

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

Activity 3

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

Activity 4

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

Answer the following questions briefly:

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

Essay Type Questions:

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

SECTION III- CHANGING TRADITIONS

THEME 6: THE THREE ORDERS

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

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

Case study of Feudalism in France/ England

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

Useful guidelines:

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

Activity 5

Objectives

Students will

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

Procedures

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

As a class, discuss the obligations or responsibilities of the different levels within the feudal system.
4. Each group will then write a first-person account from the point of view of a monarch, noble, knight, or peasant. In their account, they should describe their responsibilities to other members of the feudal system and any restrictions they may face. They should also explain whether they are a vassal, a lord, or perhaps both. Finally, they should provide some details about what daily life might have been like for that person. The following Web sites may also be helpful:
 - Middle Ages and Feudal Life
<http://www.learner.org/exhibits/middleages/>
 - Life in a Medieval Castle

<http://www.castlewales.com/life.html>

- The Lifestyle of Medieval Peasants

http://www.historylearningsite.co.uk/medieval_peasants.htm

- The Middle Ages

<http://www.mnsu.edu/emuseum/history/middleages/contents.html>

- Life in the Middle Ages

<http://www.kyrene.k12.az.us/schools/brisas/sunda/ma/mahome.htm>

- History for Kids: The Middle Ages

<http://www.historyforkids.org/learn/medieval/index.htm>

Evaluation

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

Answer the following questions briefly:

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

Essay type Questions:-

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

THEME 7: CHANGING CULTURAL TRADITIONS

Activity

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

Some helpful websites.

- [Internet Public Library](http://www.ipl.org/) [[http://www.ipl.org/]
- [Learner.Org](http://www.learner.org/) [http://www.learner.org/]
 - [Frame Oeuvre](http://www.louvre.fr/img/photos/collec/peint/grande/inv0779.jpg)
[http://www.louvre.fr/img/photos/collec/peint/grande/inv0779.jpg]
 - [The Leonardo Museum in Vinci](http://www.leonet.it/comuni/vincimus/invinmus.html)
[http://www.leonet.it/comuni/vincimus/invinmus.html]
- [Metropolitan Museum of Art](http://www.metmuseum.org/) [http://www.metmuseum.org/]
 - [Introduction to the Renaissance](http://www.metmuseum.org/explore/publications/pdfs/renaissance/divided/c_Intro.pdf)
[http://www.metmuseum.org/explore/publications/pdfs/renaissance/divided/c_Intro.pdf]
- [Museum of the History of Science](http://www.mhs.ox.ac.uk/) [http://www.mhs.ox.ac.uk/].
 - [Explore Leonardo’s Studio](http://www.bbc.co.uk/science/leonardo/studio/)
[http://www.bbc.co.uk/science/leonardo/studio/]
 - [Glider](http://www.bl.uk/whatson/exhibitions/leonardo/glider.html)
[http://www.bl.uk/whatson/exhibitions/leonardo/glider.html]
 - [Leonardo](http://www.museoscienza.org/english/leonardo/)
[http://www.museoscienza.org/english/leonardo/]
 - [Leonardo Right to Left](http://www.sciencemuseum.org.uk/on-line/leonardo/LeonardoRighttoLeft.asp)
[http://www.sciencemuseum.org.uk/on-line/leonardo/LeonardoRighttoLeft.asp]
 - [Renaissance Man](http://www.mos.org/leonardo/bio.html)
[http://www.mos.org/leonardo/bio.html]

- [Parachute](http://www.bl.uk/whatson/exhibitions/leonardo/parachute.html)
[http://www.bl.uk/whatson/exhibitions/leonardo/parachute.html]
- [Sketchbook](http://www.ucmp.berkeley.edu/history/images/sketchbook.gif)
[http://www.ucmp.berkeley.edu/history/images/sketchbook.gif]
- [Turning the Pages on the Web](http://www.bl.uk/collections/treasures/digitisation.html)
[http://www.bl.uk/collections/treasures/digitisation.html]

Answer the following questions briefly:

1. Who was Jacob Burkhardt? what was his point of departure from his teacher?
2. List the factors responsible for the revival of Italian cities in the 14th and 15th centuries?
3. What is understood by the term 'renaissance'? Was it simply a revival of classical traditions
4. What practices of the Roman Catholic Church and the Churchmen of the 15th and 16th centuries did the protestants object to?
5. How did the Arabs contribute to the Renaissance?
6. Name 3 personalities who lived in Florence . What was their contribution to the Renaissance?

Essay type Questions:-

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

THEME 8: CONFRONTATION OF CULTURES

Activity

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

Objectives

Students will

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

Procedures

1. Students will consider the clash of cultures from the point of view of both the Spanish conquistadors and the Incas. The students should understand the following events:
 - Manco Inca was put into place as emperor of the Incas by Pizarro as a puppet ruler;
 - Manco Inca surprised the Spaniards by organizing a resistance; and
 - Manco Inca was motivated to fight the Spaniards because he hated them after they humiliated him.
2. Tell they are going to work in groups to research both sides of the Inca rebellion and then give a brief report to the class. As part of their research, students in each group should answer these questions:
 - What was the goal or purpose of your assigned group (conquistadors or Incas)?
 - Who were some of the main characters involved in your group's side of the resistance?
 - What kind of life was your group accustomed to?
 - In what ways did your group differ from the other group?
 - What advantages did your group have in this clash of cultures?
 - What disadvantages did it face?
 - In your opinion, what mistakes or errors of judgment did your group make?
3. Each group also should include in its report five or more direct passages or quotations from research that back up an answer to a question or provide other information about the group's perspective. Suggest that students look for examples of a particular bias or prejudice on the part of the writer.
4. the group focusing on the Spanish conquistadors' role in the Inca uprising can refer to the following Web sites:

- <http://www.fll.vt.edu/culture-civ/spanish/texts/spainlatinamerica/pizarro.html>
- http://www.bruce.ruiz.net/PanamaHistory/francisco_pizarro.htm
- http://www.ucalgary.ca/applied_history/tutor/eurvoya/inca.html

5. the group focusing on the Incas' waging of their rebellion can refer to the following Web sites:

- http://www.jqjacobs.net/andes/tupac_amaru.html
- <http://www.bookrags.com/books/hcpru/PART19.htm>
- <http://www.hc09.dial.pipex.com/incas/conquest-1537.shtml#top>
- <http://www.famousamericans.net/mancoincayupanqui/>

6. As a final activity, each student should write a paragraph or short essay on whether they think the Inca rebellion could have been avoided. Given the era and what was at stake, was it feasible that the two sides could have reached a peaceful solution in spite of their cultural differences?

Answer the following questions briefly:

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

Essay type Questions:-

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

SECTION IV- TOWARDS MODERNISATION

THEME 9: THE INDUSTRIAL REVOLUTION

READINGS:

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

Answer the following questions briefly:

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

Essay type Answers:-

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

Map Work:

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

3 areas of coal and iron manufacturing.

THEME 10: DISPLACING INDIGENOUS PEOPLES

Stories of the Dreaming - General Information

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

Overview/Introduction

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

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

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

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

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

Custodianship

Because the 'Stories of the Dreaming' have been handed down through the generations, they are

not 'owned' by individuals. They belong to a group or nation, and the storytellers of that nation are carrying out an obligation to pass the stories along.

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

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

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

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

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

Secret/Sacred Stories

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

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

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

You can start with the following websites:

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

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

Activity 1

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

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

Activity 2

Objectives Students will understand the following:

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

Materials

For this lesson, you will need:

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

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

the class will discuss about how the piece might have surprised listeners

because instead of reinforcing stereotypes of Native Americans as wild, uneducated people, it shows a Native American as apparently well educated in the English language and in Christian-like thinking.

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

**Discussion
Questions**

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

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

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

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

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

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

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

Answer the following questions briefly:

1. What do you understand by the term 'European Imperialism'.
2. What do you understand by the term 'Native'? Who were the earliest inhabitants of North America?
3. How did the Europeans define 'civilized' people? Explain with examples.

4. What was Gold Rush and how did it lead to growth of industries?
5. What was 'The Great Australian Silence'? How did it help to revive culture and traditions of the natives of Australia?
6. What were the far reaching consequences of the conquest of America by the Europeans?
7. How did the American government justify their takeover of the lands owned by the natives?
8. Where did the natives go after they were forcefully evicted from their own lands? Why were they insecure in these lands?

Essay type Questions:-

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

THEME 11: PATHS TO MODERNISATION

Activity 1

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

Activity 2

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

Activity 3

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

Answer the following questions briefly:

1. 'China is far more diverse than Japan.' Justify
2. What was the Meiji Restoration?
3. How did the Meiji reforms intend to modernize Japan's economy?
4. How did Japan seek to strike a balance between their traditions and western style modernization?
5. How did the Opium Wars change China's history?
6. Discuss Dr. Sun Yat Sen's contribution to modern China.
7. Account for the rise of the Communist Party of China.
8. What is Taiwan's place in the history of China?

Tips For Exam Preparations

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

- ❖ Do not cram, you will face trouble remembering the material. Instead, spread your studying over a week or more and review the material in a more relaxed and thoughtful way.
- ❖ Before you start studying in a concentrated manner, you need to refresh your memory about the material that has been covered in the class over the whole year. Studying in a broad and general way makes students feel more confident. Remember that indepth study always pays.
- ❖ Assemble all the notes you have taken from class and self readings.
- ❖ Use active revision techniques. Do not just read through work, instead make summarised notes of what you are reading, draw mind maps, answer questions and get someone/ parents to test you.
- ❖ Once you are familiar with the entire syllabus and reading material, you can figure out themes and sample questions on various topics. It will be better if you start with major topics.
- ❖ Maps are a must. If you practise them well, you can score a perfect 10.
- ❖ Student must practise CBSE sample papers at length. It will be better if you practise

at least three sample questions for each topic.
- ❖ Never ever sit in the night before examination learning all those dates, facts, etc from your history textbooks as you will end up ruining your preparation of months.
- ❖ If you really want to study a day before the D-Day, then practice maps and maps all day. Don't touch your books until and unless you feel there is a need for further revision in a topic.
- ❖ Many of you might be interested to know what H.O.T.S are for History, it is just another name given to make students nervous. You don't need to worry about it and prepare as you are doing now. The only thing you need to do is to concentrate a little on the extra information given in those small boxes in the chapter.

During the exam

- ❖ Be cool and relaxed. It is advisable to take breakfast before the paper.
- ❖ Write legibly, neatness in writing answers is as important as the content.
- ❖ Do not just jump on the answer sheet and start writing the answers. Read the question paper carefully and note marks distribution and choices given.
- ❖ Choose the questions you are most prepared for and quickly jot down dates, facts and details that you are afraid you will forget otherwise.
- ❖ Make an outline for an answer before you start. This will help you stay calm and convey your thoughts in an organised and easy-to-read way.
- ❖ Highlight all the important points of your answer by underlining them in your answer sheets. And also leave two lines gap after each answer so that you can make further changes if necessary.
- ❖ Examiners love neat scripts with easily accessible points. Also try writing your answers in points and stay with the context of the question.
- ❖ Make optimum utilisation of time. If you finish early, use the remaining time to review your answers.

Practice Paper - 1

Time : 3 hours

Max. Marks :80

Max. Time: 3 Hours

Max Marks: 80

- ✍ This question paper has 4 printed sides.
- ✍ There are 19 questions in this question paper.

General Instructions:

- i) Answer all the questions. Marks are indicated against each question.
- ii) Answers to the questions carrying 2 marks should not exceed 20 – 30 words each.
- iii) Answers to the questions carrying 4 marks should not exceed 250 words each.
- iv) Answers to the questions carrying 8 marks should not exceed 350 words each.
- v) Attach the maps with your answer sheet.
- vi) The number of the question attempted should correspond to the number pattern used in the question paper.

PART A

Answer the following questions :

2x3=6

- | | | |
|-----|----------------------------------------------------------------------------|---|
| Q1. | Who were the Fatimids? | 2 |
| Q2. | What led to the gradual extinction of the early forms of Australopithecus? | 2 |
| Q3. | How was the Roman Empire different from the Iranian Empire? | 2 |

PART B

Answer any six of the following questions :

4x6=24

- | | | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Q4. | The findings at cave shelters at Lazaret and Terra Amata reveal a great deal about early humans .Elaborate. | 4 |
| Q5. | How did the Mesopotamian temples develop into main urban institution? | 4 |
| Q6.. | Discuss the status of women in the Roman society. | 4 |
| Q7. | What information do we get about the economic life of the Mediterranean in the Roman period from the remains of the amphorae of different kinds and their distribution maps? | 4 |
| Q8. | Discuss the role of the Knights in the feudal society. | 4 |
| Q9. | Trace the history of the Central Islamic lands from the death of the Prophet to the rise of the Umayyads. | 4 |
| Q10. | Who are the Orientalists? How did they help the twentieth century historians in their study of Islam? | 4 |

PART C

Answer any three of the following questions :

8x3=24

- Q11. What do you understand by 'Late antiquity'? Discuss the religious, economic and administrative changes that were made during this period. 2+2+2+3
- Q12. What were the Crusades? Why were they fought? What was its impact? 2+4+2
- Q13. Was literacy widespread in Mesopotamia? Discuss with reference to the Sumerian epic poem about Enmerkar, how writing was seen as a sign of superiority of Mesopotamian urban culture. 2+6
- Q14. Discuss the institution of slavery in the Roman society with reference to the three writers whose works are used to reconstruct the history of the institution of slavery. 8

PART D

Read the following passages and answer the questions:

7x3=21

Q15. **The Quran**

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

The use of the Quran as a source material for the history of early Islam has posed some problems. The first is that it is a scripture, a text vested with religious authority. Theologians generally believed that as the speech of God (kalamallah), it has to be understood literally, but rationalists among them gave wider interpretations to the Quran. In 833, the Abbasid caliph al-Mamun imposed the view (in a trial of faith or mihna) that the Quran is God's creation rather than His speech. The second problem is that the Quran very often speaks in metaphors and, unlike the Old Testament

(Tawrit), it does not narrate events but only refers to them. Medieval Islamic scholars thus had to make sense of many verses with the help of hadith. Many hadith were written to help the reading of the Quran.

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

Q16.

The Doctor Galen on how Roman Cities

Treated the Countryside

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

- a.How did the Romans define a city? 2
- b.How did the city dwellers treat the countryside? 2
- c.What role did the city play in the administration of the Roman empire? 3

Q17.

Cave Paintings at Altamira

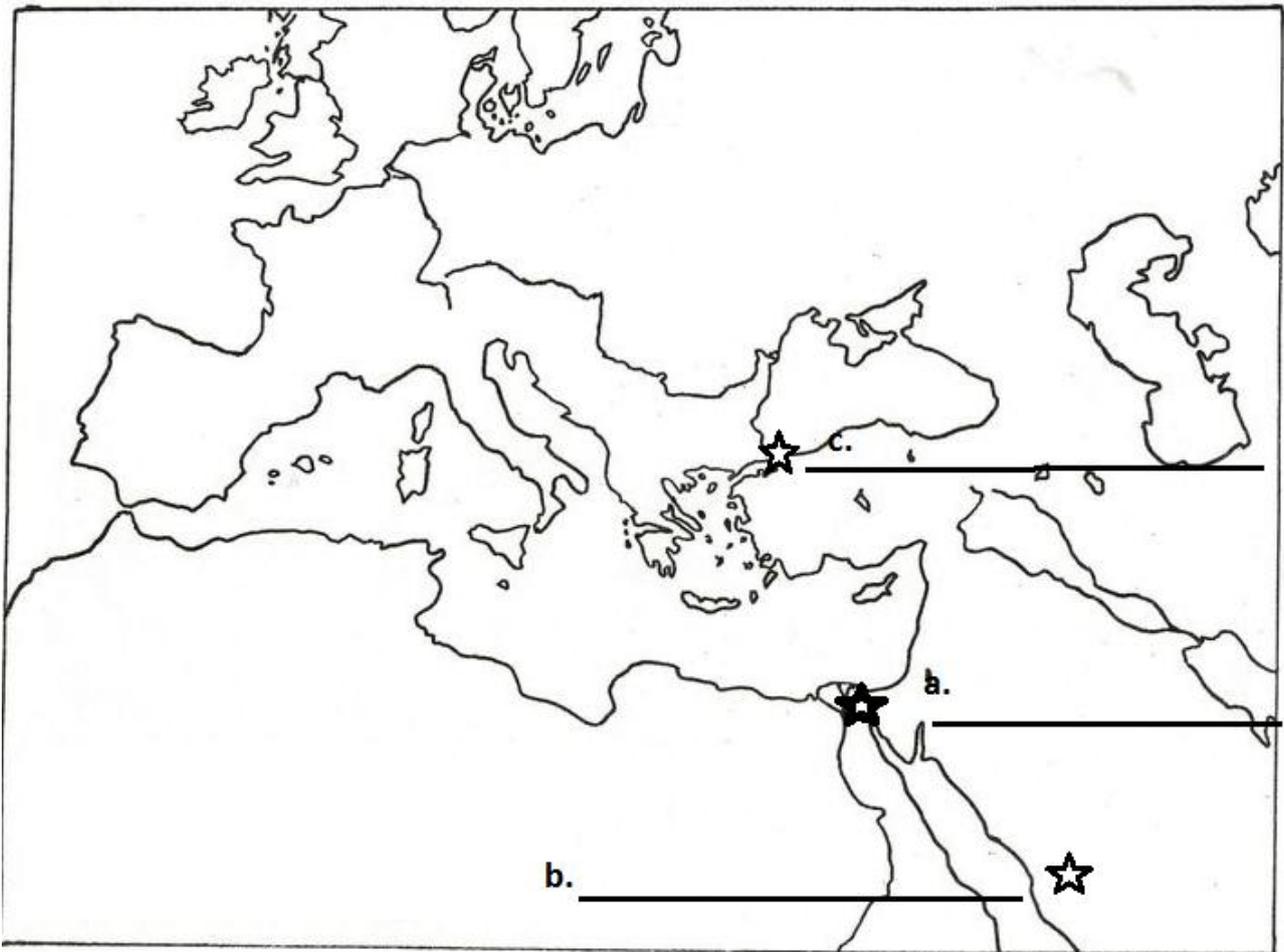
Altamira is a cave site in Spain. The paintings on the ceiling of the cave were first brought to the attention of MarcelinoSanz de Sautuola, a local landowner and an amateur archaeologist, by his daughter Maria in November 1879. The little girl was ‘running about in the cavern and playing about here and there’, while her father was digging the floor of the cave. Suddenly she noticed the paintings on the ceiling: ‘Look, Papa, oxen!’ At first, her father just laughed, but soon realised that some sort of paste

rather than paint had been used for the paintings and became 'so enthusiastic that he could hardly speak'. He published a booklet the following year, but for almost two decades his findings were dismissed by European archaeologists on the ground that these were too good to be ancient.

- a. How was the cave paintings of Altamira discovered? 3
- b. Name two other places where stone-age cave paintings have been discovered. 2
- c. Why do you think stone-age humans painted in caves? 2

PART E

- Q18. a. On the given map of West Asia, locate and name the following: 5
- i. Holy wars were fought over this land
 - ii. Capital city of the Umayyads
- b. On the same map identify the marked locations.



Practice Paper 2

Time : 3 hours

Max. Marks :80

Max. Time: 3 Hours

Max Marks: 80

- ✍ This question paper has 4 printed sides.
- ✍ There are 19 questions in this question paper.

General Instructions:

- vii) Answer all the questions. Marks are indicated against each question.
- viii) Answers to the questions carrying 2 marks should not exceed 20 – 30 words each.
- ix) Answers to the questions carrying 4 marks should not exceed 250 words each.
- x) Answers to the questions carrying 8 marks should not exceed 350 words each.

- xi) Attach the maps with your answer sheet.
xii) The number of the question attempted should correspond to the number pattern used in the question paper.
-

PART A

Answer any five the following questions:

- Q1. What is the origin of the term holiday? What did it mean for the peasants? 2
- Q2. What was the Anglo-Saxon Grand Council? What did this develop into later on? 2
- Q3. What were the two architectural features typical of the Islamic world? 2
- Q4. Name the four schools of Islamic law that emerged in 8th and 9th centuries 2
- Q5. What is the origin of the word 'draconian'? 2
- Q6. How did the Mesopotamians divide time? 2

PART B

Answer any five of the following:

- Q7. How do we know that the Mesopotamians were proud of their cities? 4
- Q8. What do we know about town planning in the early Islamic world? 4
- Q9. What are the sources historians use to study the Roman Empire? 4
- Q10. 'The Roman army was a pillar of the Empire.' Comment. 2+2=4
- Q11. Describe the development of Sufi philosophy in west Asia. 4
- Q12. What were the innovations that changed the face of agriculture in 11th century Europe? 2+2=4

PART C

Answer any three of the following questions:

- Q13. How did the Islamic world define *adab*? Discuss the various fields that came to be covered by *adab*. 2+6=8
- Q14. "Slavery was an institution deeply rooted in the ancient world." Elucidate with reference to the Roman empire and its organization of the institution of slavery. 8

- Q15 What was the legacy of the Mesopotamian body of knowledge to human development? 8
- Q16 What was the Crisis face by feudal Europe in the 14th century? Discuss the social changes that this crisis led to. How did all these changes affect political structures of the times? 3+2+3=8

PART D

Read the following passages and answer the questions:

- Q17 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.’
4. How were people categorized in European feudal society? 3
5. Who were the serfs? 2
6. What was the taille? 2

Q18 **Read the passages and answer the following questions:**

Franks in Syria

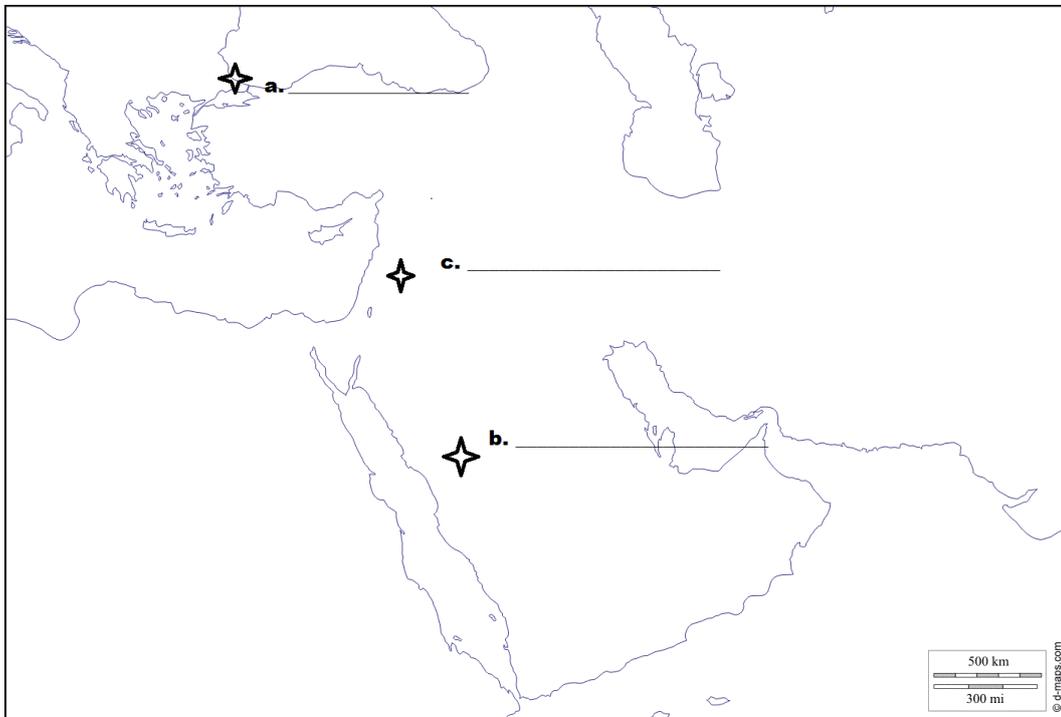
The treatment of the subjugated Muslim population differed among the various Frankish lords. The earliest of the crusaders, who settled down in Syria and Palestine, were generally more tolerant of the Muslim population than those who came later. In his memoirs, Usama ibn Munqidh, a twelfth-century Syrian Muslim, has something interesting to say about his new neighbours: ‘Among the Franks there are some who have settled down in this country and associated with Muslims. These are better than the newcomers, but they are exceptions to the rule, and no inference can be drawn from them. Here is an example. Once I sent a man to Antioch on business. At that time, Chief Theodore Sophianos [an eastern Christian] was there, and he and I were friends. He was then all powerful in Antioch. One day he said to my man, “One of my Frankish friends has invited me. Come with me and see how they live.” My man told me: “So I went with him, and we came to the house of one of the old knights, those who had come with the first Frankish

plants...

5. How did the Romans define a city? 2
6. Was living in cities more advantageous in the Roman times? Why? 2
7. What role did the city play in the administration of the Roman empire? 3

PART E

- Q20
4. On the given map of West Asia, locate and name the following: 5
 2. Mecca
 3. Antioch
 5. On the same map identify the marked locations.



Practice Paper 3

Time : 3 hours

Max. Marks :80

- ✍ This question paper has 4 printed sides.
- ✍ There are 19 questions in this question paper.

General Instructions:

- xiii) Answer all the questions. Marks are indicated against each question.
 - xiv) Answers to the questions carrying 2 marks should not exceed 20 – 30 words each.
 - xv) Answers to the questions carrying 4 marks should not exceed 250 words each.
 - xvi) Answers to the questions carrying 8 marks should not exceed 350 words each.
 - xvii) Attach the maps with your answer sheet.
- The number of the question attempted should correspond to the number pattern used in the question paper.

PART A

Answer **any five** the following questions:

- Q1 Name two men who played a key role in establishing Florence as a Renaissance city. 2
- Q2 What is the problem with the contention that Columbus discovered America? 2
- OR**
- Who used the term 'Industrial Revolution'? What did the term signify?
- Q3 What name was suggested for the new capital of Australia in 1911? What name was finally chosen? Why? 2
- Q4 List any two changes in the late 16th century in Japanese polity that laid the pattern of future development. 2
- Q5 Why did Cunningham miss the significance of Harappa? 2
- Q6 Mention any two strategies which were used to increase agricultural production from the 6th century B.C.E. 2

PART B

Answer **any five** of the following:

- Q7 What role did realism play in Renaissance art? Which branches of knowledge did the artists explore to enrich their works? 4
- Q8 What were the new developments that helped Europeans navigate the high seas in the 15th century? 4
- OR**
- Why did industrialization come to Britain first?
- Q9 How did the indigenous populations of North America and the Europeans view 4

each other?

- Q10 What steps did the Meiji government take to modernize Japanese economy? 2+2=4
- Q11 What difficulties have been faced by historians in deciphering the Indus script? 4
- Q12 Analyse the various sources which have been used to reconstruct Mauryan history. 2+2=4

PART C

Answer any three of the following questions:

- Q13 How did the Renaissance and Reformation contribute to scientific development in Europe? How did our knowledge about the universe grow as a result of this? 4+4=8
- Q14 How did Australia come to be settled by Europeans? How did they intend to exploit the natural resources of this landmass? What was the fate of the natives? 8
- Q15 Describe the strategies used by archaeologists to track social differences in Harappan society. 8
- Q16 What do we know about Mauryan administration? What are the sources for this understanding? 5+3=8

PART D

Read the following passages and answer the questions:

- Q17 Here is an excerpt from the account of Megasthenes:

“Of the great officers of the state, some..... superintend the rivers, measure the land, as is done in Egypt, and inspect the sluices by which water is let out from the main canals into their branches, so that everyone may have an equal supply of it. The same persons have charge also of the huntsmen, and are entrusted with the power of rewarding of punishing them according to their actions. They collect the taxes, and superintend the occupations connected with land; as those of the woodcutters, the carpenters the blacksmiths and the miners.”

1. List the jobs done by the officers of the state. 2
2. Give any two features of the Mauryan administration under Ashoka. 2
3. To what extent does this extract help us to understand about the Mauryan Empire? Explain. 1
4. What are some of the other sources for studying this Empire? 2

Give four of them.

Q18 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 one 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 the 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 ghostly reflection in the clear water of the lakes tells of events and memories in the life of my people. The water's murmur is the voice of my father's father...'

- Who is the author of this letter? Who is it addressed to? 2
- In the light of this letter, what was the relationship between the writer and the addressee? 2
- What are the apprehensions of the writer? 3

Q1 Balthasar Castiglione, author and diplomat, wrote in his book *The Courtier* (1528): 'I hold that a woman should in no way resemble a man as regards her ways, manners, words, gestures and bearing. Thus just as it is very fitting that a man should display a certain robust and sturdy manliness, so it is well for a woman to have a certain soft and delicate tenderness, with an air of feminine sweetness in her every movement, which, in her going and staying and whatsoever she does, always makes her appear a woman, without any resemblance to a man. If this precept be added to the rules that these gentlemen have taught the courtier, then I think that she ought to be able to make use of many of them, and adorn herself with the finest accomplishments... For I

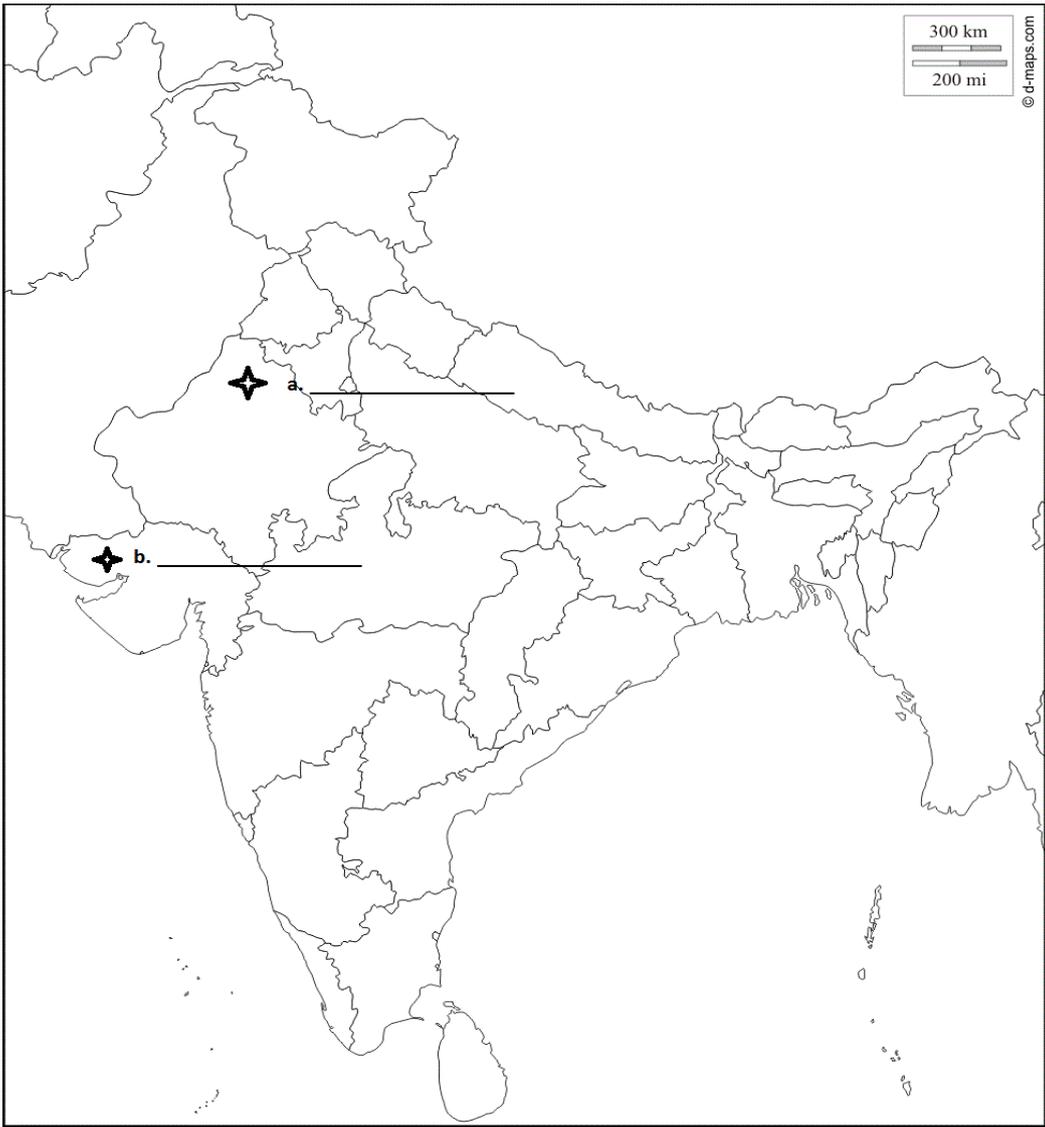
consider that many virtues of the mind are as necessary to a woman as to a man; as it is to be of good family; to shun affectation: to be naturally graceful; to be well mannered, clever and prudent; to be neither proud, envious or evil tongued, nor vain... to perform well and gracefully the sports suitable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

8. What is the purpose of writing such a book? 2
9. How is the ideal woman described in this text? 3
10. Name the author and the book this extract has been taken from. 2

PART E

Q20 On the given map of India,

6. Identify and name the two Harappan sites 2
7. Locate and name any three sites where we find Ashokan Pillar Inscriptions. 3



Practice Maps

