



इतिहास History

कक्षा / Class XI
2025-26

विद्यार्थी सहायक सामग्री
Student Support Material



केन्द्रीय विद्यालय संगठन~Kendriya Vidyalaya Sangathan

संदेश

विद्यालयी शिक्षा में शैक्षिक उत्कृष्टता प्राप्त करना एवं नवाचार द्वारा उच्च - नवीन मानक स्थापित करना केन्द्रीय विद्यालय संगठन की नियमित कार्यप्रणाली का अविभाज्य अंग है। राष्ट्रीय शिक्षा नीति 2020 एवं पी. एम. श्री विद्यालयों के निर्देशों का पालन करते हुए गतिविधि आधारित पठन-पाठन, अनुभवजन्य शिक्षण एवं कौशल विकास को समाहित कर, अपने विद्यालयों को हमने ज्ञान एवं खोज की अद्भुत प्रयोगशाला बना दिया है। माध्यमिक स्तर तक पहुँच कर हमारे विद्यार्थी सैद्धांतिक समझ के साथ-साथ, रचनात्मक, विश्लेषणात्मक एवं आलोचनात्मक चिंतन भी विकसित कर लेते हैं। यही कारण है कि वह बोर्ड कक्षाओं के दौरान विभिन्न प्रकार के मूल्यांकनों के लिए सहजता से तैयार रहते हैं। उनकी इस यात्रा में हमारा सतत योगदान एवं सहयोग आवश्यक है - केन्द्रीय विद्यालय संगठन के पाँचों आंचलिक शिक्षा एवं प्रशिक्षण संस्थान द्वारा संकलित यह विद्यार्थी सहायक- सामग्री इसी दिशा में एक आवश्यक कदम है। यह सहायक सामग्री कक्षा 9 से 12 के विद्यार्थियों के लिए सभी महत्वपूर्ण विषयों पर तैयार की गयी है। केन्द्रीय विद्यालय संगठन की विद्यार्थी सहायक- सामग्री अपनी गुणवत्ता एवं परीक्षा संबंधी सामग्री संकलन की विशेषज्ञता के लिए जानी जाती है और शिक्षा से जुड़े विभिन्न मंचों पर इसकी सराहना होती रही है। मुझे विश्वास है कि यह सहायक सामग्री विद्यार्थियों की सहयोगी बनकर निरंतर मार्गदर्शन करते हुए उन्हें सफलता के लक्ष्य तक पहुँचाएगी।

शुभाकांक्षा सहित ।

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CLASS XI HISTORY STUDY MATERIAL ENGLISH

COURSE STRUCTURE Class XI

Section Title	Theme No.	Theme Title	Marks
Reading of World History		Introduction of World History	
I EARLY SOCIETIES		Introduction Timeline I (6 MYA TO 1 BCE)	
	1	Writing and City Life	10
II EMPIRES		Introduction Timeline II (C. 100 BCE TO 1300 CE)	
	2	An Empire Across Three Continents	10
	3	Nomadic Empires	10
III CHANGING TRADITIONS		Introduction Timeline III (C. 1300 TO 1700)	
	4	The Three orders	10
	5	Changing Cultural Traditions	10
IV TOWARDS MODERNISATION		Introduction Timeline IV (C. 1700 TO 2000)	
	6	Displacing Indigenous Peoples	10
	7	Paths to Modernisation	15
	Map	Map work of the related Themes	05
		Theory Total	80
		Project work	20
		TOTAL	100

THEME 1 -WRITING & CITY LIFE

Learning Objectives

Simple and clear learning targets for students

- ❖ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings.
- ❖ Analyse the outcomes of a sustained tradition of writing.
- ❖ Explain the connection between the growth of human civilisation and the tradition of writing.

Relevance of the Theme in our daily life and in the national honour of India

It highlights the crucial role writing played in shaping urban societies and preserving cultural heritage. Writing facilitated record-keeping, trade, governance, and the development of literary traditions, all of which are essential for a nation's progress and identity.

Snapshot of the Chapter

Brief summary of the chapter.

Introduction and meaning of Mesopotamia:

- Originally Mesopotamia is a Greek word which means the land between two rivers. Tigris and Euphrates were the two rivers between which the civilization of Mesopotamia flourished.
- Hammurabi, the great, was the ruler of Mesopotamia during the period of 2067-2025 BCE. Code of conduct was the greatest contribution of Hammurabi.
- They were 282 in numbers and covered every aspect of life.

Mesopotamia and its Geography:

- It is a flat land between the Euphrates and the Tigris rivers that is now part of the Republic of Iraq.
- In the north, there is a stretch of upland called a steppe, where animal herding offers people a better livelihood than agriculture
- Agriculture began between 7000 and 6000 BCE.
- Soil was very fertile here but agriculture was threatened because of natural causes like floods.
- Ur, Lagash, Kish, Uruk and Mari were some of its important cities.
- The excavation work started 150 years ago.
- A great civilization flourished in Mesopotamia around 5000 BCE.

The Significance of Urbanism:

- . large population
- Use of clay tablet for writing and development of cuneiform
- Division of labor/ specialization of work
- Use of Bronze metal needed knowledge of smelting technique.
- Water transport through Euphrates

- They imported metal and traded with outer world.
- Dependence on trade not just agriculture and fishing
- Use of seal which marked the role of city dweller.

Movement of good in the cities:

- Mesopotamia had rich food resources, however, it lacked supply of raw materials and mineral resources.
- The ancient Mesopotamians could have traded their abundant textiles and agricultural produce for wood, copper, tin, silver, gold, shell and various stones from Turkey and Iran, or across the Gulf.
- The canals and natural channels of ancient Mesopotamia were important routes of goods transport between large and small settlements.

Development and system of Mesopotamian Writing:

- The first Mesopotamian tablets, written around 3200 BCE, contained picture-like signs and numbers.
- Cuneiform script was the script of Mesopotamia
- Writing began when society needed to keep records of transactions – because in city life transactions occurred at different times, and involved many people and a variety of goods
- Mesopotamians wrote on tablets of clay.
- Mesopotamians had great interest in literature also. For e. g Gilgamesh epic
- Mesopotamians were interested in mathematics too .
- Babylonia had an important role in the history of Mesopotamia.

The Uses of Writing:

- The connection between city life, trade and writing is brought out in a Sumerian epic poem about Enmerkar, one of the rulers of Uruk.
- It can be inferred from the epic that in Mesopotamian understanding it was kingship that organized trade and writing.
- Besides being a means of storing information and of sending messages, writing was seen as a sign of the superiority of Mesopotamian urban culture.

Relationship between Farmers and Pastoralists:

- Farmers gave grains in exchange of milk, meat etc. to the Pastoralists.
- Farmers got manure from them
- Sometimes they had conflict with each other on control of water.
- Pastoralists raided the godowns of the farmers in times of crisis.

Temples and Kings:

- Temples of Mesopotamia also had much importance in the history of Mesopotamia. Temples were centres of religious activities. These temples were dedicated to different Gods.
- Earlier it was like a small house but later courtyard was developed with rooms around it.
- The outer wall of the temple was in and out .
- Activities like Spinning ,weaving ,Grain grinding and oil pressing were done in the courtyard.
- They worshipped Moon God ,Goddess of love and war – Inanna , Dagan- God of Steppe

- They offered grain, curd and Fish to the Gods and goddesses.

Life in the City : Town planning at Ur

- Narrow and winding street
- Irregular shapes of houses
- No street drain
- Inward sloping roof of the houses.

A trading town in a Pastoral Zone:

- After 2000 BCE the royal capital of Mari flourished. Some communities in the kingdom of Mari had both farmers and pastoralists, but most of its territory was used for pasturing sheep and goats.
- Located on the Euphrates in a prime position for trade between the south and the mineral-rich uplands of Turkey, Syria and Lebanon, Mari is a good example of an urban centre prospering on trade.
- As bronze was the main industrial material for tools and weapons, this trade was of great importance.

The legacy of writing:

- Greatest legacy of Mesopotamia to the world is its scholarly tradition of time reckoning and mathematics.
- Tablets dating around 1800 BCE show multiplication and division tables, square and square root tables, and tables of compound interest.
- The Mesopotamians worked on the division of the year into 12 months according to the revolution of the moon around the earth.
- The division of the month into four weeks.
- The day into 24 hours and the hour into 60 minutes.

Important Keywords

Table of important keywords and meanings.

- **Mesopotamia:** The land between two rivers. It is made of Greek words ‘Mesos’ meaning middle and ‘Potamos’ meaning river.
- **Division of labour:** In this system, each labour/person is given a particular part of work in which he is skilled.
- **Nuclear Family:** A very small family consisting of husband, wife and their children.
- **Cuneiform:** The wedge-shaped symbol which represents the syllables and sound of a word.
- **Steles:** Stone slabs with inscriptions or carvings.

TIMELINE

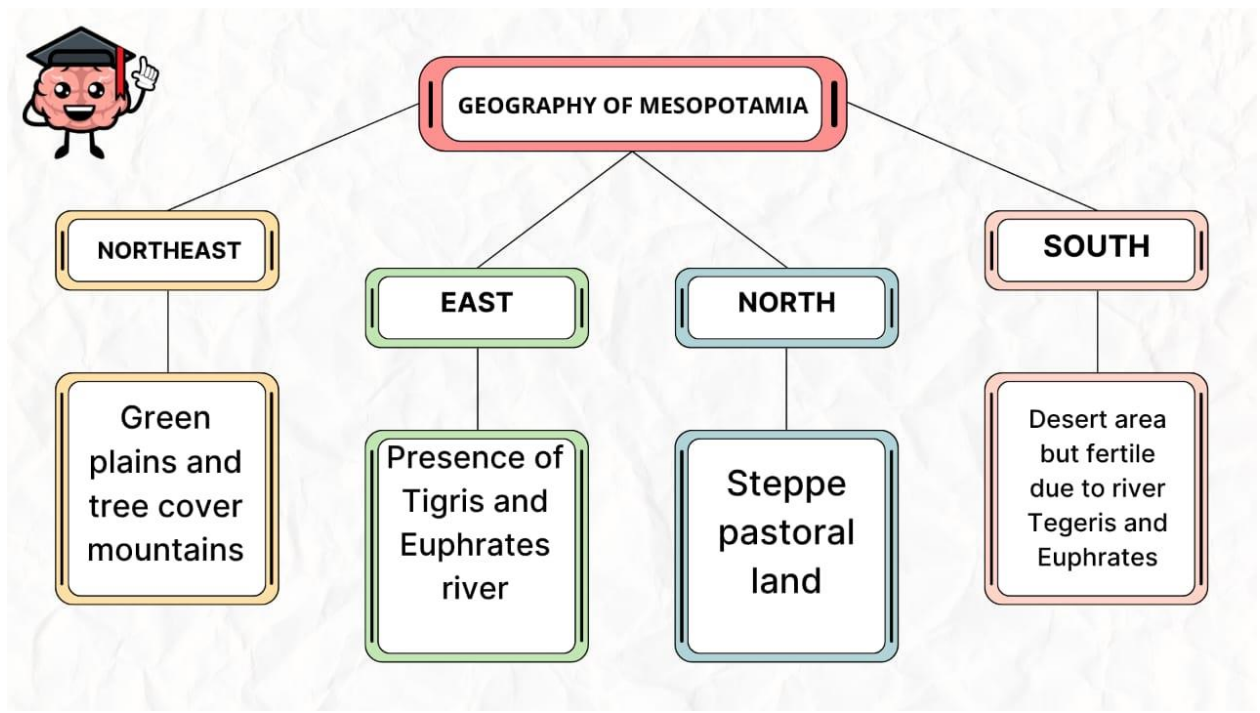
C.7000-6000 BCE	Beginning of agriculture in the northern Mesopotamian plains
C.3200 BCE	First writing in Mesopotamia
C.2600 BCE	Development of Cuneiform Script
C.2400 BCE	Replacement of Sumerian by Akkadian
2370 BCE	Sargon, King of Akkad
C.1100 BCE	Establishment of the Assyrian Kingdom
C.1000 BCE	Use of Iron
668-627 BCE	Rule of Asurbanipal
331 BCE	Alexander Conquers Babylon

IMPORTANT PERSONALITIES

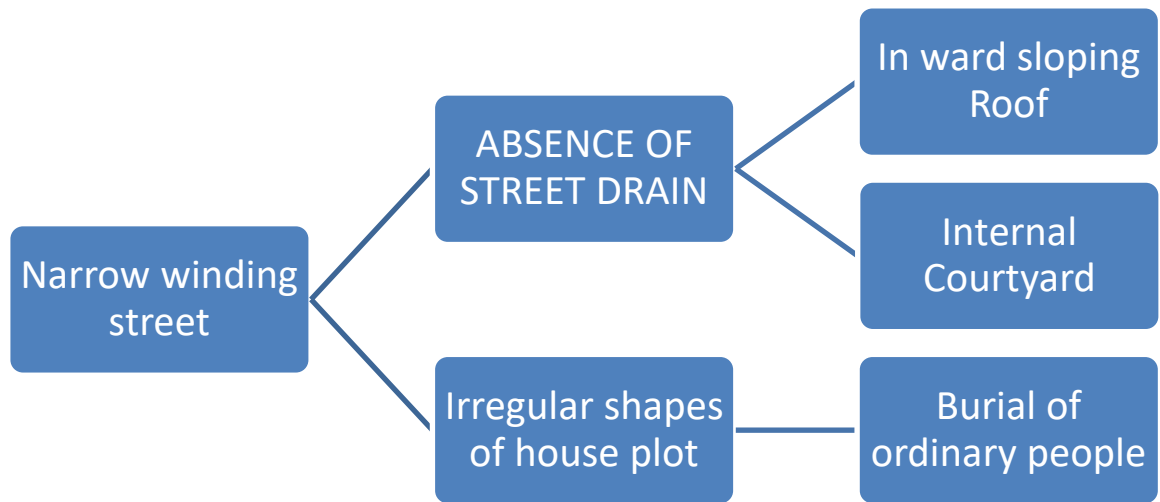
- **Enmerkar:** An early ruler of Uruk, associated with the early Sumerian epic poem "Enmerkar and the Lord of Aratta." He is credited with the establishment of trade and sending a messenger to Aratta to obtain lapis lazuli and precious metals.
- **Gilgamesh:** A legendary early king of Uruk, mentioned in Mesopotamian epic poems. He is depicted as a hero who faced death, crossed a desert, and tried to return with immortality, but ultimately failed and was consoled by the idea that he had built Uruk.
- **Ziusudra (Utnapishtim):** The principal character in the Mesopotamian tradition of the Flood story, surviving a great deluge. In the Biblical account, this character is Noah.
- **Zimrilim:** King of Mari, who ruled from 1810-1760 BCE. His palace at Mari was a grand residence and administrative centre, known for its extensive provisions and diplomatic correspondence.
- **Assurbanipal:** King of Assyria, who ruled from 668-627 BCE. He established a major library in Nineveh, collecting a vast number of cuneiform tablets, including important historical and literary works like the Epic of Gilgamesh. He was known for his vast intelligence and scholarship.
- **Nabopolassar:** An Assyrian general who seized Babylon in 625 BCE and established it as a major city. He is known for his building projects in Babylon and appointing a priestess to take charge of a cult in an ancient town. He also found a stele of a very early king, which he preserved.
- **Alexander (the Great):** Conquered Babylon in 331 BCE, making it the premier city of the world at that time. He also conquered Egypt and parts of West Asia between 336-323 BCE.
- **Sargon:** King of Akkad, mentioned around 2370 BCE, indicating a significant historical figure during the period of Sumerian replacement by Akkadian.

Mind Map / Concept Map

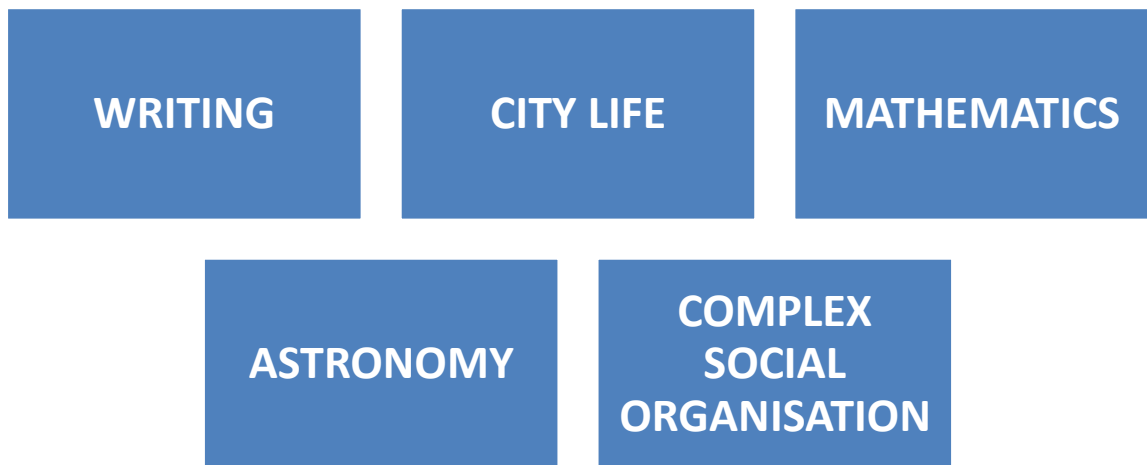
Visual representation of key concepts.



UR – THE UNPLANNED CITY



LEGACY OF MESOPOTAMIA TO THE WORLD



MCQs & Objective Questions

Multiple-choice and objective-type questions.

1 Assertion (A): Iraq is a land of diverse environment.

Reason (R): In the north - east lie green, undulating plains.

A and R are both correct and R is correct explanation of A .

A and R are both correct and R is not the correct explanation of A.

A is true but R is false.

R is true but A is false.

- 2 Assertion (A): Iraq is land of diverse environment

Reason (R): In the north east lie green, undulating plain

A A and R are both correct and R is correct explanation of A .

B A and R are both correct and R is not the correct explanation of A.

C A is true but R is false.

D. R is true but A is false

- 3 Assertion (A): In Mesopotamia people brought grain, curd and fish in the temple.

Reason (R): The god was the theoretical owner of the agricultural fields, the fisheries etc.

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 option.

D. A is false but R is true.

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

Assertion (A): There was no town planning in Ur city.

Reason (R): City Ur has narrow winding streets and irregular shapes of houses..

A. Both (A) and (R) are correct and (R) is the correct explanation of (A)

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

C. (A) is correct, but (R) is not correct

D. (R) is correct, but (A) is not correct

- 5 The people of Mesopotamia had abundant food resources but they don't have _____ resources.

A Forest resources

B Agriculture

C Natural

D Mineral

- 6 Which statement is correct about the kingdom of Mari?

A After 1000 BCE the royal city of Mari flourished.

B Mari stands on the southern plain with its highly productive agriculture.

C Some communities in the kingdom of Mari were food gatherer and hunter.

D Most of its territory was used for pasturing sheep and goats.

- 7 Which of the followings was/were rich in food resources

i. Mesopotamia

ii. Roman Empire

iii. Mongolia

- A Only i
- B Only ii
- C Only i and ii
- D All of these

8 Arrange the followings about Clay tablet

- a Press wedge shaped
- b Smooth its surface
- c Wet the clay
- d Pat it into size

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

9 Consider the following statement about Mesopotamian civilisation

I. By 2600 BCE the language was Akkadian.

II. It was gradually replaced by the Sumerian language.

- A Both the options are correct
- B Only I is correct
- C Only II is correct
- D Both the options are incorrect

10 Ur city was related to which Goddess or God

- A Moon god
- B Sun god
- C Goddess of love
- D Goddess of war

11 Which statements is correct regarding to Mesopotamia civilisation

- 1. Archaeology began in Mesopotamia in the 1840s.
- 2. In Old Testament there was reference of Sumer.
- 3. The palace of king Zimrilim was situated at Mari.
- 4. Mesopotamia civilisation is also known for its poverty.

Which statements are correct?

- A Only 2,3 & 4
- B Only 1,2 & 3
- C Only 2 & 3
- D All of the above

12 Which statement is not correct regarding Urbanism?

- A Division of labour is a mark of urban life.

- B There is social organisation in Urban economy.
- C Urban economy was mainly depended on Agriculture.
- D All of the above.

13 Identify the city of the Mesopotamia with the help of the following information:

* It was excavated in the 1930s.

* Narrow winding streets

* People seem to have swept all their household refuse into the streets

- A Ur
- B Uruk
- C Babylon
- D Lagash

14 Name the island of Cyprus from where the Mesopotamian brought copper?

- A Alashiya,
- B Syria,
- C Lebanon,
- D Turkey

15 Which language replaced the Sumerian language after 2400 BCE?

- A Chinese
- B Mesopotamian
- C Middle Eastern
- D Akkadian

16 The famous Egyptian text that contains a collection of spells and religious writings is known as:

- A The Rosetta Stone
- B The Pyramid Texts
- C The Book of the Dead
- D The Code of Hammurabi

17 The term "hieroglyphics" is derived from two Greek words, which mean:

- A "Sacred Carve"
- B "Written language"
- C "Pictorial writing"
- D "Secret codes"

18 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 Ruler, Enmerkar.
- D The ancient ruler of Aral City, Enmerkar

19 The technological landmark witnessed by the urban economy of the city of Uruk was

- A bronze tool
- B construction of brick columns
- C potter's wheel
- D oil pressing technique

- 20 Which part of Mesopotamia Urbanized firstly?
A Eastern Part
B Western part
C Northern Part
D Southern Part
- 21 Mesopotamia people wrote their literature on.....
A Wood
B Clay
C Paper
D Cloth

ANSWER (1-21)

1. A
2. A
3. A
4. A
5. D
6. D
7. C
8. C
9. D
10. A
11. C
12. C
13. A
14. A
15. D
16. C
17. A
18. A
19. C
20. D
21. B

Short Answer Questions

Concise questions needing brief responses.

22 What do you know about sacred temples of Mesopotamia?

Ans: - (i) Mesopotamian religion was polytheistic.

(ii) Each city worshipped different gods and goddesses such as Erlin, Inanna, Marduk, Ashur etc.

(iii) The earliest known temple was a small shrine made of unbaked bricks.

- (iv) They were known as Ziggurats. Temples were the residences of various gods and Goddesses.
- (v) They were constructed in brick; temples became larger over time, with several rooms around open courtyards.

23 Describe the important features of Mesopotamian script.

Ans: - (i) Mesopotamians wrote on tablets of clay.

(ii) A scribe would wet clay and pat it into a size he could hold comfortably in one hand. (iii) With the sharp end of a reed cut obliquely, he would press wedge-shaped ('cuneiform*') signs on to the smoothened surface.

(iv) Then they were dried in the sun.

(v) The clay would harden and tablets would be almost as hard.

24 'In spite of natural fertility, agriculture was subject to hazards'-Explain the statement

1-The natural outlet channels of the Euphrates would have too much water one year and flood the crops, and sometimes they would change course altogether.

2-As the archaeological record shows, villages were periodically relocated in Mesopotamian history.

3-There were man-made problems as well. Those who lived on the upstream stretches of a channel could divert so much water into their fields that villages downstream were left without water. Or they could neglect to clean out the silt from their stretch of the channel, blocking the flow of water further down.

4- So the early Mesopotamian countryside saw repeated conflict over land and water.

25 How did temples become the main urban institutions?

1-The god was the focus of worship.

2-People brought grain, curd and fish to him/her.

3-God was the theoretical owner of the agricultural field, the fisheries and the herds of the local community.

4-Oil pressing, grain grinding, spinning, weaving was also done.

5-Temple was also employer of merchants and keeper of written records.

26 The initial temple in Mesopotamia was much like a house. Give Reason.?

1-The earliest known temple was a small shrine made of unbaked bricks.

2-Temples were the residences of various gods: of the Moon God of Ur, or of Inanna the Goddess of Love and War.

3-Constructed in brick, temples became larger over time, with several rooms around open courtyards.

4-Some of the early ones were possibly not unlike the ordinary house – for the temple was the house of a god.

5-But temples always had their outer walls going in and out at regular intervals, which no ordinary building ever had.

27 There were very less literacy in Mesopotamia". Suggest your argument for the statement.

1-Very few Mesopotamians could read and write.

2-Not only were there hundreds of signs to learn, many of these were complex.

3- If a king could read, he made sure that this was recorded in one of his boastful inscriptions.

4-For the most part, however, writing reflected the mode of speaking.

Long Answer Questions (Hints Provided)

Detailed questions with guided hints.

28 Describe the achievements of Mesopotamians in the field of writing, Literature, science and Education.

Ans: - (i) Mesopotamians were known for developing urban life first time ever in the world.

(ii) Mesopotamians valued city life.

(iii) The Epic of Gilgamesh remind us the pride of the Mesopotamians who took in their cities.

(iv) Perhaps the greatest legacy of Mesopotamia to the world is its scholarly tradition of time reckoning and mathematics.

(v) Around 1800 BCE they wrote tablets with multiplication and division tables, square and square root tables, and tables of compound interest.

(vi) The square root of 2 was given as 1.414 which is very near to be accurate.

(vii) The division of the year in to 12 months, month into four weeks, a day into 24 hours and the division of the hour into 60 minutes.

(viii) Solar and lunar eclipses were observed and recorded.

(ix) There were schools where students read and copied earlier written tablets.

29 Describe the contribution of Mesopotamian civilization to the whole world.

Ans: -(i) Mesopotamia around 4000 BCE—or 6000 years ago—which would make it the first urban civilization in the region.

(ii) The invention of the potter's wheel is credited to the Sumerians.

(iii) They developed the calendar system of 360 days and divided a circle into 360 units.

(iv) The cuneiform system of writing was their contribution.

(v) The Hammurabi's law code was another legacy of the Mesopotamians.

(vi) The Code consists of 282 laws with scaled punishments depending on social status, adjusting "an eye for an eye".

(vii) Sumerians built ships that allowed them to travel into the Persian Gulf and trade with other early civilizations.

(viii) Sumerian religion was polytheistic—or worshipped multiple gods.

(ix) Temples to these gods were constructed atop massive ziggurats which were in the centers of most cities.

30 Why was Mesopotamia called an urban civilization?

Ans.* large population

- * Use of clay tablet for writing and development of cuneiform
- * Division of labor/ specialization of work
- * Use of Bronze metal needed knowledge of smelting technique.
- * Water transport through Euphrates
- * They imported metal and traded with outer world.
- * Dependence on trade not just agriculture and fishing
- * Use of seal which marked the role of city dweller.

Source-Based Questions

Passage-based analytical questions.

31 Read the passage and answer given question-

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

1.1 Where was the woman's head sculpture discovered? What was it called?

1.2 What were its unique characteristics?

1.3 How can you prove that Mesopotamia was an urban civilization?

ANSWER:-

1.1 A. The woman's head was sculpted in white marble at Uruk.

B. It was called the Warka head.

1.2 The eyes and eyebrows would probably have taken lapis lazuli (blue) and shell (white) and bitumen (black) inlays.

1.3 Mesopotamians imported metals from far off countries.

32 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.

1.1 Name the king of Mari? 1

1.2 Which part of Mesopotamia flourished into a city known as Mari? 1

1.3 What were the causes for the development of Mari town? 2

Answer

1.1 Zimrilim was the king of Mari.

1

1.2 Mari was a city-state located in Northern Mesopotamia, specifically near the west bank of the Euphrates River.

1.3 Mari's development was driven by its strategic location as a trade hub, its potential for copper and bronze smelting. This led to the establishment of a city that was designed to control the Euphrates trade routes and facilitated the growth of a civilization known for its urban development and trade.

33 The Seal – An Urban Artefact

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

1.1 What were the uses of seals in Mesopotamia?

1

1.2 What were the different shape of seals found in the sites of Mesopotamia?

1

1.3 How the seals was the mark of a city dweller in Mesopotamia?

2. .

Answer

1.1 The seals kept the content safe .

1.2 Mesopotamian seals were cylindrical in shape.

1.3 A seal could be rolled on clay covering the string knot of a cloth package or a mark of authenticity

Map-Based Activities

historical map tasks.

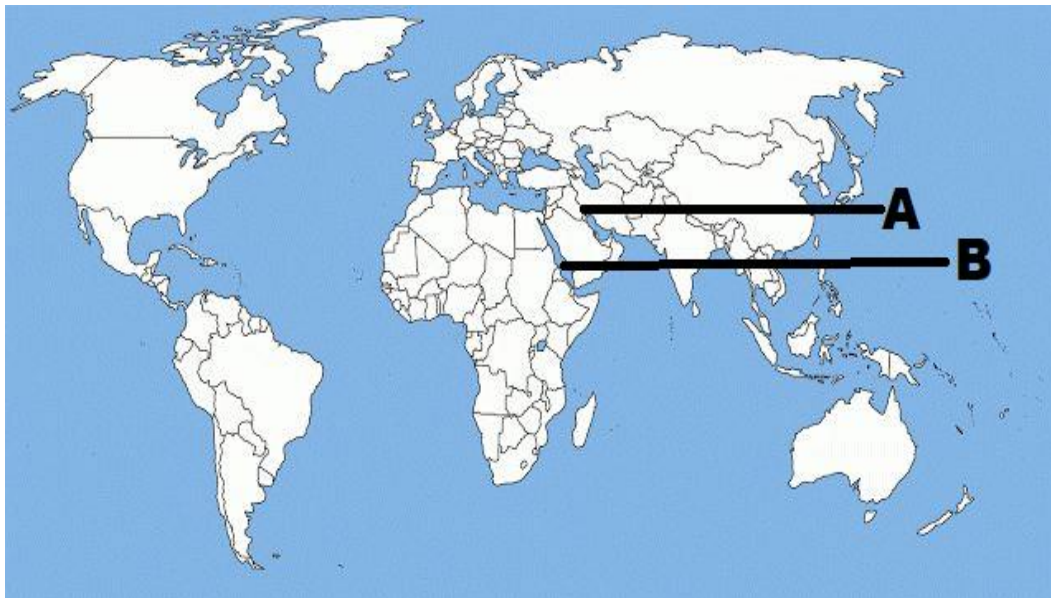
34 On the political map of India, locate and label the following with appropriate symbols.

(a) Babylon

(b) Mari

(c) Uruk

On the same outline map, two places have been marked as A and B. Where A represent Mesopotamian town and B represent a sea. Identify them and write their correct names on the lines drawn near them.



UNSOLVED QUESTIONS

- 1 “Rivers play crucial role in the emergence of civilization”. Justify this statement in context to Mesopotamia.
- 2 How the capital town ‘Mari’ flourished in pastoral Zone of Mesopotamia?
- 3 How the writing emerged in Mesopotamia? Explain in detail.
- 4 Explain the legacy of Mesopotamia to the world? Explain
- 5 Explain the Urbanization of Southern Mesopotamia inform of Temple town?



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THEME- 2 AN EMPIRE ACROSS THREE CONTINENTS

Learning Objectives

Simple and clear learning targets for students.

- ❖ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.
- ❖ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery.
- ❖ Examine the domains of cultural transformation in that period & the impact of slavery.
- ❖ Critically analyse the impact and Legacy of Roman Empire.

* Relevance of the Theme in our daily life and in the national honour of India

It explores how the Roman Empire's legacy such as- values, status of women, administration, art, architecture and scientific advancements influenced the world, including India, and how these influences contributed to our current culture. The changes impacted the Indian subcontinent through trade, cultural exchange, and the rise of new intellectual and artistic traditions.

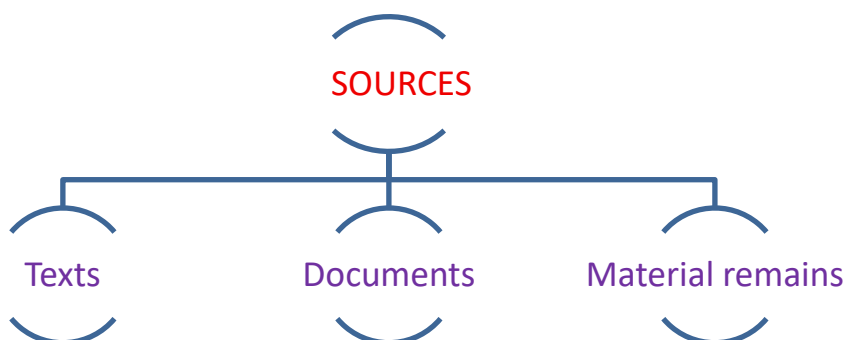
Snapshot of the Chapter

Brief summary of the chapter.

SOURCES:

Rome historians had a rich store of source material. This source material can be divided into the following three sections

- Text material.
- Documents
- Material remains



Early Roman Empire:

- The Roman Empire can broadly be divided into two phases, 'early' and 'late', divided by the third century as a sort of historical watershed between them.
- The Roman Empire was a mosaic of territories and cultures that were chiefly bound together by a common system of government.
- Many languages were spoken in the empire, but for the purposes of administration Latin and Greek were the most widely used.
- The regime established by Augustus, the first emperor, in 27 BCE was called the 'Principate'.
- Augustus was the sole ruler and the only real source of authority.
- He was called the 'leading citizen' to pacify the Senate, the body which had controlled Rome when it was a republic.
- Next to the emperor and the Senate, the other key institution was the Army.
- Romans had a paid professional army where soldiers had to put in a minimum of 25 years of service.
- The army was the largest single organized body in the empire.
- The Senate hated and feared the army, because it was a source of unpredictable violence.
- At its peak in the second century, the Roman Empire stretched from Scotland to the borders of Armenia, and from the Sahara to the Euphrates.
- The first emperor Augustus in 27 BC. The kingdom established in AD was called the Principate. Although Augustus was real source of power, although he maintains the ideology that he was only a leading citizen.

The Third Century Crisis:

- From the 230s, the empire found itself fighting on several fronts simultaneously. In Iran, a new and more aggressive dynasty, the 'Sasanians', rapidly expanded.
- In a famous rock inscription cut in three languages, Shapur I, the Iranian ruler, claimed he had annihilated a Roman army and even captured the eastern capital of Antioch.
- A whole series of Germanic tribes or tribal confederacies forced the Romans to abandon much of the territory beyond the Danube.

Gender, Literacy, Culture:

- Gender: By the late Republic (the first century BCE), the typical form of marriage was one where the wife did not transfer to her husband's authority but retained full rights in the property of her natal family.
- Roman women enjoyed considerable legal rights in owning and managing property.
- Literacy was more widespread among certain categories such as soldiers, army officers and estate managers in Egypt.
- In Pompeii, there is strong evidence of widespread casual literacy. Walls on the main streets of Pompeii often carried advertisements and graffiti.

Cultural Diversity:

- It was reflected in many ways and at many levels:
- In the vast diversity of religious cults and local deities.
- The plurality of languages that were spoken.
- The styles of dress and costume, the food people ate, their forms of social organisation (tribal/non-tribal), even their patterns of settlement.

Economic Expansion:

- The empire had a substantial economic infrastructure of harbours, mines, quarries, brickyards, olive oil factories, etc.
- Liquids like wine and olive oil were transported in containers called 'Amphorae'.
- Spanish olive oil was a vast commercial enterprise that reached its peak in the years 140-160, mainly carried in a container called Dressel 20.
- The empire included many regions that had a reputation for exceptional fertility.
- Campania in Italy, Sicily, the Fayum in Egypt, Galilee, Byzacium (Tunisia), southern Gaul (called Gallia Narbonensis), and Baetica (southern Spain) were among the most densely settled or wealthiest parts of the empire.

Controlling Workers:

- Slavery was an institution deeply rooted in the ancient world. The upper class was often brutal towards slaves, whereas ordinary people showed compassion.
- Unlike hired workers, slaves had to be fed and maintained throughout the year, which increased the cost of holding this kind of labor.
- The Roman agricultural writers paid a great deal of attention to the management of labor and to make supervision of labors easier, workers were sometimes grouped into gangs or smaller teams.
- A law of 398 referred to workers being branded so they could be recognized if and when they run away and try to hide.
- Parents sometimes sold their children into servitude for periods of 25 years.

Social Hierarchies:

- The leading social groups of the early empire as follows: Senators: leading members of the equestrian class; the respectable section of the people, those attached to the great houses; the unkempt lower class (plebs sordida), addicted to the circus and theatrical displays; and the slaves.
- By the late empire, early part of the fourth century, the first two groups had merged into a unified and expanded aristocracy
- Roman aristocracy was enormously wealthy but, in many ways, less powerful than the purely military elites.
- The 'middle' class consisted of persons connected with imperial service in the bureaucracy and army and also the more prosperous merchants and farmers.
- The lower classes known collectively as Humiliores, comprised a rural labor force of which many were employed on the large estates, workers in industrial and mining establishments and migrant workers.
- The late Roman bureaucracy, both the higher and middle echelons, was an affluent group because it drew the bulk of its salary in gold.

Late Antiquity:

- Constantine's chief innovations were in the monetary sphere, where he introduced a new denomination, the solidus, a coin of 4½ gm of pure gold that outlasted the Roman Empire.
- Solidi were minted on a very large scale and their circulation ran into millions.
- Records show considerable investment in rural establishments, including industrial installations like oil presses, glass factories, screw presses and multiple water-mills.

- Later Rome belonged to the bureaucratic, upper and middle class. These people used to take their salary in the form of gold. Corruption was rampant in the Roman Empire in the last years.
- The judicial system and the administration of military supplies had been plagued by corruption.
- The fourth century was full of cultural and economic movements. • Constantine took the important decision to make Christianity the official religion.
- Judaism was another major religion of the Roman Empire. Judaism was monolithic. Many variations existed in Judaism of later antiquity.
- War broke out between Rome and Iran in the early decades of the seventh century. The Sasanians had been ruling the area since the third century. He attacked all the eastern provinces, including Egypt, but these provinces were recaptured by Byzantium in the 620s. Now the Roman Empire came to be known by this name. Undoubtedly, the most important event in ancient world history was the expansion of Islam in the Arab region.

Post-Roman States:

- The Empire in the west was broken from the political point of view. Germanic groups coming from the north, such as the Goths, Vandals, Lombards, etc., had taken control of all the big provinces; these were called Post-Roman States. For example in Spain the Visigoths, the Kingdom of France in Gaul and the Kingdom of the Lombards in Italy.

Important Keywords

Table of important keywords and meanings.

- **Annals:** the history of that period written by contemporary historians, which was written every year on an annual basis.
- **Papyrologists:** Contracts, Accounts, written on Papyrus papers, Letters and official documents published by papyrologists.
- **Republic:** A system of governance in which the real power was vested in the Senate. In practical terms, the government represented the nobility to the government. It was run through the Senate in 509 BC. (BCE) from. 27 BC (BCE) lasted.
- **Conscripted Army:** In the Forced Army, adult males of certain classes or groups were compulsorily forced to perform military service.
- **Principate:** 27 BC. State Principate established by Augustus .
- **Civil War:** An armed struggle that was done to gain power in one's own country.
- **The Near East:** In the eyes of the people living in the Mediterranean region of the Roman Empire, the Eastern region meant the entire territory east of the Mediterranean Sea including Syria, Palestine and Mesopotamia.
- **Denarius:** - A silver coin from Rome. It contained about 4.5 grams of pure silver.
- **Bishops :** Very important people of the Christian community who were often.
- **Nuclear Family:** An important feature of Rome society is also nuclear or nuclear. The adult son did not live with his father in the society.
- **Coptic Languages Spoken in Egypt.**

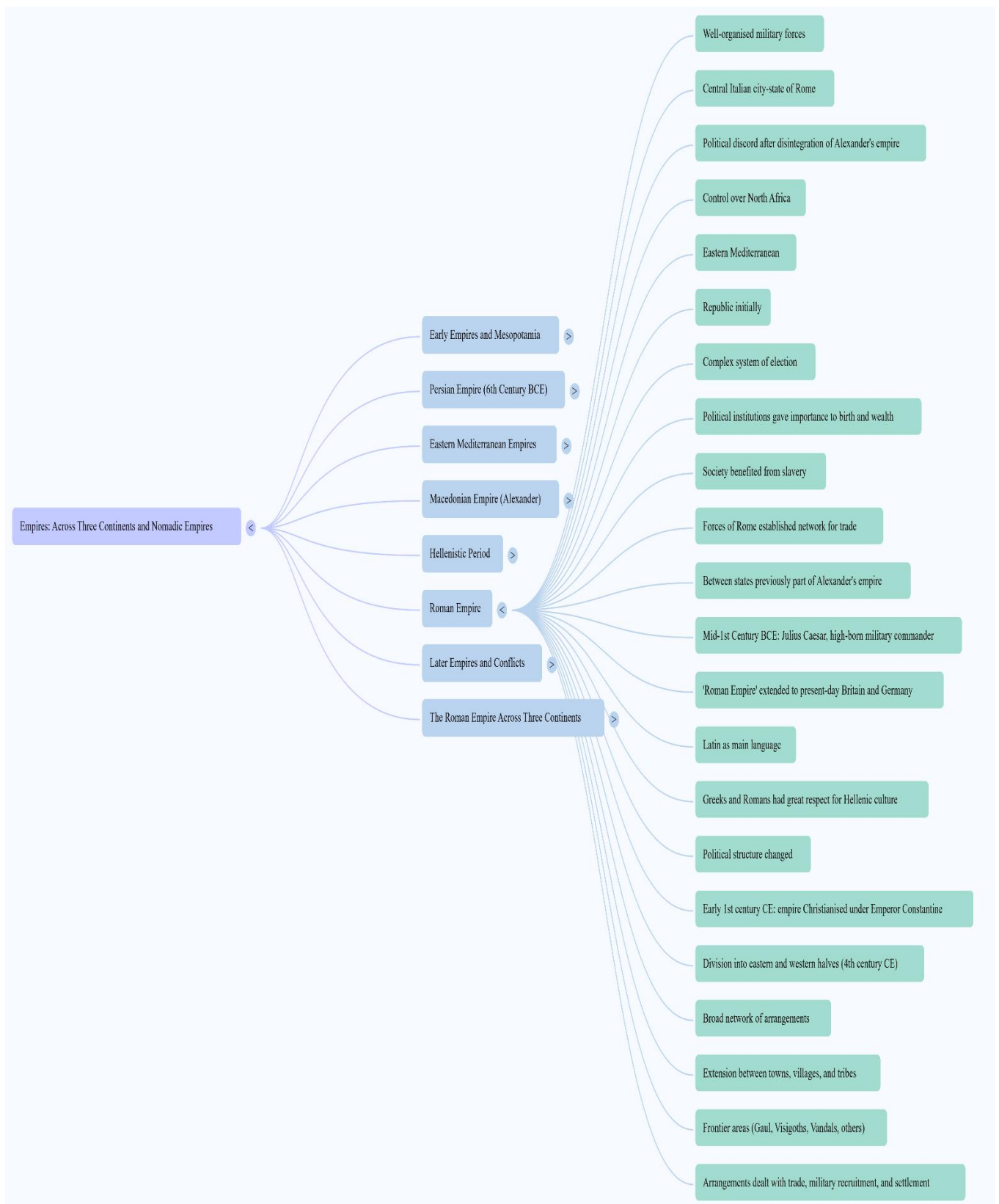
- **Punic and Berber:** Languages Spoken in North Africa.
- **Amphorae:** Containers of wine, olive oil and liquid .
- **Dressel 20-** (Olive oil produced in Spain) mainly carried in containers, they were called Dressel-20. The name is based on an archaeologist named Heinrich Dressel.
- **Transhumance:** Seasonal migration refers to herders in search of pastures for grazing sheep and other animals in the plains of the higher mountain regions. (Herdsman) has annual traffic by season. Numidia (Modern Algeria) Seasonal migration was widespread.
- **Mapalia:** The nomadic communities of pastoralists and meat-yielding people usually carry oven-sized huts . They used to move here and there, they were called Mapalia.
- **Castella:** In the less developed northern region of Spain, a Celtic-speaking peasant population lived in villages on top of hills. These villages were called Castella.
- **Slave Breeding:** Slave breeding was a practice of increasing the number of slaves under which encouraged to have as many children as possible, so that their children would also be born in the future.
- **Draconian:** Draco, the harsh law maker, made several uproars in the beginning of the 6th century.
- **Frankincense:** European name for an aromatic resin used to make incense and perfumes. This resin is obtained from the Boswellia tree.
- **Senators:** Senator (Patres means father). In the early years of the third century, the total number of senators was about Half the senators were from Italian families. Most of the senators were landlords. Senators did not engage in commercial activities.

Timeline

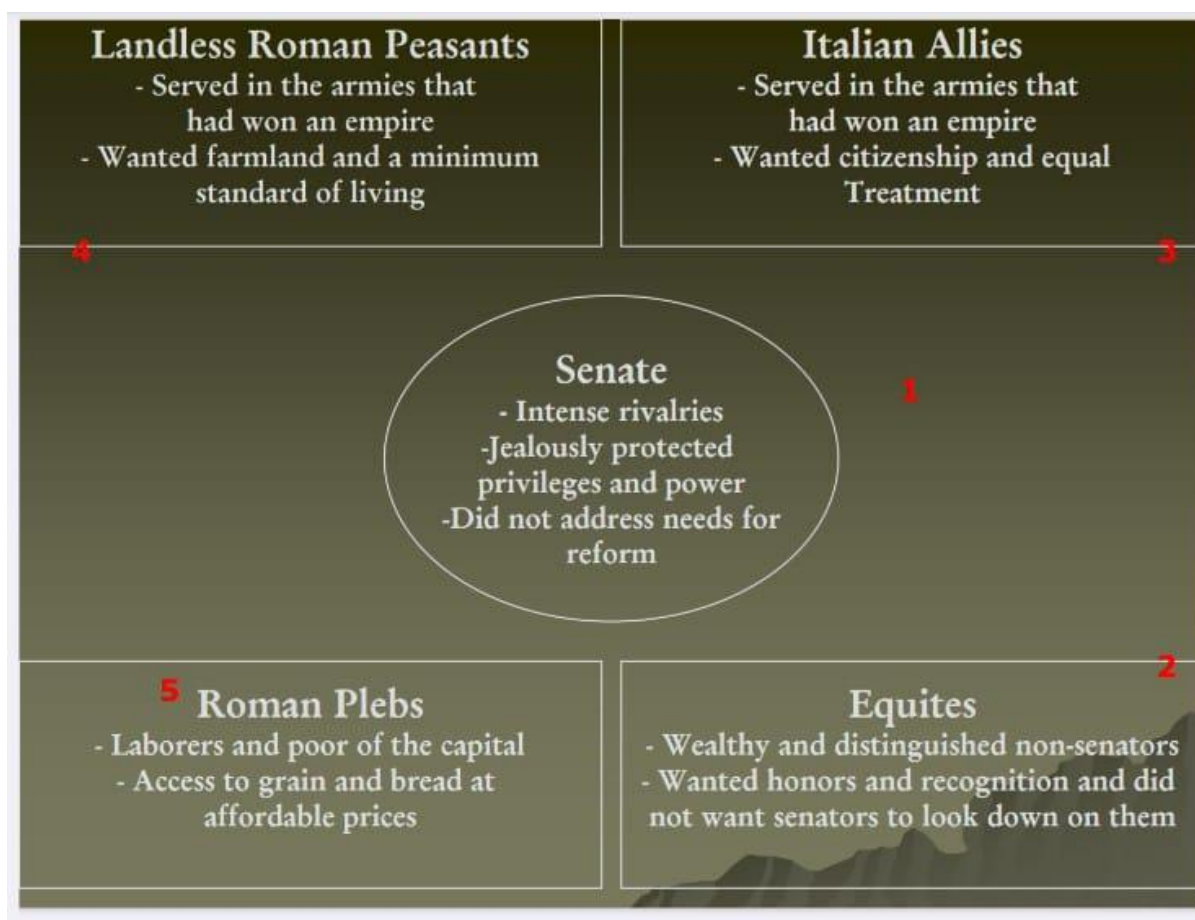
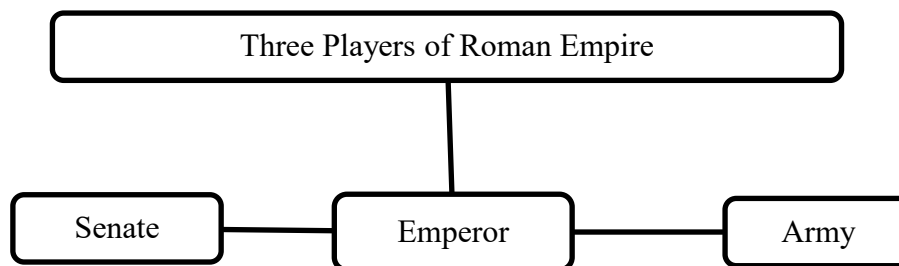
27 BCE TO -14 BCE	Augustus, first roman emperor
117 – 38 CE	Greatest extent of Roman Empire
312-337	Constantine new sole ruler of empire
310 CE	Constantine issues new gold coins ‘solidus’
312 CE	Constantine converts to Christianity

Mind Map / Concept Map

Visual representation of key concepts.



Mind Map-2



MCQs & Objective Questions

Multiple-choice and objective-type questions.

- 1 Roman Empire was stretched over-
 - A Europe
 - B West Asia
 - C large part of North Africa
 - D all of these

- 2 Much of the economy of Roman Empire was run by whom?
 - A Manual labor
 - B Slave labor
 - C Seniors order
 - D Kings advice

- 3 In which of these groups the sources of Roman history could be divided
 - A Text
 - B Documents
 - C Material Remains
 - D all of these

- 4 Which of the following language were used in the administration in Roman Empire
 - A Latin and Greek
 - B Latin and Persian
 - C Greek and Persian
 - D Greek and English

- 5 Which Roman rulers were considered as the leading citizen?
 - A Alexander
 - B Augustus
 - C Gallienus
 - D Diocletian

- 6 Which of the following was the main player in the political history of Roman Empire?
 - A The emperor
 - B the aristocracy class
 - C the army
 - D all of these

- 7 Which kind of metal was used in Denarius?
 - A Gold Ruby
 - B Stone
 - C Silver
 - D Red diamond

- 8 The Heart of Roman Empire is ---
 - A Red Sea
 - B Black Sea
 - C Adriatic sea
 - D Mediterranean Sea

- 9 Which one of the above are correct match?
 - a A leading citizen — Augustus
 - b One of the three main players—aristocracy class
 - c Main feature of Roman army—paid army
 - d Sasanian dynasty ----- Iran
 - A a and c
 - B b and
 - C a and d
 - D all of the above are correct

10 a) Statement – A whole series of dependent kingdoms were absorbed into Roman provincial territory

b) Reason --Some of the dependent kingdoms were exceeding wealthy for example around Kingdom.

- A Both a and b are correct and b is the correct explanation of A
- B Only a correct
- C Only b correct
- D Both a and b are correct but b is not the correct explanation of A

11 One of the more modern features of Roman society was the following.

- A Nuclear family
- B United family
- C Tribal society
- D None of these

12 Who was the Bishop who spends most of his life in North Africa and he tell us about the women conditions at that time of the society?

- A Augustine
- B Augustus
- C Gallienus
- D Constantine

13 Which is not correct about Roman marriage system?

- A age gap between husband and wife
- B males married in their late 20s and early 30s
- C women married off in the late 10s and early 20s
- D husbands were subject to domination by their wife.

14 Choose the correct answer

a) large area of the Roman territory were in a less advance state
b) Transhumance was wide spread in the countryside of Ni media
c) This pastoral semi-nomadic community is move from one place to another carrying their oven shaped huts called mapalia with them.

- A a and b is correct
- B b and c is correct
- C a and c is correct
- D a b.c is correct

15 a) Statement –In Roman Empire the user of the slave labour had to turn either to slave breeding or to the cheaper substitute such as rented labourers.

b) Reason in the first century war fare became less and supply of the slaves tend to be declined.

- A Both a and b are correct and b is the correct explanation of A
- B Only a correct
- C Only b correct
- D Both a and b are correct but b is not the correct explanation of A

16 The best kind of wine came to Rome from _____

- A Fayum

- B Byzantium
- C Galilee
- D Campinia

17 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

18 What were Amphorae?

- A A type of army
- B A type of container
- C A type of district administrator
- D None of above

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

- A Basileus
- B Dominus
- C Princeps
- D Resgestae

20 Which one of the following was not a part of the three main players of Roman Empire?

- A Army
- B Senate
- C Emperor
- D Farmers

21 Identify the following image and choose the correct option.



- A Aqueducts
- B The Colosseum of Rome
- C Amphitheatre
- D Amphorae

ANSWERS

1. D all of these
2. B slave labor
3. D all of these
4. A Latin and Greek
5. B Augustus
6. D all of these
7. C Silver
8. D Mediterranean Sea
9. D all of the above are correct
10. A Both a and b are correct and b is the correct explanation of A

11. A Nuclear family
12. A Augustine
13. D husbands were subject to domination by their wife.
14. D All the three ABC are correct.
15. A Both a and b are correct and b is the correct explanation of
16. B Byzantium
17. B Constantine
18. A type of container
19. C Princeps
20. D Farmers
21. A Aqueducts

Short Answer Questions

Concise questions needing brief responses.

22. “The Roman historians have a rich collection of the sources” justify the statement.

Ans: The major sources of Roman history can be broadly divided into three groups:

(i) Texts (ii) Documents (iii) Material remains.

(i) Texts: Letters, speeches, sermons, laws, histories of the period written by contemporaries, etc., are included in it.

(ii) Documents: Inscriptions and papyri are included in it. Inscriptions were generally cut on stone which is why they have survived even till today. A large number of inscriptions have survived in both Greek and Latin. Thousands of contracts, letters, accounts and official documents have survived on papyrus which was a reed like plant and whose leaves were used for writing.

(iii) Material remains: A number of items are

Included in material remains. They are mainly discovered by archaeologists. These include monuments, buildings, other kinds of structures, coins, pottery, mosaics, entire landscapes, etc. Each of these remains give us specific information about the Roman past.

OR

“Iran Sasanian dynasty and German origin tribes were the main danger for the Roman Empire” explain the statements

Ans: (I) In 225 C.E., a new and more aggressive dynasty emerged in Iran. People of this dynasty called themselves the 'Sasanians'. They expanded very quickly towards the Euphrates within just 15 years.

A famous rock inscription, written in three languages, have been found in which the Iranian ruler, Shapur I, claimed that he destroyed a Roman army of 60,000. He also claimed to capture the eastern capital of Antioch.

(ii) Meanwhile, a number of Germanic tribes (the Alamanni, the Franks and the Goths) started moving towards the Rhine and Danube Rivers frontiers. The whole period from 233 to 280 C.E. Roman Empire saw repeated attacks over provinces stretched from the Black Sea to the Alps and southern Germany.

Due to these invasions, the Romans were forced to abandon most of their territory beyond the river Danube.

(iii) The emperors of this era had to remain constantly in the fields against the barbarians (German tribes).

(iv) The quick succession of emperors in the 3rd century is a definite example of the strains faced by the empire during this period.

23. Write a note on the women condition in the family and the society in Roman empire.

Ans.: (i) Marriage System. Till the first century BCE, the wife did not transfer her property to her husband. She retained the complete rights in the natal family's property.

ii During the duration of marriage, woman's dowry definitely went over to her husband. The woman, even after her marriage, remained a primary heir of her father.

iii She even became the owner of property after her father's death. In this way Roman women had enough legal rights in managing and owning property.

Divorce was quite easy in those days. It required only a notion of intent to break the marriage either by husband or wife. Males used to marry in their late twenties or in early thirties.

Women used to marry in the late teens or early twenties. That is why there was a gap between age of the both. Generally arranged marriages were there.

Male-dominated Families. Families were male-dominated. Generally, women were dominated by their husbands. They used to beat their wives. Except this, there was a substantial legal control of fathers over their children-sometimes to a shocking degree.

For example, they had legal power of disposing off their unwanted children. They even sometimes left them in the cold to die.

24. Which kind of changes adopted by Emperor Diocletian?

Ans: 1. Late antiquity' is the term now used to describe the final, fascinating period in the evolution and break-up of the Roman Empire and refers broadly to the fourth to seventh centuries.

ii) The fourth century itself was one of considerable ferment, both cultural and economic. At the cultural level, the period saw momentous developments in religious life,

iii In the structure of the state that began with the emperor Diocletian (284- 305CE), and it may be best to start with these.

iv. The emperor Diocletian reorganized the boundaries of provinces

Constructed the Forts on the boundaries of empire

Separate the civil work from military.

25. "The innovation adopted by the emperor Constantine" mention the features.

Ans: I) Constantine consolidated some of these changes and added others of his own. His chief innovations were in the monetary sphere, where he introduced a new denomination,

ii) The solidus, a coin of 4½ gm of pure gold that would in circulation up to last the Roman Empire itself.

iii) Solidus was minted on a very large scale and their circulation ran into millions. The other area of innovation was the creation of a second capital at Constantinople (at the site of

modern Istanbul in Turkey, and previously called Byzantium), surrounded on three sides by the sea.

iv) As the new capital required a new senate, the fourth century was a period of rapid expansion of the governing classes. Monetary stability and an expanding population stimulated economic growth, and the archaeological record shows considerable investment in rural establishments.

iv) Including industrial installations like oil presses and glass factories, in newer technologies such as screw presses and multiple water-mills, and in a revival of the long-distance trade with the East.

26. The traditional religious culture of the classical world both Greek and the Roman Empire were polytheist. Explain.

Ans:.

i) The traditional religious culture of the classical world, both Greek and Roman, had been polytheist. That is. It involved a multiplicity of cults that included both Roman/Italian gods like Jupiter, Juno, Minerva and Mars, as well as numerous Greek and eastern deities worshipped in thousands of temples, shrines and sanctuaries throughout the empire.

ii) Polytheists had no common name or label to describe themselves. The other great religious tradition in the empire was Judaism. But Judaism was not a monolith either, and there was a great deal of diversity within the Jewish communities of late antiquity.

iii) Thus, the 'Christianization of the empire in the fourth and fifth centuries was a gradual and complex process. Polytheism did not disappear overnight, especially in the western provinces, where the Christian bishops waged a running battle against beliefs and practices they condemned more than the Christian laity did.

iv) The boundaries between religious communities were much more fluid in the fourth century than they would become thanks to the repeated efforts of religious leaders, the powerful bishops who now led the Church, to rein in their followers and enforce a more rigid set of beliefs and practices..

27. Write in brief some points that lead to the decline of the Roman Empire.

Ans:

i) The general prosperity was especially marked in the East where population was still expanding till the sixth century,

ii) Despite the impact of the plague which affected the Mediterranean in the 540s. In the West, by contrast, the empire fragmented politically as Germanic groups from the North (Goths, Vandals, Lombards, etc.) took over all the major provinces and established kingdoms that are best described as 'post-Roman'.

iii) The most important of these were that of the Visigoths in Spain, destroyed by the Arabs between 711 and 720, that of the Franks in Gaul (c.511-687) and that of the Lombards in Italy (568-774). These kingdoms foreshadowed the beginnings of a different kind of world that is usually called 'medieval'.

iv) In the East, where the empire remained united, the reign of Justinian is the high water mark of prosperity and imperial ambition. Justinian recaptured Africa from the Vandals (in

533) but his recovery of Italy (from the Ostrogoths) left that country devastated and paved the way for the Lombard invasion.

v) By the early seventh century, the war between Rome and Iran had flared up again, and the Sasanians who had ruled Iran since the third century launched a wholesale invasion of all the major eastern provinces (including Egypt).

vi) When Byzantium, as the Roman Empire was now increasingly known, recovered these provinces in the 620s, it was just a few years away, literally, from the final major blow which came, this time, from the south-east.

OR

What were the Amphorae and Dressel 20?

Ans:

I)(Liquids like wine and olive oil were transported in containers called ' Amphorae'

II)The Spanish olive oil of this period was mainly carried in a container called 'Dressel 20' (after the archaeologist who first established its form). If finds of Dressel 20 are widely scattered across sites in the Mediterranean, this suggests that Spanish olive oil circulated very widely indeed.

Long Answer Questions (Hints Provided)

Detailed questions with guided hints.

28. Who were the three main players of the Roman Empire describe about in detail about them?

Ans: The three main players in the political history of the Roman Empire were the emperor, the elite group and the army.

(i) The Emperor: The emperor was the sole ruler of the empire, but he was called the leading citizen. This was done out of respect for the Senate. It also showed that he was not the absolute ruler.

(ii) The Elite Group: The elite group stood for the Senate. It included members of the aristocracy and wealthy families. It controlled Rome in the days when it was a Republic. Emperors were judged by how they behaved towards the Senate. Emperors who were hostile to the Senate were considered the worst.

(iii) The Army: Next to the emperor and the Senate was the army. It was a professional one. Each soldier was paid a salary. The army had the power to determine the fate of emperors.

OR

Describe the main feature of the economy or economic expansion of the Roman Empire.

Ans-Variou economic activities prevailed in Rome. As a result, Rome saw a great economic expansion. Following are some of the characteristics of this expansion:

(i) Very good economic infrastructure of mines, harbors, brickyards, quarries, olive oil factories, etc., was there in the empire. Wine, wheat and olive oil were consumed in huge quantities and were traded as well. These things mainly came from the Gallic provinces, Spain, Egypt, North

Africa and most importantly Italy where very good conditions were there for these crops. Wine and olive oil were transported in containers. These containers were known as 'amphorae'.

(ii) During the years 140-160 C.E., trading of Spanish olive oil reached at its peak. The Spanish olive oil was mainly transported in a container which was known as 'Dressel-20'. Italian market of olive oil was the Roman captured by the Spanish producers. It happened only because Spanish producers supplied better quality olive oil at lower prices. In other words, we can say that the big landowners of different regions used to compete with each other to take control of the markets for the goods which they produced.

(iii) Many regions were there in the empire with exceptional fertility rate. Most densely populated and wealthiest parts of the empire were in 3rd century BCE, Campania and Sicily in Italy, the Fayum and Galilee in Egypt, Byzacium (Tunisia), Southern Gaul (called the family's Gallia Narbonensis) and Baetica (Southern Spain).

(iv) Campania was the main producer of best kinds of wine. Large quantities of wheat were exported to Rome by Sicily and Byzacium.

(v) Large expanses of Roman territory were in a much less advanced state. For example, transhumance was widespread in the countryside of Numidia (modern-day Algeria). These pastoral and semi-nomadic communities were generally on the move. They carried their oven shaped huts (called *mapalia*) with them. As Roman estates expanded in North Africa, the pastures of those communities were drastically reduced and their movements more tightly regulated.

(vi) Even in Spain, the north was much less developed, and inhabited largely by a Celtic-speaking peasantry that lived in hilltop villages called *Castella*. A very large number of gold coins were minted; the fact is that the Rome was economically a Rich state.

29. Describe about the condition of the workers was in Roman Empire in the eyes of the Columella and the Pliny's Description.

The Roman agricultural writers paid a great deal of attention to the management of labor:

(i) One of the Roman agricultural writers Columella recommended that land owners must keep a reserve stock of tools and implements, double than required, so that the production must go on.

(ii) Employers generally assumed that no work would ever get done without supervision. Therefore supervision was necessary for both slaves and free workers. Sometimes workers were grouped into gangs or smaller teams to make supervision easier.

Columella also recommended making squads of ten. He claimed that in small groups, it would be easier to tell who is working and who is not. Pliny criticized the use of slave gangs because it was the worst method of organizing production. It was so because those worked in gangs were usually chained together by their feet.

(iii) Few industrial establishments in the empire kept even tighter controls. In the Frankincense factories, a seal was put upon the aprons of the workmen. They were required to wear a mask or a net with a close mesh on their heads. They were required to take off all their clothes before leaving the premises. This process was followed in most of the workshops and factories.

OR

How was the infrastructure during the Roman empire?

Ans- The infrastructure system in ancient Rome was complex. A system of thirteen Roman aqueducts provided the inhabitants of Rome with water of varying quality, the best being reserved for potable supplies.

Water was used in public baths and in latrines. Inferior types of latrine systems have been found in many places, such as house steads, a Roman fort on Hadrian's Wall in Pompeii, Herculaneum, and elsewhere that flushed waste away with a stream of water. Romans used sea sponges on a stick and dipped in vinegar after defecation.

The Romans had a complex system of sewers covered by stones.

They recycled public bath waste water by using it as part of the flow that flushed the latrines.

Terracotta piping was used in the plumbing that carried waste water from homes. The Romans were the first to seal pipes in concrete to resist the high water pressures developed in siphons and elsewhere. They were responsible for the efficiency of the drainage and sewage systems, the cleansing and paving of the streets, prevention of foul smells, and general oversight of brothels, taverns, baths, and other water supplies. Roman rubbish was often left to collect in alleys between buildings in the poor districts of the city. It sometimes became so thick that stepping stones were needed.

The empire of Rome, especially the city itself, had a huge demand for water. The average Roman consumed over 200 gallons of water per day. Wealthy households had water supplied to their settlements unlike many poor who could not afford this. Even these people enjoyed the luxuries of Rome's public baths, fountains, and public toilets equipped with sinks.

River Tiber was the city's main water source before any aqueducts were constructed. As the population of Rome increased, however, the Romans taste for water became too much for the river to supply.

The paved roads were all constructed so they would require minimal amount of repair and provide a very smooth surface for travelling.

30. What was the policy of education in the Roman empire?

Ans- Education in the Roman empire contributed to the social mobility that characterized the earlier period of Imperial history known as the Principate.

Education was available only for those who could pay for it, since there was no state- supported system of schools with public funding.

A higher rate of literacy is indicated among military personnel than among the general population. Educated women were not unusual, and there was an expectation that upper-class girls would at least attend primary school, probably in the same classes as boys. Only an elite few, regardless of gender, went on to receive secondary education.

Modest number of slaves were educated and they played a key role in promoting education and the culture of literacy. Teachers, scribes, and secretaries were likely to be slaves. The education of slaves was not discouraged, and slave-children might attend classes with the children of their masters. Book stores were already well-established in Rome by the beginning of the Imperial period, and are found also in urban centers of the provinces.

Books were expensive, but by the later period, popular genres of literature indicated reading for pleasure among non-elites. Emperor sponsored libraries that were to some extent public, and a wealthy individual might donate a library for a community, or accumulate impressive private collections to

which in-house scholars might be attached. Literacy is thought to have declined in late antiquity during the transition away from the classical institutions and practices that supported it

OR

How was economic scenario of the Roman empire?

Answer: The Roman economy was underdeveloped and underachieved, as subsistence agriculture, urban centers that consumed more than they produced in terms of trade and industry, low status artisans, slowly developing technology, and lack of economic rationality.

Some cities were known for particular industries or commercial activities, and the scale of building in urban areas indicates a significant construction industry. Papyri preserve complex accounting methods that suggest elements of economic rationalism and the Empire was highly monetized. Although the means of communication and transport were limited in antiquity, transportation in the 1st and 2nd centuries expanded greatly, and trade routes connected regional economies.

Economic dynamism opened up one of the avenues of social mobility in the Roman empire. Social advancement was thus not dependent solely on birth, patronage, good luck, or even extraordinary ability. Although aristocratic values permeated traditional elite society, a strong tendency toward plutocracy is indicated by the wealth requirements for census rank. Prestige could be obtained through investing one's wealth in ways that advertised it appropriately: grand country estates or town houses, durable luxury items such as jewels and silver ware, public entertainments, funerary monuments for family members or co-workers, and religious dedication such as altars. Guilds and corporations provided support for individuals to succeed through networking, sharing sound business practices, and willingness to work.

Source-Based Questions

Passage-based analytical questions.

31. Read the following source carefully and answer the questions that follow: 1+1+2=4

Doctor Galen how Roman cities did the countryside's

The famine prevalent for many successive years in many provinces has clearly displayed for men of any understanding the effect of malnutrition's in generating illness. City jewelers as it was the custom to collect and store enough grain for the hole of the next year immediately after the harvest carried of all the beat Barley beans and lentils and left to the peasant where is kind of pulse after taking quietly large proportion of these to the city after consuming what was left in the course of the winter the country people had to resolved to unhealthy foods in the spring they eat twins and shots of tree and buses and bulbs and roots of the in edible plants.....'

Galen, on good and bad diet.

- i) What was the reason of generating the illness among the population?
- ii) What was the custom in the city regarding the harvest?
- iii) How the country people had to resort themselves after consuming in the course of the winter?

Ans i) The famine prevalent for many successive years in many provinces has clearly displayed for men of any understanding the effect of malnutrition's in generating illness.

- ii) City dwellers as it was the custom to collect and store enough grain for the whole of the next year immediately after the harvest carried of all the beat Barley beans and lentils
- iii) The winter the country people had to resolved to unhealthy foods in the spring they eat twins and shots of tree and bushes and Bulbs and roots of the in edible plants.

32. Read the following source carefully and answer the questions that follow :

ON THE TREATMENT OF SLAVES

Soon afterwards the city prefect Lucius Pedanius Secundus, was murdered by one office slaves after the murder ancient custom required that every slaves residing under the same roof must be executed. But a crowd gathered eager to save so many innocent life and rioting began .The senate house was besieged. Inside there was feeling against excessive severity, but the majority opposed any changes [the senators] favoring execution prevailed. However great crowds ready with stones and torches prevented the order from being carried out with them. Nero rebuked the population by addict, and lined with troops the whole route along which those condemned world taken for executions.'

Tacitus (55-117CE), historian of the early Empire.

- i) Who was murdered and by whom?
- ii) What was the ancient custom in response of the murder punishment regarding the slaves?
- iii) Why the crowd was gathered and what the crowd doing had done and writes about Nero's decisions in the last.

Ans : i) Lucius Pedanius Secundus, was murdered by one office slaves.
 ii) Ancient custom required that every slaves residing under the same roof must be executed.
 iii) A crowd gathered eager to save so many innocent life and rioting began .The senate house was besieged. Inside there was feeling against excessive severity, but the majority opposed any changes

33. Read the following source/case study carefully and answer the questions that follow :

A major difference between the two superpowers and their respective empires was that the Roman Empire was culturally much more diverse than that of Iran. The Parthians and later the Sasanians, the dynasties that ruled Iran in this period, ruled over a population that was largely Iranian. The Roman Empire, by contrast, was a mosaic of territories and cultures that were chiefly bound together by a common system of government. Many languages were spoken in the empire, but for the purposes of administration Latin and Greek were the most widely used, indeed the only languages.

The upper classes of the east spoke and wrote in Greek, those of the west in Latin, and the boundary between these broad language areas ran somewhere across the middle of the Mediterranean, between the African provinces of Tripolitania (which was Latin speaking) and Cyrenaica (Greek- speaking). All those who lived in the empire were subjects of a single ruler, the emperor, regardless of where they lived and what language they spoke.

- i) empire has diverse population.

- (A) Roman empire
- (B) Iranian Empire
- (C) Both
- (D) None

Ans-A

- ii) The upper class of the east in Roman empire spoke and write in-

- (A) Latin
- (B) Greek
- (C) Persian
- (D) Both Greek and Latin

Ans-B

iii)..... dynasties who ruled over Iran during this period (3rd CE).

- (A) Parthians
- (B) Sasanians
- (C) Persian
- (D) Both Parthians and Sasanians

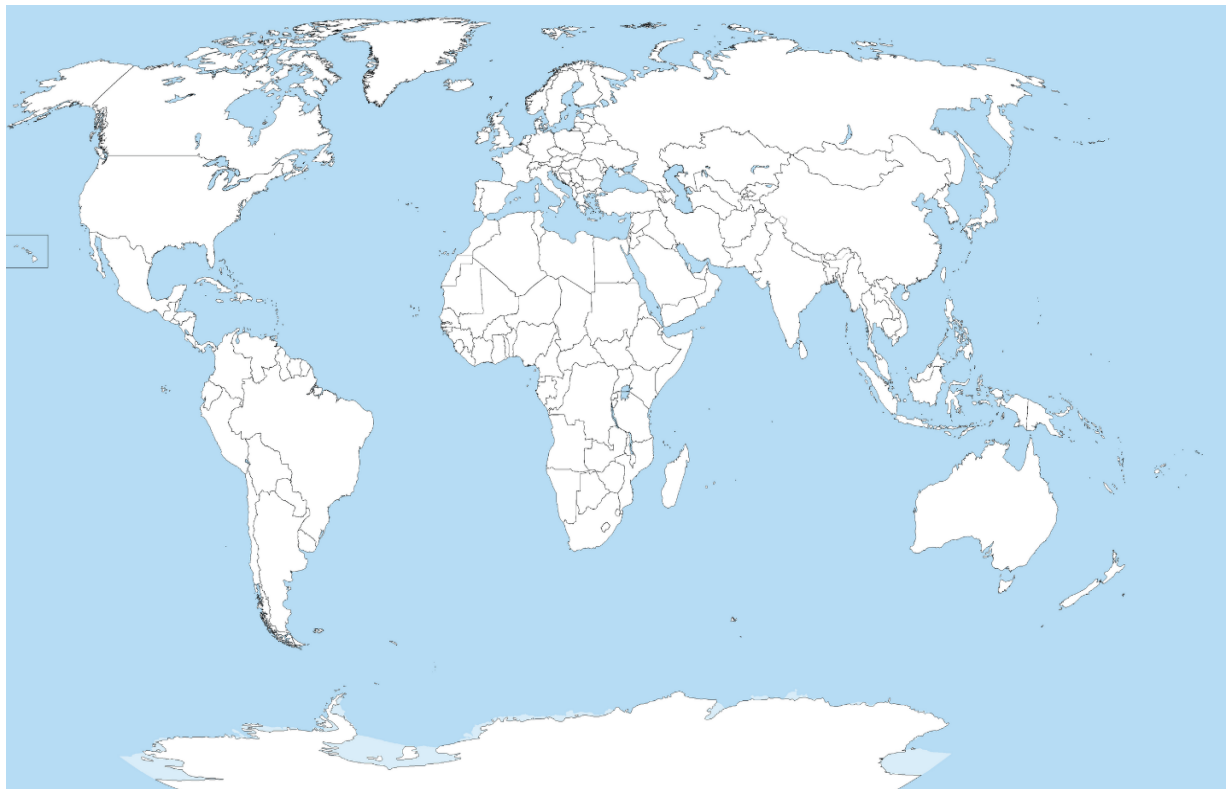
Ans-D

Map-Based Activities

Historical map tasks.

34. On outline map of world or west Asia show the following:

- 1 Mediterranean Sea
- 2 Black sea
- 3 Red sea
- 3 Persian Gulf
- 4 Constantinople
- 5 Antioch





UNSOLVED QUESTIONS

- 1 A) Statement ---A whole series of dependent kingdoms were absorbed into Roman provincial territory
 B) Reason ---Some of the dependent kingdoms were exceeding wealthy for example around Kingdom
 A Both a and b are correct and b is the correct explanation of A
 B Only a correct
 C Only b correct
 D Both a and b are correct but b is not the correct explanation of A

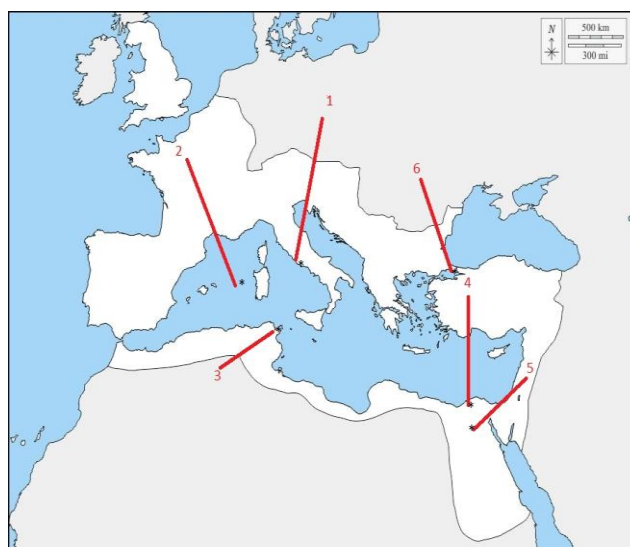
- 2 The regime established by Augustus was called?
 A Senate
 B principate
 C Denarius
 D Augustine

- 3 Which is not comes under three key players of Roman empire?
 A the emperor
 B senate
 C traders
 D Army

- 4 Which is not include under Roman Gods ?
 - A Mars
 - B Jupiter
 - C Juno
 - D Fobos
- 5 Solidus, a Gold coin introduced by -----
 - A Trajan
 - B Augustus
 - C Julius Caesar
 - D Constantine
- 6 Briefly discusses the sources which help reconstruct Roman history.
- 7 Why 3rd century is considered crisis for Roman Empire?
- 8 How was the Economic condition in the Early Roman Empire?
- 9 What were the status of women in Roman society?
- 10 Briefly discuss the causes for the decline of the Roman Empire?
- 11 'The age of Augustus is regarded as the golden period of the Roman Empire'. give regions.
- 12 What do you mean by 'Late Antiquity'? Describe the important changes came in Roman Empire during this period.

MAP-SKILLS

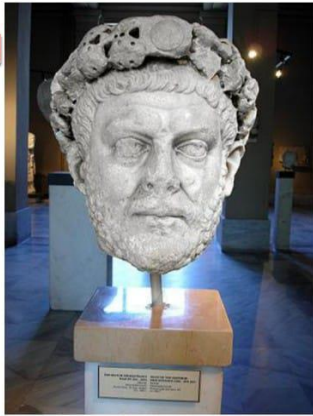
- 12 On the given map mark or identify the followings-(1 to 6)



FAMOUS RULERS OF ROMAN EMPIRE

Find Details about these rulers

DIOCLETIAN



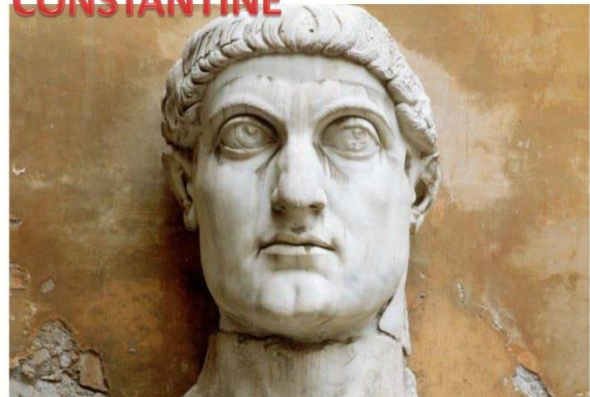
Augustus Caesar



Tiberius: AD 14-37, adopted son of Augustus.



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THEME 3

NOMADIC EMPIRES



Learning Objectives

Simple and clear learning targets for students.

1. **To understand** the **social and political structures** of the **Mongols** and how these were shaped by their **nomadic lifestyle**.
2. **To examine** how **Genghis Khan** unified the **Mongol tribes** and transformed a **tribal confederacy** into a **powerful empire**.
3. **To explore** the **military strategies** and **technological innovations** that contributed to the Mongols' **expansion and conquests**.
4. **To evaluate** the Mongols' **administrative systems**, including their **taxation, postal networks, and military organization**.
5. **To analyse** the **relationship** between **nomadic and sedentary societies**, and the **impact** of the Mongol conquests on **agrarian civilizations**.
6. **To assess** the role of **religious tolerance** and **multicultural governance** in sustaining the Mongol transcontinental empire.
7. **To trace** the **historical legacy** of the **Yasa** and how it evolved as a tool of **imperial legitimacy** and **identity formation**.
8. **To reflect** on the **historiographical challenges** in studying **nomadic empires**, especially due to **biased sedentary sources** and **linguistic barriers**.
9. **To assess** the **place of Genghis Khan** in the history of Mongolia and in the world history.

Relevance of the theme in our present-day context:

- **To examine** how perceptions shaped by **biased historical narratives** impact our understanding of cultures, stressing the need for **critical thinking and multiple perspectives** in today's information age.

- To understand how **adaptability and innovation** enabled the Mongols to govern vast, diverse territories — skills still vital today in managing **global teams and multicultural workplaces**.
- To explore how the Mongol Empire's creation of a **communication and trade network (like the Silk Route)** mirrors modern efforts to build **interconnected global economies and infrastructure**.
- To recognize how the Mongols' **multi-ethnic, multi-religious governance** laid early examples of **inclusivity and tolerance**, helping us reflect on **pluralism in modern societies**.

Snapshot of the Chapter

Brief summary of the chapter.

1. Introduction to Nomadic Empires

- **Nomadic empires** may seem contradictory as nomads are **mobile** and empires are usually **territorial and administratively structured**.
- The **Mongols**, despite being nomads, created a **vast empire** across **Eurasia** in the 13th and 14th centuries.
- The **Mongol Empire** was formed under the leadership of **Genghis Khan**.

2. Sources of History

- Mongols left **few written records**; most information comes from **travelogues, chronicles, and administrative documents**.
- Accounts were often **biased**, portraying Mongols as **barbaric**.
- Important historical works came from:
 - **Juwaini, Rashiduddin** (Persian)
 - **Marco Polo** (Venetian)
 - **Russian and Chinese** records
- **The Secret History of the Mongols** is a vital Mongolian source.

3. Social and Political Background

- Mongols were **pastoralists** and **hunter-gatherers** living in **Central Asia**, especially **Mongolia**.
- Society was **patrilineal**, with **lineages** determining power and wealth.
- Harsh geography and limited resources led to **conflicts** and **alliances** among clans.
- Trade with **China** was crucial for **agricultural** and **iron** goods in exchange for **horses, furs**, and different **games** were popular among them.



4. Rise of Genghis Khan

- Born **Temujin** around **1162 CE** near the **Onon River**.
- United Mongol tribes and was proclaimed '**Genghis Khan**' in **1206 CE**
- Known for **strategic brilliance, military innovation, and political vision**.
- Early campaigns included:
 - **China (Hsi Hsia, Chin)** – Peking sacked in **1215 CE**

- **Central Asia (Khwarazm, Bukhara, Nishapur, Herat)**
- Destruction was massive – e.g., **Nishapur: 1.7 million** killed (exaggerated figures).

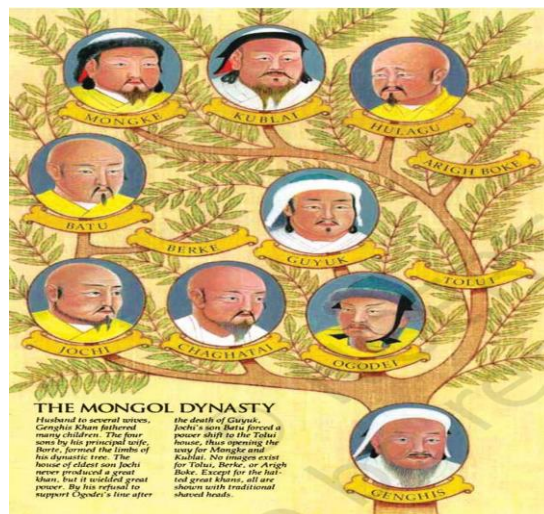
5. Military and Administrative Organisation

Military Innovations

- Army structured into **decimal units: 10s, 100s, 1000s, 10,000s (tuman)**.
- **Tribal identities broken** and new units formed.
- Used **siege engines, naphtha bombs, winter campaigns** over frozen rivers.
- Highly **mobile cavalry** and expert archers.

Administration

- Empire divided among his **four sons (ulus): Jochi, Chaghatai, Ogodei, Toluy**.



- Regular **quriltai** (assembly) to decide campaigns, succession, and governance.
- **Courier system (yam)** with outposts and fresh mounts.
- Funded by **qubcur tax** – a **tenth of livestock**.

6. Impact of Conquests

- Massive **destruction**: cities razed, **trade disrupted, canals ruined** (qanats).
- **Ecological degradation** in **Khurasan**.
- **Silk Route revived** under **Pax Mongolica** – trade flourished between **Europe** and **China**.

7. The Mongols After Genghis Khan

Expansion Phases

- **1236–1242 CE** : Russia, Poland, Hungary.
- **1255–1300 CE** : China, Iran, Iraq, Syria.

Internal Conflicts

- Power struggles between **Jochi, Ogodei, Toluy** lineages.

- **Toluyids** dominated – founded **Yuan dynasty (China)** and **Il-Khanid dynasty (Iran)**.
- Expansion in the **West halted** after defeats and internal rivalries.

8. Promotion of agriculture and Governance

- Mongol rulers began to **adapt to local cultures**.
- **Qubilai Khan** and **Ghazan Khan** supported **agriculture** and **city life**.
- Civil administrators from **China, Persia**, and other regions helped in governance.

9. The Yasa (1206 CE) (Law of Genghis Khan)

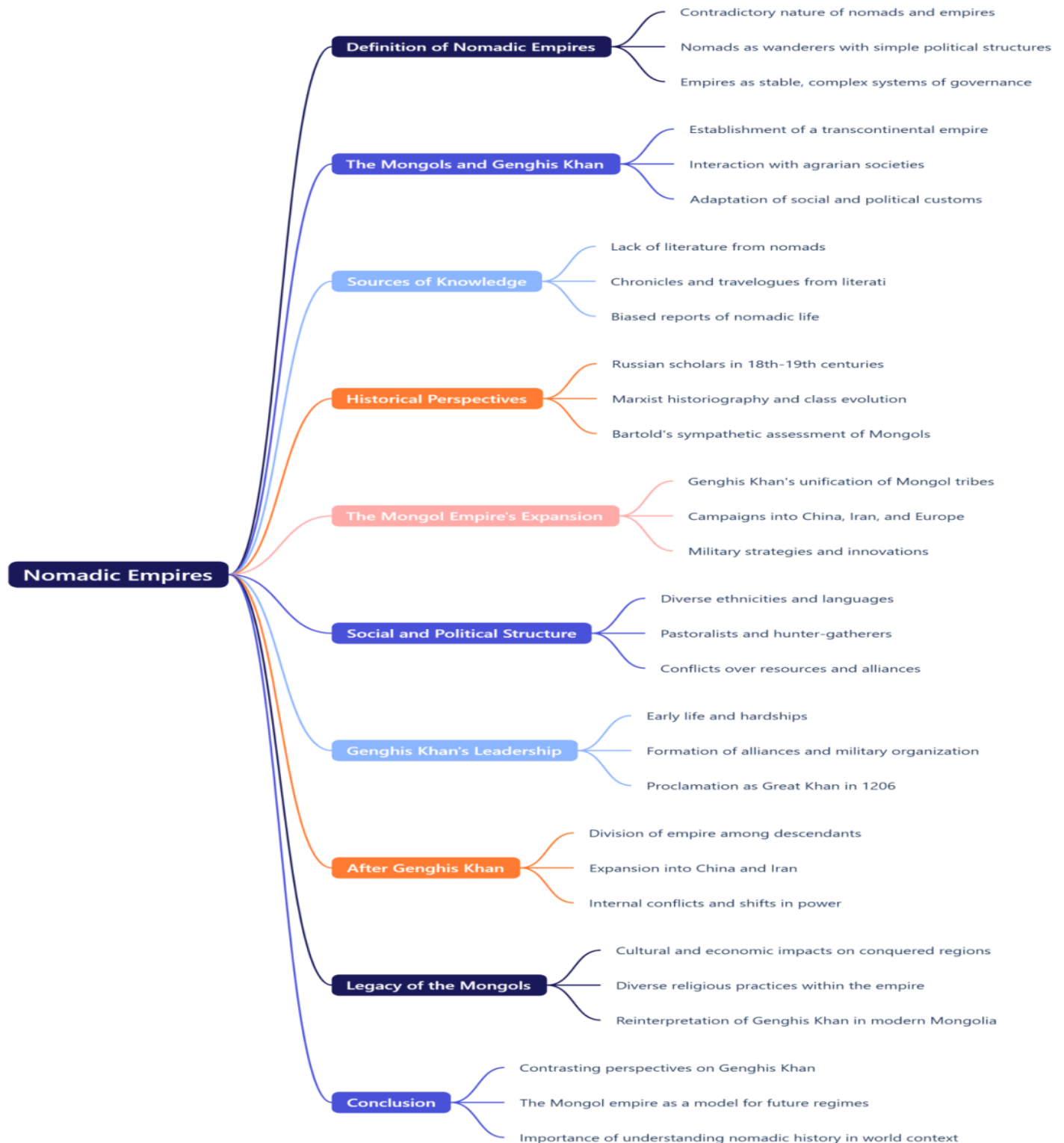
- Initially meant **customary law**; later became a **sacred code**.
- Used to **preserve Mongol identity** and claim **divine legitimacy**.
- Used to **unite diverse populations** under a single legal framework.

10. Legacy and Conclusion

- Genghis Khan remains a **controversial figure**:
 - Seen as a **destroyer** by sedentary societies.
 - Seen as a **hero and unifier** by Mongols.
- The Mongol Empire was a **multi-ethnic, multi-religious, multi-lingual** regime.
- Inspired future empires like the **Mughals**.
- Today, **Genghis Khan** is a **national icon** in **Mongolia**.

Mind Map / Concept Map

Visual representation of key concepts.



Monica
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MCQs & Objective Questions

Multiple-choice and objective-type questions.

- 1 Mongols lived in tents called -
 - A Selenga
 - B Gers
 - C Steppe
 - D Borjigid
- 2 The grandson of Genghis khan who warned the French ruler Louis IX was -
 - A Mongke
 - B Batu
 - C Jochi
 - D Ogodei
- 3 The assembly of the Mongol chieftains were called -
 - A Kiyat
 - B Quriltai
 - C Kereyits
 - D Naiman
- 4 The Mongol empire's military tactics were largely based on:
 - A heavy military
 - B archery and mobility
 - C naval warfare
 - D planned warfare
- 5 “Town should be laid waste in such a manner that the site could be ploughed upon and that in the exaction of vengeance [for the death of the prince] not even cats and dogs should be left alive”. For which town, Genghis Khan remarked it -
 - A Bukhara
 - B Samarkand
 - C Nishapur
 - D Herat

6 Two statements as Assertion (A) and Reason (R) are given below. Read them carefully and choose the correct option :

Assertion (A): At the banks of the Indus, Genghis Khan considered returning to Mongolia through North India and Assam.

Reason (R): The heat, the natural habitat and the ill portents reported by his Shaman soothsayer made him change his mind.

Options :

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

7 Two statements as Assertion (A) and Reason (R) are given below. Read them carefully and choose the correct option :

Assertion (A): The conflict between the Jochid and Toluyid descendants along the Russian-Iranian frontier were increased.

Reason (R): It diverted the Jochids away from further Chinese campaigns.

Options :

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

8 Two statements as Assertion (A) and Reason (R) are given below. Read them carefully and choose the correct option :

Assertion (A): Many thirteenth-century residents of towns in China, Iran and eastern Europe looked at the hordes from the steppes with fear and distaste.

Reason (R): Mongol dominion in the thirteenth century contained the diverse body of people and faiths.

Options :

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

9 Two statements as Assertion (A) and Reason (R) are given below. Read them carefully and choose the correct option :

Assertion (A): 'Quriltai ', the code of law that Genghis Khan was supposed to have promulgated at the Yasa of 1206 CE .

Reason (R): In its earliest formulation the term was written as yasa which meant 'law', 'decree' or 'order'.

Options :

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

10 Two statements as Assertion (A) and Reason (R) are given below. Read them carefully and choose the correct option :

Assertion (A): Genghis Khan's grandson, Qubilai Khan (d. 1294 CE), appeared as the protector of the peasants and the cities.

Reason (R): Mongol ruler of Iran, Ghazan Khan (d. 1304 CE), a descendant of Genghis Khan's youngest son Toluy, continued this tradition.

Options :

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

11 Match Column I with Column II and choose the correct option from the following:

Column I

(Related word)

1. Quriltai
2. Pax Mongolica
3. Yam
4. Qubcur

Options :

- A 1-(i), 2-(ii), 3-(iii), 4-(iv)
- B 1-(iii), 2-(ii), 3-(iv), 4-(i)
- C 1-(ii), 2-(iii), 3-(iv), 4-(i)
- D 1-(iv), 2-(ii), 3-(iii), 4-(i)

Column II

(Related meaning)

- (i) One tenth of the herd as tax
- (ii) Mongol peace
- (iii) An assembly of Mongol chieftains
- (iv) Courier system

12 Match Column I with Column II and choose the correct option from the following:

Column I

(Related word)

1. Tama
2. Ulus
3. Anda
4. Tuman

Options :

- A 1-(i), 2-(ii), 3-(iii), 4-(iv)
- B 1-(iii), 2-(ii), 3-(iv), 4-(i)
- C 1-(ii), 2-(iii), 3-(iv), 4-(i)
- D 1-(iv), 2-(ii), 3-(iii), 4-(i)

Column II

(Related meaning)

- (i) 10,000 soldiers
- (ii) Not a fixed territories
- (iii) Blood-brothers
- (iv) Military contingents

13 Which is the column, correctly matched from the following:

Column I

- A Death of Genghis Khan
- B Recognition as Universal Khan

Column II

- (i) 1228 CE
- (ii) 1206 CE

- C Attila (iii) 455 CE
- D Peking was won (iv) 1215 CE

14 Which is the column, incorrectly matched from the following:

	Column I	Column II
A	Sultan Muhammad	(i) The ruler of Khwarazm
B	Attila	(ii) Naphtha bombardment
C	Jochi	(iii) The eldest son of Genghis Khan
D	Karakorum	(iv) The heart of the new empire

15 Match Column I with Column II and choose the correct option from the following:

	Column I	Column II
	(Related word)	(Related meaning)
1.	Qubilai Khan	(i) 1921 CE
2.	Marco Polo	(ii) Genghis Khan's grandson
3.	Qanats	(iii) Venetian traveller
4.	Republic of Mongolia	(iv) Canals

Options :

- A 1-(i), 2-(ii), 3-(iii), 4-(iv)
- B 1-(iii), 2-(ii), 3-(iv), 4-(i)
- C 1-(ii), 2-(iii), 3-(iv), 4-(i)
- D 1-(iv), 2-(ii), 3-(iii), 4-(i)

16 Which statement is correct regarding Mongol empire -

- A China was not a dream for Mongols.
- B Genghis Khan had three sons.
- C A few able-bodied, adult males of the tribe bore arms.
- D The rights of the old clan chieftains were preserved by Genghis Khan.

17 Which of the following statements regarding Yasa are correct? Choose the correct option:

- I. Yasa, the code of law.

II. David Ayalon has done recent work on the yasa.

III. It was promulgated at Nishapur.

IV. Genghis Khan was supposed to have promulgated it.

Options:

- A I, II and III
- B II, III and IV
- C I, III and IV
- D I, II and IV

18 Suppose you and your friends are planning to visit a place in the Mongol empire of that time. You have read about the following features of that place -

“The second son of Genghis Khan, Chaghatai, was given this land to the north of the Pamir mountains and adjacent to those of his brother.”

Now find out the exact place from the given options -

- A Russian steppes
- B Transoxianian steppe
- C Mongolian steppes
- D European steppes

19 The following picture shows the natural terrain. Identify this terrain correctly from the given options:



- A Onon river plain in flood
- B Selenga river plain in flood
- C Volga river plain in flood
- D Amu river plain in flood

20 The following picture shows a long human made structure. Identify this structure correctly from the given options:



- A The Great Wall of Mongolia
- B The Great Wall of China
- C The Great Wall of Russia
- D The Great Mountains of China

Note: Following question is for Visually Impaired Candidates in lieu of Q. No. 20

Which is the longest human made structure:

- A The Great Wall of Mongolia
- B The Great Wall of China
- C The Great Wall of Russia
- D The Great Coral Reef of China

21 Identify the personality of Mongol empire with the help of the following information:

→ She raised Temujin with great hardships with his brothers.
→ She was the wife of Yesugei, the chieftain of the Kiyat tribe.

- A Borte
- B Oelun-eke
- C Boghurchu
- D Jamuqa

Answers of MCQs

1. B Gers
2. A Mongke
3. B Quriltai
4. B archery and mobility
5. C Nishapur
6. A Both Assertion (A) and Reason (R) are correct and Reason (R) is the correct explanation of the Assertion (A).
7. C Assertion (A) is correct, but Reason (R) is incorrect.
8. B Both Assertion (A) and Reason (R) are correct, but Reason (R) is not the correct explanation of the Assertion (A).
9. D Assertion (A) is incorrect, but Reason (R) is correct.
10. A Both Assertion (A) and Reason (R) are correct and Reason (R) is the correct explanation of the Assertion (A).
11. B 1-(iii), 2-(ii), 3-(iv), 4-(i)
12. D 1-(iv), 2-(ii), 3-(iii), 4-(i)
13. 2. Recognition as Universal Khan - (ii) 1206 CE
14. 2. Attila - (ii) Naphtha bombardment
15. C 1-(ii), 2-(iii), 3-(iv), 4-(i)
16. A China was not a dream for Mongols.
17. D I, II and IV
18. B Transoxianian steppe
19. A Onon river plain in flood
20. B The Great Wall of China
21. B Oelun-eke

Short Answer Questions

Concise questions needing brief responses.

22 Explain about the social and geographical features of Mongolia before Genghis Khan.

Answer 1. Followings were the social and geographical conditions in Mongolia before Genghis Khan-

- The Mongols were a diverse body of people. They were linked by similarities of language.
- In the **east** there were **Tatars, Khitan and Manchus** tribes.,
- In the **west** **Turkic** tribes lived.
- Some of the Mongols were pastoralists while others were hunter-gatherers. The Pastoralists tended horses, sheep and, to a lesser extent, cattle, goats and camels.
- They travelled in the steppes (grass lands) of Central Asia.
- In the **west** of Mongolia there were snow-capped **Altai mountains**. In this area, myriad springs (many fountains) from the melting snows of the hills, flow.
- In the **south** the arid **Gobi desert** is there. **Onon and Selenga** rivers flow in this desert.
- To **the north of the pastoralists** in the **Siberian forests**, the hunter-gatherers resided. There were extremes of temperature in this entire region with harsh and **long winters**.
- Agriculture was possible in the grasslands but the Mongols did **not take to farming**. As a result the region possessed **no cities**.
- The Mongols lived in tents, **gers**, and travelled with their herds from their winter to summer pasture lands.

Thus we can see the lives of Mongols were very hard and struggling in many aspects.

(Your other relevant points and ideas may be included in this answer in your own language.)

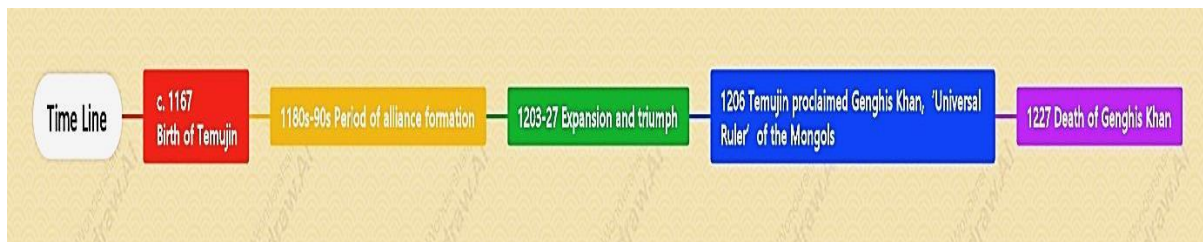
23 How will you describe about the early life of Genghis Khan?

Answer 2. Genghis Khan was a very powerful ruler who established **the greatest empire** in the world. We can describe about his early life under the following points –

- Genghis Khan was **born** around **1162** CE near the **Onon river** in the **north** of Mongolia.
- His childhood name was **Temujin**.

- He was the son of **Yesugei**, who was the chieftain of the **Kiyat** people (a group of the **Borjigid clan**). His father was **murdered** at an early age.
- His mother, **Oelun-eke**, raised Temujin, his brothers and step-brothers in great hardship.
- Temujin was captured and **enslaved** in later years. Soon after his marriage, his **wife, Borte**, was also **kidnapped**, and he had to fight to recover her.
- During these years he also managed to make important **friends**. The young **Boghurchu** was his first ally and remained a trusted friend.
- **Jamuqa**, his blood brother (**Anda**), became his another friend.
- Temujin also made strong relations with **Tughril Khan or Ong Khan** who was the ruler of the **Kereyits tribe** and his father's old blood-brother.
- As an ally of Ong Khan he **defeated** his powerful **enemy** like **Jamuqa**, who had once been his old friend.
- After defeating Jamuqa he felt confident and defeated the powerful **Tatar** tribe (his father's assassins), the **Kereyit** tribe, **Naiman** tribe and **Ong Khan** himself in 1203.
- Finally in **1206**, the assembly of Mongol chieftains (**Quriltai**) proclaimed him as the '**Great Khan (Qa'an)** of the Mongols' with the title 'Genghis Khan' whose meaning was the '**Oceanic Khan**' or '**Universal Ruler**'.

Thus we can see Temujin struggled hard to establish himself as the 'Genghis Khan'.



(Your other relevant points and ideas may be included in this answer in your own language.)

24 Genghis Khan's approach to assign "ulus" to his four sons, which types of long-term challenges or conflicts do you think this system might have created for the Mongol Empire?

Answer 3. Following long-term challenges or conflicts would be appeared when Genghis Khan's assigned "ulus" to his four sons-

Potential Long-Term Challenges/Conflicts:

- o **Boundary Disputes:** Without fixed borders, sons and their descendants could constantly argue over territory as new lands were conquered or as existing ones were settled.
- o **Power Struggles:** The idea of shared rule and collective decision-making (quriltai) might have become difficult to maintain as each son's ulus grew in power and influence, leading to competition for overall leadership.

- **Weakening Central Authority:** If individual ulus became too independent due to their expanding territories, the Great Khan's authority could weaken, making it harder to coordinate large-scale campaigns or maintain a unified vision.
- **Succession Crises:** The fluidity of power and territory could have complicated future successions, as each ulus might have had its own preferred candidate for Great Khan, leading to internal wars.



25 Why was trade so significant to the Mongols?

Answer . **Trade** was essential for the Mongols as their **pastoral economy** could not support dense populations or provide necessary goods.

- They exchanged **horses, furs, and game** with settled societies like China for **agricultural produce and metal utensils**.
- This exchange was often marked by **conflict and negotiation**, with trade sometimes replaced by **plunder**.
- Trade also brought **cultural interactions**, leading to a more **sophisticated Mongol administration** over time.
- Under Mongol rule, the **Silk Route flourished**, leading to what is called **Pax Mongolica**, a period of peace that enhanced **commerce and communication**.

26 How did the Mongol rulers balance their nomadic heritage with the demands of governing sedentary societies? (HOTS)

Answer 5. Mongol rulers balance their nomadic heritage with the demands of governing sedentary societies for the following reasons -

- **Adaptation and innovation:** While the Mongols had a **nomadic background**, they adopted **bureaucratic systems** from China and Persia.
- **Cultural pluralism:** They respected and recruited from **varied religious and ethnic groups**—Buddhists, Muslims, and Christians—into administration.
- **Economic policies:** Over time, rulers like **Ghazan Khan** advised against plundering and promoted **agricultural stability**.
- **Legal continuity:** The **yasa** helped preserve Mongol identity while allowing flexibility in governance.
- **Urban engagement:** Capital cities like **Karakorum** became centres of administration and **intercultural exchange**, showing a shift from purely nomadic traditions.

27 How did the Mongols administer their vast empire across diverse cultures?

Answer 6. Mongols administered their vast empire across diverse cultures as follows -

- The Mongols employed **local administrators**, including **Persians and Chinese**, across their empire.
- They allowed **religious freedom** and built a **courier system (yam)** to maintain control over distant territories.
- Through the use of **paiza (travel passes)** and **baj (taxes)**, they promoted **safe trade**.
- Military campaigns were followed by **ecological and economic rebuilding**, especially under rulers like **Ghazan Khan**.
- Despite their **nomadic origins**, Mongol rulers adapted to **sedentary governance**, showing a **blend of steppe and settled traditions**.

Long Answer Questions (Hints Provided)

Detailed questions with guided hints.

28' Analyse the place of Genghis Khan in the history of Mongolia and of the world.

Answer. 1. We can analyse the place of Genghis Khan in the history of Mongolia and of the world as follows –

Genghis Khan: Two Sides of a Coin

- When we think of **Genghis Khan** today, we usually picture a **conqueror** and a **destroyer**. We imagine someone who caused the deaths of many people and ruined cities.
- Many people living in the 13th century in places like China, Iran, and Eastern Europe were **terrified** of the Mongol armies. They saw them as invaders who brought only destruction.

Genghis Khan: A Hero to Mongols

- But for the Mongols themselves, Genghis Khan was their **greatest leader ever**.
- He did many important things for them:
 - He **united** all the different Mongol tribes. Before him, they were often fighting each other.
 - He **freed them** from constant tribal wars.
 - He also **freed them from exploitation** by the Chinese, who often took advantage of them.
 - He brought them **prosperity**, meaning they became richer and lived better lives.
 - He built a **huge empire** that stretched across continents, connecting many different lands.
 - He **brought back trade routes and markets**. This made it easier for people to travel and trade, attracting famous travelers like Marco Polo from Venice.

29 *“Mongol rulers, especially Genghis Khan, took several measures to strengthen their empire and facilitate their people and army. However, their conquests also caused widespread destruction.”*

In the light of this statement, **explain the administrative measures taken by Genghis Khan and their impact on both the Mongols and the conquered regions.**

Answer . Genghis Khan was born around 1162 CE of present-day Mongolia. Named as Temujin, Assembly of Mongol chieftains (quriltai) awarded him the title ‘Great Khan of the Mongols’ (Qa’an). He established a great empire in the world.

He facilitated his people and army in the following manners-

Genghis Khan established a **rapid courier system** to connect distant regions of his empire.

Fresh mounts and dispatch riders were stationed at **regular outposts**.

Mongol nomads paid the **qubcur tax** (a **tenth of their herd**) to maintain the system.

The **yam (courier system)** was **refined** after Genghis Khan’s death and became known for its **speed** and **reliability**.

It helped the **Great Khans** monitor the **entire empire** across vast distances.

The **conquered people** felt **no affinity** with their **nomadic rulers**.

Thirteenth-century campaigns caused widespread **destructions** too:

- **Cities destroyed**
- **Agricultural lands** devastated
- **Trade** and **handicraft production** disrupted
- **Mass killings** and **enslavement**
- **All classes** suffered — from **elites** to **peasants**

Qanats (underground canals) in the **Iranian plateau** fell into **disrepair**.

Resulted in **ecological devastation**; parts of **Khurasan** never **recovered**.

Thus we can say that Mongol rulers facilitated their people and army to make their empire strong and prosperous.



(Your other relevant points and ideas may be included in this answer in your own language.)

30 Present an account of Mongol empire after the death of Genghis Khan.

Answer 3. Phases Of Mongol Expansion After Genghis Khan-

- **First Phase (1236–1242 CE):**
 - Expansion into **Russian steppes, Bulghar, Kiev, Poland, Hungary**
- **Second Phase (1255–1300 CE):**
 - Conquest of **China (1279 CE), Iran, Iraq, Syria**
 - **Empire frontier stabilised** after these campaigns

Western Expansion and Setbacks

- Early success after **1203 CE**, but decline began post-**1260s**
- **Vienna, Western Europe, and Egypt** nearly conquered
- **Retreat from Hungarian steppes**
- **Defeat by Egyptians** marked beginning of decline

Internal Politics and Power Struggles

- **Succession conflicts** among **Jochi** and **Ogodei** descendants
- Struggle for **control of Great Khan's office**
- **Toluyid branch** (descendants of **Toluy**, Genghis Khan's youngest son) rose in power

Toluyid Shift Toward the East

- Under **Mongke (Toluyid)**:
 - Campaigns intensified in **Iran (1250s)**
 - Shift in focus to **China (1260s)**
 - **Resources diverted, Western front weakened**

Decline of Western Expansion

- **Small forces** sent against **Egyptians** led to **defeat**
- **Toluyid focus** on China marked **end of Western expansion**
- **Jochid-Toluyid conflicts** on **Russian-Iranian frontier** further diverted attention

Continued Eastern Success, Internal Strife

- **China reunited** under Mongols
- Internal **turbulence among ruling family** despite peak expansion
- **Success and conflict** went hand-in-hand, limiting future progress.

Thus we see that after Genghis Khan the Mongol Empire spread in many parts of the world. But due to the conflicts and internal conflicts it could not remain long lasting.

(Your other relevant points and ideas may be included in this answer in your own language.)

Source-Based Questions

Passage-based analytical questions.

31 Read the following source carefully and answer the questions that follow :

The Capture of Bukhara

Juwaini, a late-thirteenth-century Persian chronicler of the Mongol rulers of Iran, carried an account of the capture of Bukhara in 1220. After the conquest of the city, Juwaini reported, Genghis Khan went to the festival ground where the rich residents of the city were and addressed them: 'O people know that you have committed great sins, and that the great ones among you have committed these sins. If

you ask me what proof I have for these words, I say it is because I am the punishment of God. If you had not committed great sins, God would not have sent a punishment like me upon you'... Now one man had escaped from Bukhara after its capture and had come to Khurasan. He was questioned about the fate of the city and replied: 'They came, they [mined the walls], they burnt, they slew, they plundered and they departed.'

1. In which year did Genghis Khan capture Bukhara? 1
2. According to Juwaini, what did Genghis Khan claim to be? 1
3. Why did Genghis Khan justify his attack on Bukhara as divine punishment? 2

Answers:

Answer 1. 1220 CE

Answer 2. The punishment of God

Answer 3. He believed the people of Bukhara had committed great sins and saw his invasion as a consequence of their wrongdoing.

32 Read the following source carefully and answer the questions that follow :

Estimated Extent of Mongol Destruction

All reports of Genghis Khan's campaigns agree at the vast number of people killed following the capture of cities that defied his authority. The numbers are staggering: at the capture of Nishapur in 1220, 1,747,000 people were massacred while the toll at Herat in 1222 was 1,600,000 people and at Baghdad in 1258, 800,000. Smaller towns suffered proportionately: Nasa, 70,000 dead; Baihaq district, 70,000; and at Tun in the Kuhistan province, 12,000 individuals were executed. How did medieval chroniclers arrive at such figures? Juwaini, the Persian chronicler of the Ilkhans stated that 1,300,000 people were killed in Merv. He reached the figure because it took thirteen days to count the dead and each day they counted 100,000 corpses.

1. In which year was Nishapur captured by the Mongols? 1
2. According to Juwaini, how many people were killed in Merv? 1
3. Why might the death tolls reported by medieval chroniclers be considered exaggerated or unreliable? 2

Answers:

Answer 1. 1220

Answer 2. 1,300,000

Answer 3. Because the methods of counting were unscientific, and figures were often based on estimations or symbolic numbers to emphasize devastation.

33 Read the following source carefully and answer the questions that follow :

Ghazan Khan's Speech

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

1. Which Il-Khanid ruler was the first to convert to Islam? 1
2. Who likely drafted Ghazan Khan's speech to the nomad commanders? 1
3. According to you why did Ghazan Khan warn the nomads against mistreating the peasantry? 2

Answers:

Answer 1. Ghazan Khan

Answer 2. Rashiduddin

Answer 3. According to me because harming the peasantry would threaten future food supplies and long-term stability.

Map-Based Activities

historical map tasks.

Some important Map based Locations for your better practice and learning

Some important locations from the chapter from exam point of view for your better practice (Only suggestive, practice other locations by yourself):

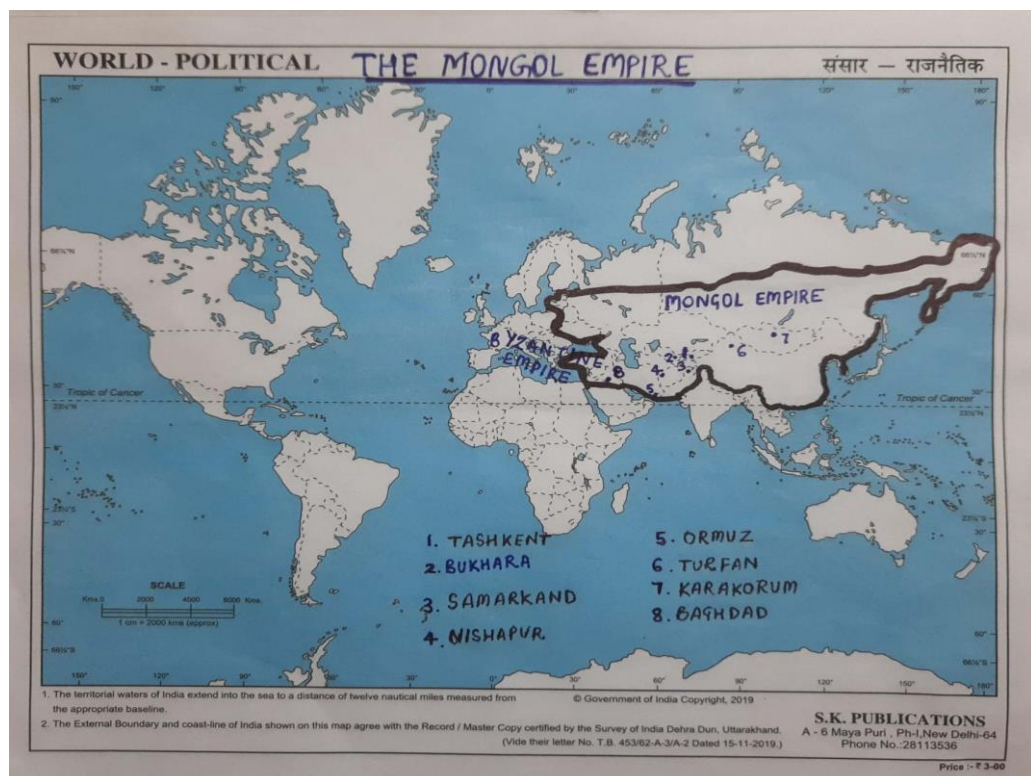
Mongolia, Karakorum, Tibet, Tashkent, Bukhara, Samarkand, Nishapur, Balkh, Herat, Baghdad, Ormuz, Persia, Moscow

MAP 1: The Mongol Empire

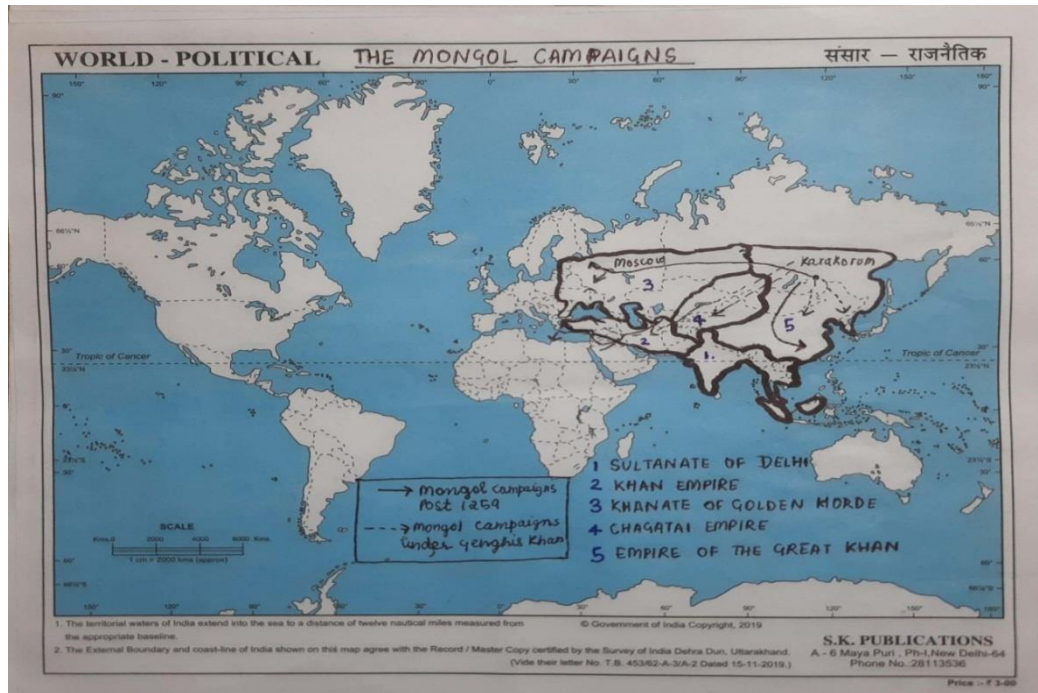


Suggestive Map Work if you have to locate these locations on world map –

MAP 1: The Mongol Empire



MAP 2: The Mongol Campaigns



You can learn these timelines for chronological order based questions .)

Some more important MCQs for your better practice and learning

- 1 Yasa was promulgated at-
 - A Quriltai
 - B Qubcur
 - C Pax Mongolica
 - D Noyan
- 2 This person was Genghis Khan's blood brother-
 - A Yesugei
 - B Ong Khan
 - C Boghurchu
 - D Jamuqa

24. Match the suitable options and give correct answer -

Column A

Column B

(i) Khitan

A Louis IX

- | | | |
|-------|--------|----------------------------|
| (ii) | Mongke | B 5th Century ruler |
| (iii) | Batu. | C Grandson of Genghis Khan |
| (iv) | Attila | D A Mongol tribe |

Options:

- A i – d ii – c iii - b iv – a
- B i– c ii – a iii - d iv – b
- C i– d ii – a iii - c iv – b
- D i – b ii – c iii – d iv – a

25. Two statements as Assertion (A) and Reason (R) are given below. Read them carefully and choose the correct option :

Assertion (A): Genghis Khan had reached at river Indus.

Reason (R): He wanted to meet Indians.

Options :

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

Some more important Short Answer Questions for your better practice

1. How and where the sons of Genghis Khan Jochi and Chaghatai extended the boundaries of Mongol empire? (Conceptual)
2. Which were the details that Persian chronicles produced in Il-Khanid Iran during the late thirteenth century?
3. Explain the advantages of horse riding and nomadic life to a tribal serving in Mongol army? (Analytical)
4. "Suppose if you were soldier's wife in Mongol army, express the concerns according to her about the future of her sons?" (HOTS Question)

Some more important Long Answer Type Questions for better practice

1. "The Mongol Empire challenged the traditional definitions of 'empire' and 'civilisation' in world history." Do you agree with this statement? Support your answer with examples from the Mongol socio-political system, military organisation, cultural interactions, and governance methods.

2. Describe the social, political, and military strategies used by Genghis Khan to unify the Mongol tribes and build a vast empire. How did these strategies contribute to the success and longevity of the Mongol Empire?

Some more important Source Based Questions for your better practice

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

Yasa

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

1. In which year did Genghis Khan address the rich residents of Bukhara? 1
2. Who reported ‘Abdullah Khan’s prayer at the festival ground in Bukhara? 1
3. Why is the chronicler’s comment linking ‘Abdullah Khan’s prayer to the yasa of Genghis Khan considered surprising?

2

Method to write a good answer –

(Whenever you write an answer, always keep in mind that first of all write a **brief introduction** of any question, if this is **not possible** then always start the answer with the **language of the question**. After this, write your answer **pointwise**. Write your answer keeping in mind the **word limit**. Write the **conclusion** at the end, as in this answer. But **do not write the words introduction and conclusion as a title**. You can **underline** important words and present flow charts, drawings or mind maps related to the answer, but **only and only if you have extra time** in the **exam**. However, **practice** all these things on your **notebook**.)

c. 1167	Birth of Temujin
1160s-70s	Years spent in slavery and struggle
1180s-90s	Period of alliance formation
1203-27	Expansion and triumph
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, Toluy
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. Establishment of the Il-Khanid state of Iran under Hulegu, younger brother of Mongke. Beginning of conflict between the Jochids and the Il-Khans

1260	Accession of Qubilai Khan as Grand Khan in Peking; conflict amongst descendants of Genghis Khan; fragmentation of Mongol realm into independent lineages – Toluy, Chaghatai and Jochi (Ogodei's lineage defeated and absorbed into the Toluyid) Toluyids: Yuan dynasty in China and Il-Khanid state in Iran; Chaghataids in steppes north of Transoxiana and 'Turkistan'; Jochid lineages in the Russian steppes, described as the 'Golden Horde' by observers
1257-67	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	Reign of Il-Khanid ruler Ghazan Khan in Iran. His conversion from Buddhism to Islam is followed gradually by other Il-Khanid chieftains
1368	End of Yuan dynasty in China
1370-1405	Rule of Timur, a Barlas Turk who claimed Genghis Khanid descent through the lineage of Chaghatai. Establishes a steppe empire that assimilates part of the dominions of Toluy (excluding China), Chaghatai and Jochi. Proclaims himself 'Guregen' – 'royal son-in-law' – and marries a princess of the Genghis Khanid lineage
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; founds the Mughal empire in India
1500	Capture of Transoxiana by Shaybani Khan, descendant of Jochi's youngest son, Shibani. Consolidates Shaybani power (Shaybanids also described as Uzbek, from whom Uzbekistan, today, gets its name) in Transoxiana and expels Babur and other Timurids from the region
1759	Manchus of China conquer Mongolia
1921	Republic of Mongolia

✿ Based on the theme, some suggestive Minimum Learning Level (MLL) questions, with hints:

🧠 Short Answer Questions (Word Limit: About 60-80 words each)

1. **Who were the Mongols and how did they live?**
(Explain where they lived, their way of life, and how they survived.)
2. **Why was Genghis Khan considered a strong leader?**
(Mention what made him powerful and how he united different Mongol tribes.)
3. **What was the 'Yasa' and why was it important for the Mongols?**
(Briefly describe what the Yasa was and its role in the Mongol Empire.)
4. **How did the Mongols use the Silk Route for trade and control?**
(Explain their use of the Silk Route and how they made travel and trade safer.)

🔥 Long Answer Questions (Word Limit: About 300-350 words each)

1. **Describe the early life of Genghis Khan and how he rose to power?**
(Include his hardships, key friendships, and steps towards becoming the leader.)
2. **Explain how the Mongol Empire grew so fast and ruled such a large area?**
(Discuss their military skills, use of horses, communication systems, and smart leadership.)
3. **How did the Mongols manage different religions and cultures in their empire?**
(Talk about their tolerance, use of different people in administration, and peaceful rule.)
4. **What was the impact of the Mongol Empire on other countries and trade?**
(Include how they linked Europe and Asia, made trade safer, and influenced future empires.)



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An interesting and interactive worksheet....just for you to attempt it.



At last...a Power Point Presentation for your easier understanding of the theme.



THEME 4 THE THREE ORDERS

Learning Objectives

Simple and clear learning targets for students.

A central objective is to understand 'the three orders' as the primary focus of the chapter. These three social categories are identified as Christian priests, landowning nobles, and peasants. Understanding the changing relationships between these groups is highlighted as crucial for comprehending European history for several centuries.

Specific Learning Outcomes

By the end of this material, you should be able to:

Describe features of early feudal society: Specifically, identify and explain two key features of early feudal society as it existed in France.

Analyze the impact of population changes: Explain how long-term changes in population levels influenced the economy and society in Europe.

Trace the evolution of knights: Understand why knights developed into a distinct social group and when their prominence began to decline.

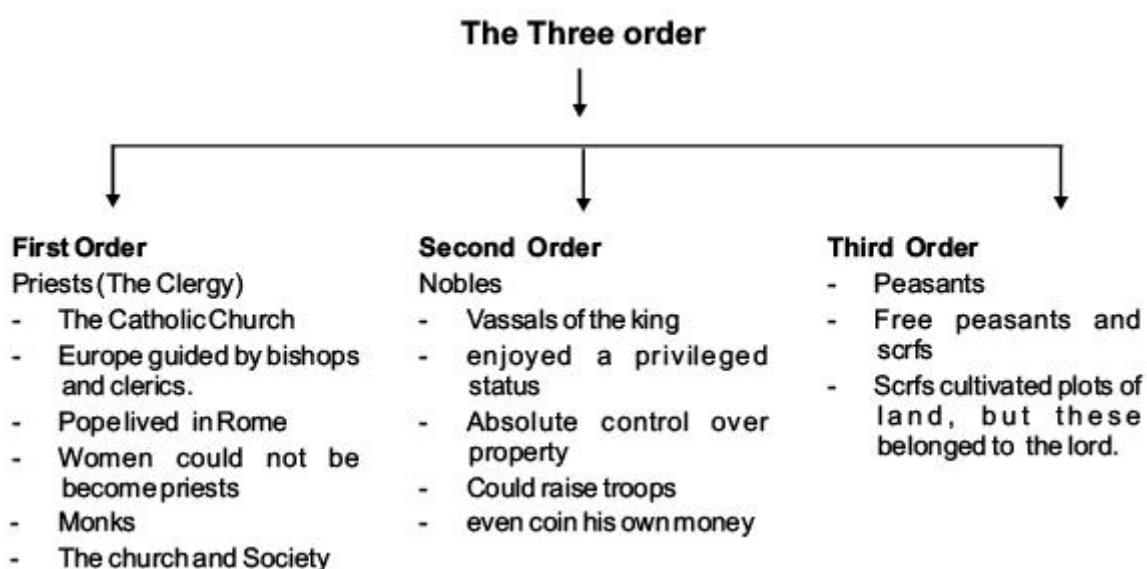
Explain the function of medieval monasteries: Detail the role and purpose of monasteries during the medieval period.

Discuss social hierarchies: Engage in discussions about social hierarchies based on various criteria, such as occupation, language, wealth, and education.

Understand social behavior patterns: Discuss expected patterns of behavior among people of different social levels within contexts like a medieval manor, a palace, and a place of worship.

Snapshot of the Chapter

Summary of the chapter.



An introduction to Feudalism-

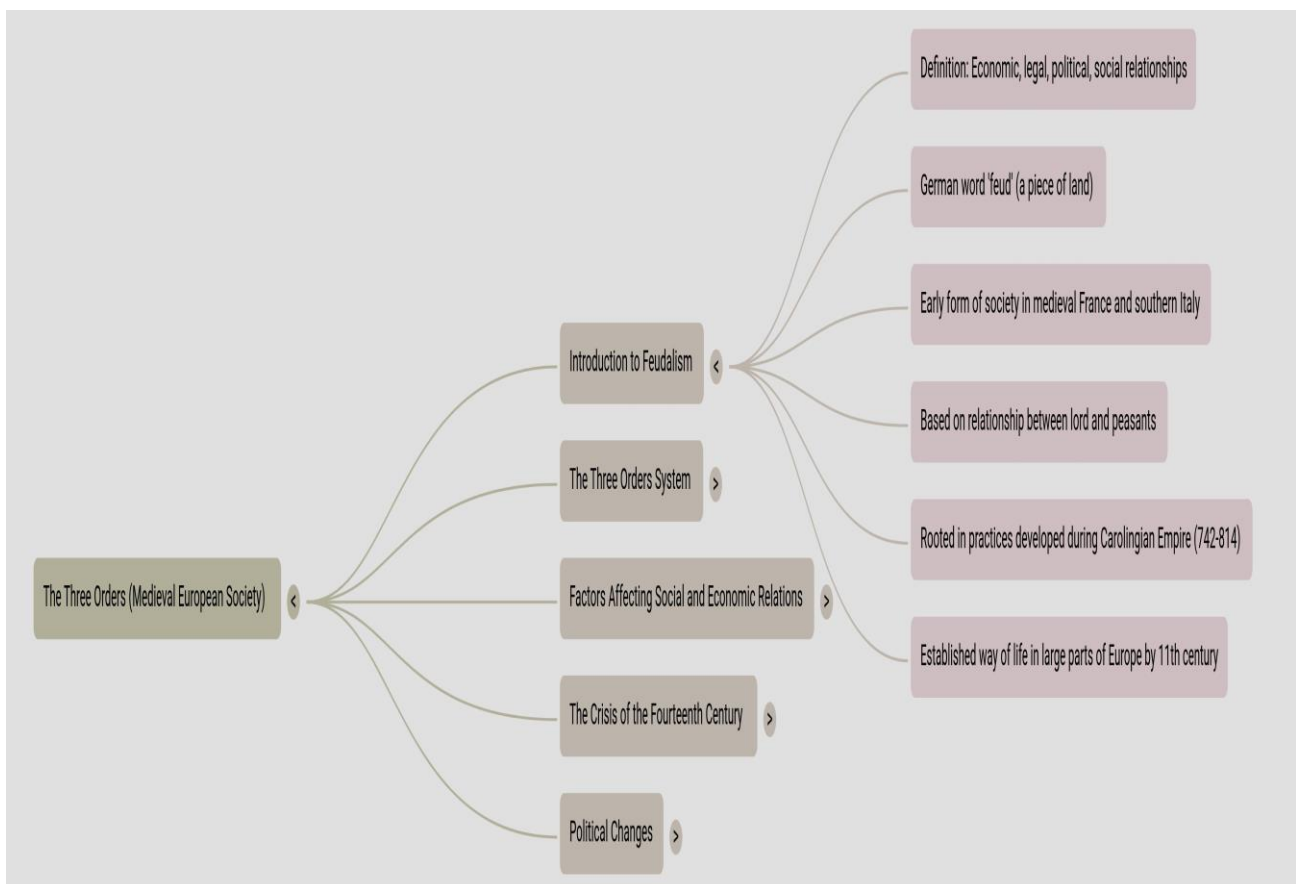
- This Word has been used by historians to describe the social, economic, legal, and social relationships that existed in Europe in the medieval era between 5th to 15th centuries.
- The word feudal is derived from a German word called 'feud' which means 'a piece of land'.

France and England:

- The franks a Germanic tribe give their name to Gaul making it France.
- Across a narrow channel lay the island of England-Scotland which in the eleventh century was conquered by a duke from the French province of Normandy

The Three Orders:

1. The First Order: The Clergy
2. The second Order: The Nobility
3. The Third Order: Peasants: free and unfree



The Second Order: The Nobility

The Manorial Estate:

This class was emerged due to vassalage system. The big landowners-the nobles were vassals of king and peasants were vassals of the landowners. This relationship is based on rituals and exchange of vows taken on the bible in the church. A written charter or stuff or a clod of earth was given as a vassal to the landowner by king or by the landowner to the knights.

1. The noble enjoyed a privileged status.
2. He had absolute control over his property.
3. He could raise feudal troops called feudal levies.
4. The lord held his own courts of justice and could even coin his money.
5. He was the lord of the people settled on his land.
6. He owned vast tracts of land which contained his own dwellings, his private fields and pastures and the fields of his tenant pastures.
7. His house was called manor
8. His private lands were cultivated by the peasants, who were also expected to act as foot soldiers in battle when required, in addition to working on their farms.

Knights:

1. The amateur peasant soldiers were not sufficient, and good cavalry was needed. This led to the growing importance of a new section of people- the knights.
2. The lord gave knights a piece of land called fief including house for him and his family, a church a water mill and a wine press.
3. In exchange, the knight paid his lord a regular fee and promised to fight for him in war.
4. To keep up their skills, knights spent their time each day fencing and practicing tactics with dummies.
5. A knight might serve to more than one lord, but his foremost loyalty was to his own lords.

Minstrels travelled from manor to manor, singing songs which told stories- partly historical, partly invented about the kings and knights. These bards were very popular. They entertained nobles while they feasted.

The First Order: The Clergy

Qualities of priests:

1. Everyone cannot become a priest.
2. Serfs (unfree workers) were banned.
3. Physically challenged were banned as well.

4. Women also can't become priests.

5. Priests could not marry.

This means only unmarried men can become a priest.

This was the richest class. The church was entitled to a tenth share of whatever the peasants produce from their land over the course of year, called a 'tithe'.

Monks:

1. They are the devout Christians, very religious people who live an isolated life.

2. They lived in religious communities called abbeys or monasteries, often in places very far from human habitation.

3. Monasteries- this word is derived from the Greek word 'monos' meaning someone who lives alone.

4. Monks took vows to remain in the abbey for rest of their lives and to spend their time in prayer, study and manual labour like farming.

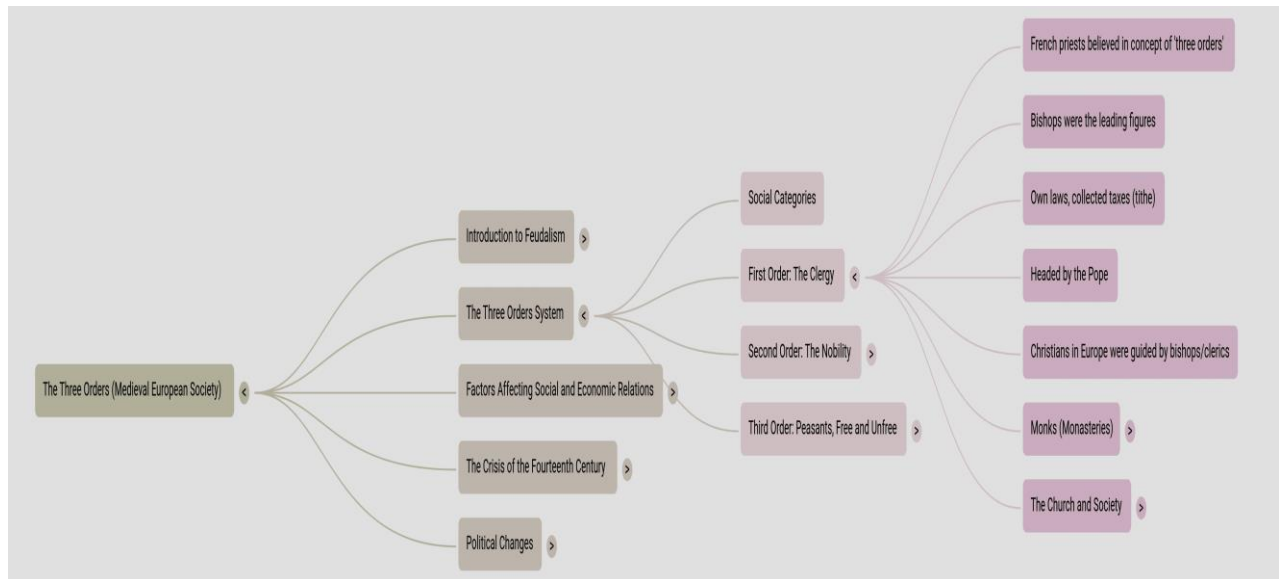
5. The life of monk was open for both men and women. These were the single sex community which means there were separate abbeys for monks and nuns.

6. They can't marry.

The Church and Society:

- The church owned vast amounts of land, managed by bishops.
- It collected money through 'tithe,' a 10% share of people's production, and also received donations from the wealthy.
- The church organized Sunday prayers and sermons for congregations.
- It introduced new customs like kneeling, folding hands in prayer, bowing to God, and using the term 'Lord' for worship.
- They contributed to the development of the arts, music, and way of singing prayers, writing and printing.
- Some group of monks called friars- choose not to be based on monastery but to move from place to place preaching to the people and living on a charity

The Third Order: Peasants, free and unfree



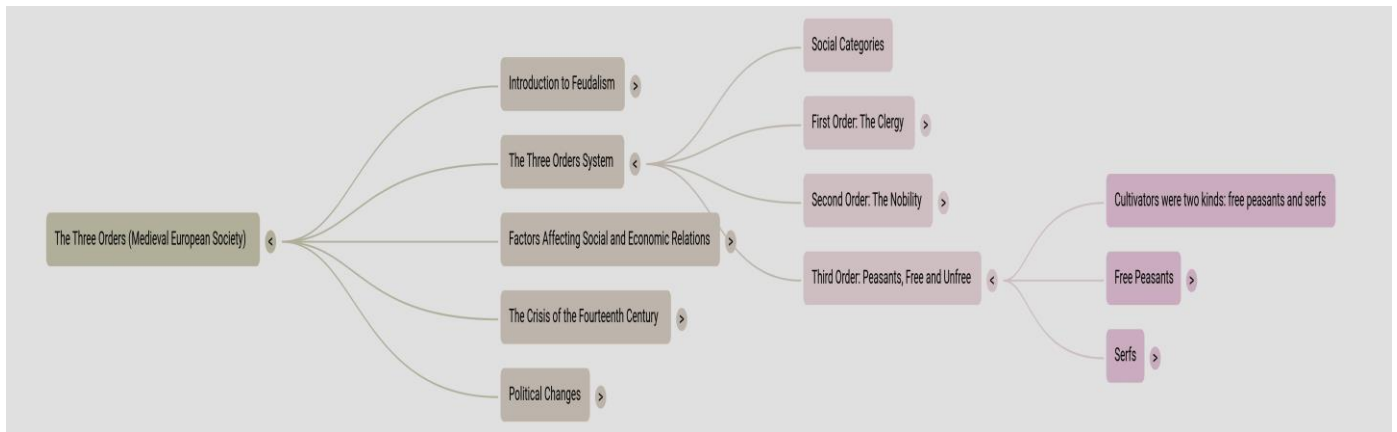
Cultivators were of two kinds: free and unfree (Serfs)

Free Peasants:

1. They hold their farms as tenants of their lord.
2. The men had to render military services at least for 40 days in a year.
3. They could be required to do other unpaid labour services, like, digging, ditches, gathering firewood, building fences and repairing roads and buildings.
4. His wife and children had to other tasks.
5. They spun thread, wove clothes, made candles and pressed grapes to prepare wine for the lord's use.
6. There was one direct tax called 'taille' was imposed by the kings on the peasants.

Serfs:

1. Serfs cultivated plots of lands, but these belonged to the lord.
2. They received no wages.
3. They could not leave the estate without the lord's permission.
4. The lord claimed a no. of monopolies at the expense of his serfs.
5. Serf could use only their lord's mill to grind their flour, his oven to bake their bread, and his wine presses to distil wine and beer.
6. The lord could decide whom a serf should marry, or might his blessing to the serf's choice, but on a payment of a fee.



Factors affecting social and economic changes

The environment:

1. From eleventh century, Europe entered a warm phase.
2. Average temperature increased.
3. Peasants now had a longer growing season and the soil now less subjected to frost and easily to be ploughed.
4. This made expansion of the area under cultivation possible.

Land use:

1. Agriculture technology was very primitive.
2. Only wooden plough was one mechanical aid.
3. Agriculture was therefore very labour intensive.
4. Also, the ineffective method of crop rotation was in use. Since it was not possible to increase output from the land, the peasants were forced to bring under cultivation all the land in the manorial estate.

New Agricultural Technology:

1. By 11th century, cultivators began using heavy iron- tipped ploughs and mould boards.
2. The method of harnessing animal to the plough improved. Instead of neck harness, the shoulder harness came into use.
3. Iron horse shoes were used to prevent foot decay of horses.
4. They switched from two- field system to three- field system.
5. They could plant one with wheat or rye in autumn for human consumption. The second could be used to raise peas, beans and lentils for human use and oat and barley for the horses. The third field lay fallow.
6. Each year they rotated the use among the three fields.
7. Lords set up water mills and wind mills peasants extended arable lands.
8. They also switched to the three- field rotation of cropland set up small forges and smithies in the village where iron-tipped ploughs and horse shoes were made and repaired cheaply.

Fourth Order: New towns and townspeople:

1. The towns of the Roman Empire had become desert and ruined after its fall.

2. But from the eleventh century, as agriculture increased to grow again.
3. Peasants who surplus grain to sell needed a place where they could set up a selling centre and where they could buy tools and clothes.
4. This led to the growth of periodic fairs and small marketing centre which gradually developed merchants-built shops and town square, a church, roads where merchants where merchants-built shops and homes, an office where those who governed the town could meet.
5. In other places, towns grew around large castles, bishops' estates, or large churches. 'Town air makes free' was a popular saying. Many serfs craving to be free ran away and him, he would become a free peasants or escaped serfs who provided unskilled labour. Shopkeepers and merchants were numerous. Later, there was need for individual with specialized skills, like bankers and lawyers. The bigger towns had population of about 30,000. They said to be the 'fourth order' hid in towns. If a serf could stay for one year and one day without his lord discovering.

Cathedral towns:

The large churches were built in France during 12th century were called Cathedral s. the town settled around these cathedrals towns were set up, these towns were called cathedral towns.

The Crisis of fourteenth century

Three factors due to which Europe expansion affected badly were as follows:

Famine: The shortage of pasturage reduced the number of cattle. Population growth was outstripping resources, and immediate result was famine. Severe famines hit Europe between 1315 and 1317, followed in the 1320's by massive cattle deaths

Shortage of metals: in addition, 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 governments to reduce the silver content of the currency, and to mix it with cheaper metals.

Plague: Ships carrying goods from distant countries had started arriving in European ports. Along with the ships came rats – carrying the deadly bubonic plague infection (the 'Black Death').

Social unrest:

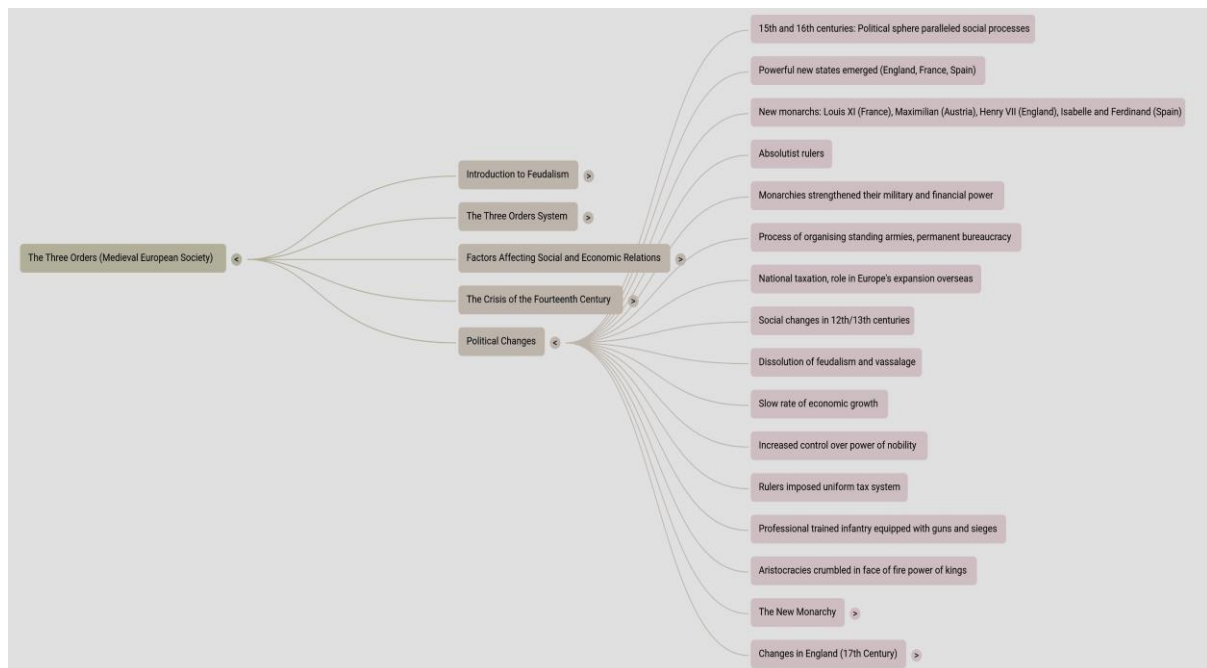
- The income of lords was badly hit. It declined as agricultural prices came down and wages of laborers increased.
- In desperation they tried to give up the money-contracts they had entered into and revive labour services.
- This was violently opposed by peasants, particularly the better educated and prosperous ones. In 1323, peasants revolted in Flanders, in 1358 in France and 1381 in England.

Political Changes:

- In the 15th and 16th centuries, European kings strengthened their military and financial power.
- The powerful lords succeeded in crushing the revolts, the peasants ensured that the feudal privileges of earlier days could not be reinvented.
- New states they created were as significant as the economic changes that were occurring.
- Historians have therefore called these kings 'the new monarchs. Louis XI in France Maximilian in Austria, Henry VII in England and Isabelle and Ferdinand in Spain were absolutist rulers, who started the processes of organizing standing armies, a permanent bureaucracy and national taxation.

Mind Map / Concept Map

Visual representation of key concepts.



Important Keywords

Table of important keywords and meanings.

Medieval: The Medieval era in European history refers to the period between the 5th and the 15th centuries, the period between the decline of the Roman Empire (476 CE) and the beginning of Renaissance (1453 CE).

Gaul: Earlier France was known as Gaul, a province in the Roman Empire.

Feudal levies: The nobles could raise their troops which were called feudal levies.

Abbey: It is derived from the Syriac word 'abba', meaning father. An abbey was governed by an abbot or an abbess.

Tithe: It was the tax paid to the church by the peasants. It was one-tenth of whatever they produced.

Monastery: It is derived from the Greek word 'monos' which meant someone who lives alone.

Friars: These were the Monks who chose to move from place to place preaching people and living on charity.

Minstrels: These were travelling bards who were very popular for telling stories as not many could read and write in those times.

Taille: Direct tax imposed by the kings on the peasants, clergy and nobles were exempted from this.

Cathedral: Large churches

Guild: Association of craft or industry

Early History of France	
481	Clovis becomes king of the Franks
486	Clovis and the Franks begin the conquest of northern Gaul
496	Clovis and the Franks convert to Christianity
714	Charles Martel becomes mayor of the palace
751	Martel's son Pepin deposes the Frankish ruler, becomes king and establishes a dynasty. Wars of conquest double the size of his kingdom
768	Pepin succeeded by his son Charlemagne/Charles the Great
800	Pope Leo III crowns Charlemagne as Holy Roman Emperor
840 ONWARDS	Raids by Vikings from Norway
Figure: Early History of France	

MCQs & Objective Questions

Multiple-choice and objective-type questions.

- 1 The term 'feudalism' has been used by historians to describe.....
 - A The economic, legal, political relationship that existed in France.
 - B The economic, legal, political and social relationships that existed in Europe.
 - C The economic, legal and social relationships that existed in Rome.
 - D The economic, legal, political and social relationships that existed in England.
- 2 The term 'feudalism' is derive from....
 - A The Latin word 'feud' which means a piece of land.
 - B The Roman word 'feud' which means a piece of land .
 - C The German word 'feud' which means a piece of land.
 - D The Greek word 'feud' which means a piece of land
- 3 Gaul a province of the.....
 - A Iranian Empire

B Roman Empire

C Byzantine Empire

D England

4 What was the main occupation of the majority of people in medieval Europe?

A Trading

B Farming

C Teaching

D Crafting

5 Who were the serfs in the feudal system?

A Free landowners

B Wandering warriors

C Farmers bound to the lord's land

D Priests of the church

6 What was the 'demesne' in medieval Europe?

A Church land

B Land used by peasants for their homes

C Lord's private land cultivated by peasants

D Forest land for hunting

7 Which of the following helped increase agricultural productivity during the medieval period?

A Use of gunpowder

B Construction of castles

C Use of heavy ploughs and horses

D Discovery of America

8 What was the 'three-field system'?

A Land divided between king, lord, and peasant

B Rotational farming using three plots of land

C System of building three farms per family

D Classification of land into fertile, medium, and dry

9 Which of the following groups did NOT belong to the three orders in medieval Europe?

- A** Clergy
 - B** Nobility
 - C** Merchants
 - D** Peasants
- 10** What was the primary duty of the clergy in medieval society?
- A** Collect taxes
 - B** Provide military support
 - C** Perform religious duties and spiritual guidance
 - D** Cultivate land
- 11** The term “feudalism” refers to:
- A** A type of trade practice
 - B** A system of land ownership and obligations
 - C** A religious movement
 - D** A method of farming
- 12** What did a vassal receive in return for military service to a lord?
- A** A place in the Church
 - B** Money
 - C** A fief (land)
 - D** Freedom from taxes
- 13** Which of the following was NOT a feature of feudal society?
- A** Hierarchical structure
 - B** Land-based economy
 - C** Equal distribution of land
 - D** Mutual obligations
- 14** Which invention helped increase agricultural output in medieval Europe?
- A** Windmill
 - B** Gunpowder
 - C** Printing press
 - D** Telescope

- 15** The three orders of medieval European society were:
- A** Soldiers, Sailors, Slaves
 - B** Lords, Kings, Warriors
 - C** Clergy, Nobles, Peasants
 - D** Traders, Farmers, Monks
- 16** What was the main source of income for the nobility in medieval Europe?
- A** Craft production
 - B** Rent from peasants
 - C** Trade profits
 - D** Church donations
- 17** Monasteries were established
- A** In the middle of towns
 - B** Away from town and forest
 - C** Far away from human inhabitation
 - D** In vicinity of Churches

Directions: In the following questions, a statement of assertion is followed by a statement of reason.

18 Assertion: The clergy was considered to be the most important in medieval European social order.

Reason: R The Clergy enjoyed special status & had complete control over the social orders of the society.

Mark the correct choice as:

- A** If both Assertion and Reason are true and Reason is the correct explanation of Assertion.
- B** If both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
- C** If Assertion is true but Reason is false.
- D** If both Assertion and Reason are false.

19 Assertion A: From 5th to 15th century, peasants 'families had to set aside certain days of the week to work on lords' estate.

Reason R: The output of such labour was called labour rent and taille.

Mark the correct choice as:

- A** If both Assertion and Reason are true and Reason is the correct explanation of Assertion.

- B** If both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
- C** If Assertion is true but Reason is false.
- D** If both Assertion and Reason are false.
- 20** Identify the Image



- A** St. Michael's Benedictine abbey
- B** Hever Castle, England
- C** Salisbury Cathedral England
- D** Nemours Castle, France
- 21** Identify the Image
- A** St. Michael's Benedictine abbey



- B** Hever Castle, England
- C** Salisbury Cathedral England
- D** Nemours Castle, France

Solutions

- 1** **B** The economic, legal, political and social relationships that existed in Europe.
- 2** **C** The German word 'feud' which means a piece of land.
- 3** **B** Roman Empire

- 4 **B** Farming
- 5 **C** Farmers bound to the lord's land
- 6 **C** Lord's private land cultivated by peasants
- 7 **C** Use of heavy ploughs and horses
- 8 **B** Rotational farming using three plots of land
- 9 **C** Merchants
- 10 **C** Perform religious duties and spiritual guidance
- 11 **B** A system of land ownership and obligations
- 12 **C** A fief (land)
- 13 **C** Equal distribution of land
- 14 **A** Windmill
- 15 **C** Clergy, Nobles, Peasants
- 16 **B** Rent from peasant
- 17 **C** Far away from human inhabitation
- 18 **A** Both Assertion and Reason are true and Reason is the correct explanation of
Assertion
- 19 **A** If both Assertion and Reason are true and Reason is the correct explanation of Assertion.
- 20 **A** St. Michael's Benedictine abbey
- 21 **B** Hever Castle, England

Short Answer Questions

Concise questions needing brief responses.

- 22 Explain the concept of the 'Three Orders' in medieval European society.

Answer: Medieval European society was divided into three orders: the clergy (those who prayed), the nobility (those who fought), and the peasants (those who worked). This division reflected the social, political, and economic hierarchy of the feudal system.

- 23 What were the main responsibilities of the clergy in the feudal society?

Answer: The clergy performed religious services, conducted rituals, and acted as spiritual leaders. They also managed large tracts of land, collected tithes (church taxes), and influenced both the common people and monarchs.

- 24 How did the introduction of the heavy plough and horse harness improve agricultural productivity?

Answer: The heavy plough allowed deeper turning of the soil, especially in northern Europe's clay-rich regions. The horse harness enabled horses to pull ploughs more efficiently than oxen, increasing the speed and area of cultivation, leading to surplus food production.

25 Describe the relationship between the lord and the vassal.

Answer: A vassal was a noble who pledged loyalty and military service to a lord in exchange for land (fief). The relationship was based on mutual obligations: the lord provided protection and land, while the vassal offered service and support.

26 What role did serfs play in the feudal economy?

Answer: Serfs were peasants who were legally bound to the land. They worked on the lord's estate, including the demesne, in exchange for protection and a portion of land for subsistence. They were not slaves but lacked personal freedom.

27 What is The Political Importance of The Feudal System?

Answer: Political importance of the Feudal System -

a Nobles provided protection to their people.

b They also maintained Peace and Harmony in their regions

c Through Manorial system.

d The Feudal lords provided economic provision.

Long Answer Questions (Hints Provided)

Detailed questions with guided hints.

28 How did technological changes affect agriculture during eleventh century.?

Answer: Technological changes affected agriculture production in many ways-

By the eleventh century, there is evidence of several technological changes.

Instead of the basic wooden ploughs, cultivators began using heavy iron-tipped ploughs and mould-boards. These ploughs could dig much deeper and the mould-boards turned the topsoil properly. With this the nutrients from the soil were better utilised.

The methods of harnessing animals to the plough improved. Instead of the neck-harness, the shoulder-harness came into use. This enabled animals to exert greater power.

Horses were now better shod, with iron horseshoes, which prevented foot decay. There was increased use of wind and water energy for agriculture.

More water-powered and wind-powered mills were set up all over Europe for purposes like milling corn and pressing grapes.

There were also changes in **land use**.

The most revolutionary one was the switch from a two-field to a three-field system. In this, peasants could use a field two years out of three if they planted it with one crop in autumn and a different crop in spring a year and a half later. That meant that farmers could break their holdings into three fields.

They could plant one with wheat or rye in autumn for human consumption. The second could be used in spring to raise peas, beans and lentils for human use, and oats and barley for the horses. The third field lay fallow. Each year they rotated the use among the three fields.

With these improvements, there was an almost immediate increase in the amount of food produced from each unit of land. Food availability.

29 What was the role of the Church in medieval European society? How did it influence social and political life?

Answer

- Church as the spiritual authority
- Control over education, morals, and daily life
- Collection of tithes (taxes)
- Influence over kings and nobles
- Role of monasteries in learning and agriculture
- Church courts and canon law
- Conflicts with monarchs over authority (e.g., Investiture Controversy)

30 Explain the relationship between the nobility and the peasantry in the feudal system. How did this relationship define the structure of rural life?

Answer

- Nobles as landowners and military elite
- Peasants/serfs working the land (demesne and their own strips)
- Feudal obligations: taxes, labor, military service
- Peasants received protection and land for subsistence
- Lack of social mobility for peasants
- Hierarchical and exploitative nature of the relationship

OR

30 Discuss the causes and effects of the decline of feudalism in Europe.

Answer

- Growth of trade and towns
- Rise of money economy
- Emergence of a powerful monarchy
- Peasant revolts and Black Death
- Decline in the power of the nobility
- Weakening of Church authority
- Transition to modern states and capitalist economies

Source-Based Questions

Passage-based analytical questions.

31 Read the following extract carefully and answer the following question-

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.

1.1 What are the Cathedrals?

1.2 When and where did the construction of the Cathedral begin?

1.3 Mention any two features of Cathedral.

ANSWER-

1.1 Large churches are called Cathedrals.

1.2 They were being built in France from 12th century.

1.3 A cathedral was made of stone and took several years to complete. The area around the cathedrals became more populated and they became centres of pilgrimage.

32 Read the following passage and answer the questions given below:

Initially, agricultural technology was very primitive. The only mechanical aid available to the peasant was the wooden plough, drawn by a team of oxen. This plough could at best scratch the surface of the earth and was unable to fully draw out the natural productivity of the soil. Agriculture was therefore very labour intensive. Fields had to be dug by hand, often once in four years, and enormous manual labour was required. Also, an ineffective method of crop rotation was in use. The land was divided in half, one field was planted in autumn with winter wheat, while the other field was left fallow. Rye was planted on this piece of fallow land the next year while the other half was put to fallow. With this system, the soil slowly deteriorated, and famines were not uncommon. Chronic malnutrition alternated with devastating famines and life was difficult for the poor. Despite these hardships, the lords were anxious to maximise their incomes. Since it was not possible to increase output from the land, the peasants were forced to bring under cultivation all the land in the manorial estate, and spend more time doing this than they were legally bound to do. The peasants did not bow quietly to oppression. Since they could not protest openly, they resorted to passive resistance. They spent more time cultivating their own fields, and kept much of the product of that labour for themselves. They also avoided performing unpaid extra services. They came into conflict with the lords over pasture and forest lands, and saw these lands as resources to be used by the whole community, while the lords treated these as their private property.

2.1 What was the only mechanical tool available for the farmers?

2.2 Discuss one ineffective technique followed in agriculture.

2.3 How peasants offered resistance to the lord.

Answers

2.1 Wooden plough.

2.2 Crop rotation.

2.3 Since peasants could not resistance openly , they resorted to passive resistance. They spent more time cultivating their own fields and kept a much of that labour for themselves.

3.3 Read the following passage and answer the questions given below:

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

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

Chapter 7: Humility means obedience.

Chapter 33: No monk should own private property.

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

Chapter 48: The monastery should be laid out in such a way that all necessities be found within its bounds: water, mill, garden, workshops. times in manual labour, and at fixed hours in sacred reading.

3.1 What does Humility means?

3.2 What does chapter 47 says?

3.3 What sort of values does reflected in this chapter?

Answers

3.1 Humility means obedience

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

3.3 Humanity, truthfulness, etc.



Map-Based Activities

Historical map tasks.

MAP SKILL

Unsolved problems



Figure: Map of Western Europe

- 1 Which of the following best describes the role of the clergy in medieval European society?
 - A They were primarily responsible for land ownership and military service.
 - B They were the primary agricultural laborers and producers of food.
 - C They were responsible for religious duties, education, and maintaining social order.
 - D They were the main artisans and craftspeople in towns and cities.
- 2 What was the main responsibility of the nobility in medieval European society?
 - A They were primarily responsible for religious duties and maintaining social order.
 - B They were responsible for land ownership, military service, and leading the feudal system.
 - C They were the primary agricultural laborers and producers of food.
 - D They were the main artisans and craftspeople in towns and cities.
- 3 What was the typical role of peasants in medieval European society?
 - A They were primarily responsible for religious duties and maintaining social order.
 - B They were responsible for land ownership, military service, and leading the feudal system.

C They were the primary agricultural laborers and producers of food, and they worked on the land owned by the nobility.

D They were the main artisans and craftspeople in towns and cities.

4 What was the relationship between the clergy, nobility, and peasantry in medieval Europe?

A The clergy, nobility, and peasantry were all independent and equal in society.

B The clergy held the most power and influence, the nobility held land, and the peasantry worked the land.

C The peasantry held the most power and influence, the clergy were their advisors, and the nobility were their protectors.

D The nobility held the most power and influence, the clergy were their advisors, and the peasantry worked their land.

5 What was the significance of the concept of "the three orders" in understanding medieval European society?

A It provided a framework for understanding social inequality and the division of labor in medieval Europe.

B It highlighted the importance of trade and commerce in medieval European society.

C It emphasized the importance of agriculture and farming in medieval European society.

D It defined the roles and responsibilities of the different social groups in medieval European society.

6 How did long term changes in population levels effects economy and society in Europe.

7 Why did knights become distinct group and when did they decline?

8 What were the functions of medieval monastries?

9 Discuss the reasons for the economic slowdown in Europe by the early 14th century.

10 Discuss the major drawbacks of feudalism that led to its eventual decline.



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Theme 5- Changing Cultural Traditions

Learning Objectives

Simple and clear learning targets for students.

- ❖ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
- ❖ Relate the different facets of Italian cities to understand the characteristics of Renaissance, Humanism and Realism.
- ❖ Compare and contrast the condition of women in the Renaissance period.
- ❖ Recognise major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance.
- ❖ Critically analyse the impact on later reforms.
- ❖ Evaluate the Roman Catholic Church's response to the Protestant Reformation.

*** Relevance of the Theme in our daily life and in the national honour of India**

It explores how the Renaissance's values, art, and scientific advancements influenced the world, including India, and how these influences contributed to our current culture. The 19th century saw the emergence of reform movements, social reforms, and a rediscovery of Indian culture and heritage, ultimately contributing to the rise of nationalism and the eventual struggle for independence. So, the rise of humanism, the rediscovery of classical knowledge, and the impact of printing brought revolution in India also especially after the coming of the British. The changes impacted the Indian subcontinent through trade, cultural exchange, and the rise of new intellectual and artistic traditions.

Snapshot of the Chapter

Brief summary of the chapter

It was Renaissance that marked the change of cultural traditions in Europe.

Sources There is a lot of material in the form of documents, printed books, paintings, sculptures, buildings, textiles etc. Many of these are preserved in archives, art galleries and museums in Europe and America.

Jacob Burckhardt and his view about Renaissance

Jacob Burckhardt (1818-97) was a Swiss scholar from the University of Basle of Switzerland. To him, politics was not the central concern in history writing. History was also concerned with culture as with politics.

In his book 'The Civilisation of the Renaissance in Italy', he referred the literature, architecture and painting to describe how a new humanist culture had flowered in Italian towns from the 14th century to seventeenth century.

Changes that occurred in Europe between 14th century and 17th century A.D

- In Europe from 14th century to the end of 17th century, a number of towns had grown in different countries together with distinctive 'urban culture'.
- The people of towns started to think that they were more civilised than the people of villages.
- Many towns developed as centres of art and education such as Florence, Venice and Rome of Italy.
- The rich and aristocratic class began to patronise artists and writers.
- The invention of printing press made books and other printed materials easily available.
- A new sense of history developed in Europe and people divided history as medieval and modern.
- The developments in science and geography broke all the traditional notions of church like earth was the centre of solar system and Mediterranean sea was the centre of the world.

Factors that led to the revival of Italian Cities

After the decline of the Roman Empire, the towns of Italy which were political and cultural centres, fell into ruin.

After the fall of Roman Empire, western Europe was restructured by feudal bonds and unified under the Latin Church.

Eastern Europe went under the rule of Byzantine Empire and Islam was building a common society further west. At this time, Italy was weak and fragmented.

All these developments helped in the revival of the Italian culture.

The ports on the Italian coast revived because of the developments of trade between the Byzantine empire and the Islamic countries.

From the 12th century, the Mongols started trading with china through the Silk Route and as trade increased with European countries, Italian cities played a vital role.

These cities kept their identity as independent city states. Florence and Venice were among the republics.

Many cities came into existence because their administration was in the hands of rich merchants and bankers, free from the control of clergy or feudal lords and this helped the idea of citizenship.

Role of Universities in spreading Humanism

In Europe , earlier universities were established in Italian towns. The universities Padua and Bologna had been centres of legal studies from 11th century.

There was a growing demand for lawyers and notaries to write and interpret rules and written contracts as increasing trade and commerce depended over them.

There was a change in emphasis and Law became a popular subject of study. *Francisco Petrarch* represented this change and stressed the significance of a deep reading of ancient authors.

The term humanist began to be applied in early 15th century for masters who could teach grammar, rhetoric, poetry, history and philosophy. These subjects had no connection with religion. They were developed through discussions and debates of individuals.

These ideas influenced other universities also especially in newly established university in Florence , the home town of Petrarch. By 15th century, Florence became famous as trade and education centre.

A city was known not only for its wealth but also for its citizens and Florence had become popular because of **Dante Alighieri** a layman who wrote religious themes and **Giotto** ,an artist who painted lifelike portraits. From then it developed as the most exciting intellectual city in Italy and a centre of artistic creativity.

The Humanist view of History

The humanists thought that an age of darkness existed for centuries after the decline of the Roman Empire, which they termed as 'dark age'. Later scholars assumed that 'new age' began after the 14th century.

The period of thousand years(a millennium) after the fall of Roman Empire was considered as 'Middle Ages'or 'Medieval Period'. About 'middle ages, they said that religion or church controlled the minds of all men in a way that all the learning of the Greeks and Romans had been washed out.

The humanists termed the period from the 15th century as 'modern'. Modern historians were debating over labelling of an age as dark which they thought as an unfair thing.

Periodisation used by humanists

5th-14th century The Middle Ages

5 th -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

Developments in Science and Philosophy and Arab's Contribution.

The monks and clergymen were familiar with the works of Greek and Roman scholars from the 'middle Ages' but they did not let them get known to other people.

By 14th century many scholars started to read the translation of Greek writers like **Plato** and **Aristotle**. They were translated and preserved by Arab translators. Some Europeans read Greek works in Arabic translation and the Greek translated Arabic and Persian scholars work in European languages.

These works were on natural science , mathematics, astronomy, medicine and chemistry. The Almagest of **Ptolemy** was the work of 140 CE on astronomy in Greek language and was translated into Arabic. It carried in Arabic alphabet 'al' which shows connection with Arabs.

Ibn Sina, an Arab physician and philosopher of Bukhara and **al-Razi** the author of medieval encyclopaedia were considered as men of knowledge in Italian states. The Christian thinkers adopted the method of Arab philosopher of Spain(**Ibn Rushd**) who tried to resolve the tension between philosophical knowledge and religious faith.

Artists and Realism

Humanism was not only propagated through education but also by art, architecture and books. The artists were inspired by studying the works of the past. The material remains including fragments of art were found on the ruins of ancient Rome and other deserted cities .

Italian sculptors were influenced with perfectly proportioned male and female figures **Donatello** initiated the new ground with his life like statues. The artists were helped by the scientists by making accurate human figures. The artists went to laboratories of medical schools for studying bone structures.

A professor of medicine **Andreas Vesalius** at the university of Padua first dissected the human body ,which was the beginning of modern physiology.

Painters did not get any older work. So they painted as realistically and their pictures had a three-dimensional effect due to the use of light effect of colours. The use of anatomy, geometry and physics together with logic of 'what is beautiful' created a quality called realism introduced in Italian art which continued up to the 19th century.

Architectural Developments of the Period

In the 15th century, Rome made its mark in a spectacular way. Since the Popes were politically stronger by 1417,after the weakness caused by the election of two rival Popes in 1378,they actively encouraged study of Rome.

The new classical architecture was actually a revival of the Imperial Roman Style. The wealthy merchants , popes and aristocrats engaged those architects who were familiar with classical architecture.

Artists and sculptors began to decorate buildings with paintings , sculptures and reliefs. Several persons were expert equally as painters, sculptors and architects.

Michaelangelo Buonarroti is remembered for his immortal work in Rome such as the painted ceiling of the Sistine Chapel, the sculpture called 'The Pieta' and the design of the dome of St. Peter's Church.

Filippo Brunelleschi started his career as a sculptor but became famous for designing the Duomo of Florence.

By this time artists were famous individually, by their name instead being a member of a group or a guild.

Development of Printing technology

Europeans borrowed the idea of printing technology from Chinese people because the European traders and diplomats became familiar with it during their visits to the Mongol rulers' courts. Earlier texts were found in hand written form.

Johannes Gutenberg,a German ,made first printing press and printed 150 copies of the Bible in 1455 .The same time was taken by a monk to write a single copy of the Bible. All classical texts in Latin had been printed in Italy by 1500 AD.

With the availability of printed books ,the dependency of students over lecture notes was ended. The printed books promoted new views rapidly. This made it possible for individuals to read books , as it was possible to buy a copy for oneself.

The New Concept of Human Beings

One of the features of humanist culture was a loosening of the control of religion over human life. Italians remained religious though they were attracted by material wealth, power and glory.

A humanist from Venice, **Francesco Barbaro** wrote pamphlet in defence of the possession of the wealth and called it a virtue.

Lorenzo Valla who thought that the study of history leads a man to attempt for a life of perfection, he in his book *On Pleasure* condemned the Christian restriction against pleasure.

Humanism stressed that individuals were able of shaping their own lives through resources rather than the mere search of power and money. This belief was linked with view that human nature was many-sided which went against the three separate orders that feudal society believed in.

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 Aspiration of Women(Condition of Women)

The new ideas like individuality and citizenship regarding human beings excluded women.

Men from aristocratic families led the public life and were the decision-makers of their families. The sons were provided with education to lead a family business or public life.

Women had no say in business matters though their dowries were invested in family business, marriages were a means to support business alliances.

Those girls whose dowry was not arranged were sent to convents to lead the life of nuns. The women were looked upon as keeper of households only.

The condition of women in families of merchants was in contrast to that of aristocratic families. They assisted their husbands in running the business.

The wives of merchants and bankers looked after their business when they were away. The early death of a merchant forced his widow to play a bigger public role rather than the women of aristocratic family.

Several women were intellectual humanists

Venetian **Cassandra Fedele** was one of them. She was known for her proficiency in Greek and Latin language and was invited to deliver lectures at the University of Padua. Her works focus the general regard the general regard for education. Fedele was among those women who criticised the republic for creating a highly limited definition of liberty that favoured the wishes of men over those of women.

Another outstanding woman was the Marchesa of Mantua, **Isabella d'Este**. She ruled the state in the absence of her husband and the court of that small state got fame for its intellectual vividness. The writings of women of that period revealed their confidence that they should have economic power, property and education to get individuality in a world dominated by men.

Changes within the Christianity

In the 15th and 16th centuries, the north European universities' scholars were attracted by humanist ideas. Like Italian scholars they also paid attention to classical Greek and Roman texts together with the sacred books of the Christians.

The professional scholars led the humanist movement which also influenced the members of the church. They discarded the meaningless rites which they considered as later additions and directed the Christians to follow the religion mentioned in ancient texts of their religion.

The Christian humanists like **Thomas More** of England and **Erasmus** of Holland assumed that the church in their respective country had become a centre of greed and extortion money forcibly from common men. The selling of 'indulgence' document was one of the method to obtain money. The Indulgences promised the people to free them from the sins committed by them in the past.

The printed Bible in local languages disclosed the Christians that their religion did not allow such practises .The peasants ,commons and the princes began to rebel against taxes imposed by the Church and their increasing interference in the work of the state.

In 1517,**Martin Luther** ,a German monk ,started the protestant Reformation against the Catholic Church. He said that a person did not need priest to set up contact with God. That led to the break-up of German and Swiss Churches with the Pope and Catholic Church. In Switzerland, **Ulrich Zwingli** and **Jean Calvin** followed Martin Luther's ideas .These reformers had greater popular support in towns and rural areas.

Other German reformers like **Anabaptists** were more radical. They blended the idea of salvation to all kinds of social oppression. They argued that God has created all men as equals and therefore ,they are not expected to pay tax and have the right to choose their priests. These ideas influenced the feudal oppressed peasantry and they revolted.

Martin Luther opposed radicalism and asked the German rulers to suppress the rebellions in 1525.In England, the rulers broke the connection with the Pope. The King or queen was the head of the church from then onwards. In Spain, **Ignatius Loyola** organised the Society of Jesus in 1540.His followers were called Jesuits. The aim of the society was to serve poor and to widen their knowledge of other cultures.

The Developments in Science and Astronomy (The Copernican Revolution)

The scientists had questioned the Christian notion of man as a sinner. The Christians believed that the earth was a place of sin and the burden of sin made it stationary. The earth was centre of universe around which celestial planets moved.

Copernicus developed a theory that earth together with other planets revolved around the sun. He handed over his manuscript De revolutionibus (The Rotation) to his disciple **Joachim Rheticus** before his death. People took time to accept the truth.

Johannes Kepler popularised the theory that earth is a part of sun-centred solar system. In his Cosmographical Mystery,he demonstrated that planets revolved around the sun not in circle but in eclipses.

Galileo Galilee in his work 'The Motion' proved the notion of dynamic world.

The revolution in science reached its climax with the theory of gravitation by **Isaac Newton**.

The works of extended rapidly into the forms of physics ,chemistry and biology. Historians termed this new approach to the knowledge of man and nature as the Scientific Revolution.

A new scientific culture came into existence as several scientific societies popularised distant God's idea. The scientific societies were formed like the Royal Society of London in 1662 and the Paris Academy in 1670. They held lectures and carried out experiments for public viewing.

The concept of Renaissance

Modern writers like **Peter Burke** of England suggested that **Burckhardt** exaggerated the sharp distinction between this period and the one that preceded it by terming it as 'Renaissance'. The term implied the rebirth of the Greek and Roman civilizations and the substitution of the pre-Christian world for the Christian world by the artists and scholars of that period. Both these arguments were exaggerated.

By terming the Renaissance as a period of imaginative creativity and the Middle Ages as a period of darkness is a easy generalisation. The elements of Renaissance were already seen from 12th and 13th centuries. Even in 9th century in France , same type of literary and artistic efforts flourished.

The archaeological and literary findings of Roman culture show that the technologies and skills in Asia had contributed to the cultural changes of Europe. The expansion of Islam and Mongol invasions linked Asia and North Africa with Europe in trade and learning skills along with political connections.

Europe along with Romans and Greeks got knowledge from India, China, Iran, Arabia and Central Asia. The Asian contributions were soon forgotten with the writing of history from the Europe-centred view point.

An important change that did happen in this period was the gradual separation of the public and private life of a person. By 18th century , in political sense all men had equal political rights.

Europe which was united earlier, now got dissolved into states, each united on the basis of common language.

Important events of the 14th century

- Humanism taught as subject in Padua University in Italy(1300)
- **Petrarch** given the title of 'Poet Laureate' in Rome(1341)
- Establishment of University in Florence (1349)
- Publication of Canterbury Tales by **Geoffrey Chaucer**(1390) II.

Important events of the 15th century

- Designing of the Duomo in Florence by **Brunelleschi**(1436)
- Defeat of the Byzantine ruler of Constantinople by the Ottoman Turks (1453)
- Printing of the Bible with movable type by **Gutenberg**(1454)
- Calculation of latitude by observing the sun by Portuguese mathematicians(1484)
- **Columbus** reached America (1492)
- The Last Supper painted by **Leonardo da Vinci**(1495)
- Painting of the Sistine Chapel ceiling by **Michaelangelo**(1512)

Important events of the 16th century

- Publication of Utopia by **Thomas More** (1516)
- **Martin Luther** gave the Ninety Five Theses (1517) and translated the Bible into German (1522)
- Peasant uprising in Germany (1525)
- **Andreas Vesalius** wrote 'On Anatomy' (1543)
- Anglican church with king/queen as head was established in England (1559)
- **Gerhardus Mercator** prepared cylindrical map of the earth (1569)
- **Pope Gregory XIII** Introduced the Gregorian calendar (1582)

Important events of the 17th century

- **William Harvey** linked the heart with blood circulation (1628)
- Academy of sciences founded in Paris (1673)
- **Isaac Newton** published 'Principia Mathematica' (1687)

Leonardo Da Vinci (1452-1519) *Leonardo Da Vinci* was a versatile genius who had command over botany, anatomy, mathematics, art etc. He painted the 'Monalisa' and 'The Last Supper'. He dreamed for ability to fly and spent so many years observing birds in flight and designed a flying machine. He used to sign his name 'Leonardo da Vinci' meaning 'disciple of experiment'.



Important Keywords

Table of important keywords and meanings.

Renaissance Man : The term Renaissance man is often used to describe a person with many interests and skills. They were scholar-diplomat-theologian-artist combined in one

The New Testament: The New Testament is the section of the Bible dealing with the life and teachings of Christ and his early followers.

Humanism : A rationalist outlook or system of thought attaching prime importance to human rather than divine or supernatural matters.

Realism : Showing things as they really are in art with the knowledge of anatomy, geometry, physics and use of oil paint.

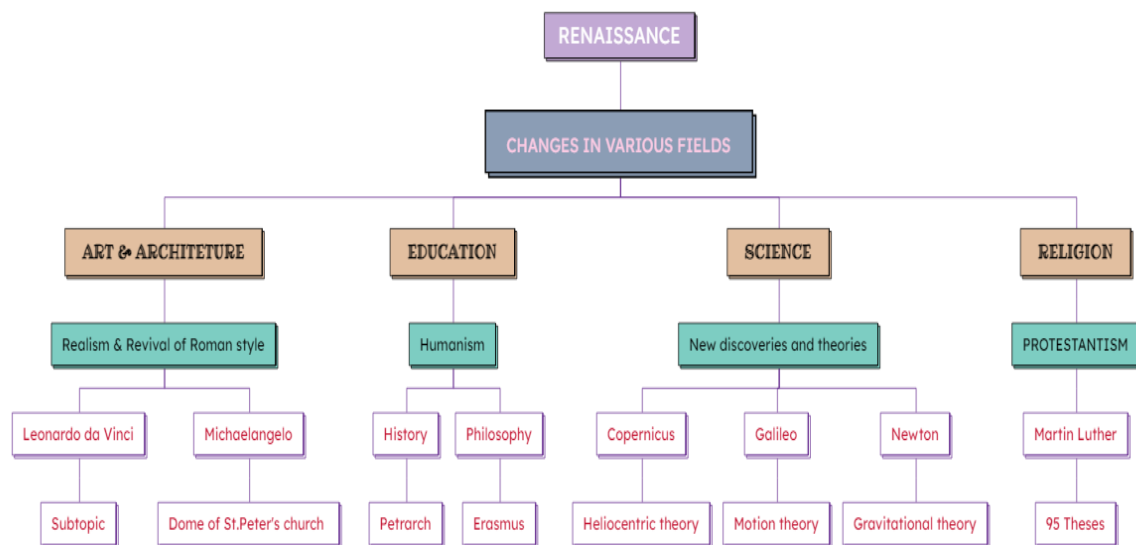
Individualism : The belief that individual people in society should have the right to make their own decisions, etc., rather than being controlled by the government or Religion.

Protestantism : Christian religious movement started by Martin Luther that began in northern Europe in the early 16th century as a reaction to medieval Roman Catholic doctrines and practices.

Anabaptists: Anabaptism is considered part of the "radical wing" of the Protestant Reformation, distinguishing them from the mainstream Protestant denominations like Lutheranism and Calvinism. They wanted end of all forms of social oppression to achieve salvation.

Mind Map / Concept Map

Visual representation of key concepts.



MCQs & Objective Questions

Multiple-choice and objective-type questions.

1 **Assertion (A):** The Church's Earth centric belief was overturned by the scientists.

Reason (R): Copernicus asserted that the planets, including the earth, move around the Sun.

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

2 Identify the city depicted in the given picture

A Florence

B Venice

C Rome

D London



3 Match the following and select the correct option

List I	List II
1. 1454	A. Issac Newton's Principia Mathematica published
2. 1492	B. Columbus reaches America
3. 1522	C. Gutenberg prints the Bible
4.1687	D. Luther translates the Bible into German

A 1 – c, 2 – b, 3 – d, 4 – a

B 1 – d, 2 – a, 3 – b, 4 – c

C 1 – a, 2 – d, 3 – c, 4 – b

D 1 – b, 2 – c, 3 – d, 4 – a

4 Humanist thought promoted.....

A Individual achievement

B a focus on the world rather than the afterlife.

C Both

D None of these

5 Renaissance can be classified as :

A Social development

B Cultural development

C Economic development

D Political development

6 Which of the following teacher-student pair is incorrectly matched ?

Teacher

Student

A Plato

Aristotle

B Ranke

Jacob Burckhardt

C Copernicus

Joachim Rheticus

D Thomas More

Erasmus

7 Complete the statement Greek writer : their Arabic names

Plato : Aflatun Aristotle : -----

8 Identify the personality with the help of given statements :

* Roman lawyer and Essayist

* Contemporary of Julius Ceasar

* Used the Latin word 'Humanitas'

- A Petrarch
- B Cicero
- C Dante
- D Giotto

9 Which of the following statements are correct regarding Cassandra Fedele :

- A She emphasised on women education
- B She was proficient in Greek and Latin
- C She gave lectures in the University of Padua
- D All of these

10 Find the odd one out ?

- A Martin Luther
- B Ulrich Zwingly
- C Jean Calvin
- D Ignatius Loyola

11 Which among the following is Correctly matched?

List I

List II

- | | |
|--------------------|-----------------------|
| A Thomas More's | Ninety-Five Theses |
| B Martin Luther | Utopia |
| C Isaac Newton | Principia Mathematica |
| D Andreas Vesalius | The Social Contract |

- A Option (D)
- B Option (B)
- C Option (C)
- D Option (A)

12 Isabelle D'este was Marchesa of

- A Mantua
- B Florence
- C Venice
- D Bologna

13 According to the Humanist scholars the dark ages are between

- A 5-9th century
- B 9-11th century
- C 11-14th century
- D 14-16th century

14 The Arab philosopher who tried to resolve tension between philosophical knowledge and religious belief was

- A Ibn Sina
- B al-Razi
- C Ibn Rushd
- D None of these

15 Find out the correct chronological order from the following options:

- i. Brunelleschi designs the Duomo in Florence
- ii. Geoffrey Chaucer's Canterbury Tales published
- iii. University established in Florence
- iv. Ottoman Turks defeat the Byzantine ruler of Constantinople

- A iv, ii, i, iii
- B i, ii, iii, iv
- C iii, ii, i, iv
- D ii, iii, iv, i

16 Assertion (A): Christian Humanists like Thomas More and Erasmus were in favour of the Church.

Reason (R): The church had become an institution marked by greed, extorting money at will from the common people.

- 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.

17 Assertion (A): The Church had Earth-centric belief .

Reason (R): Christians had believed that the earth was a sinful place and the heavy burden of sins made it immobile.

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.

18 Which of these documents was issued by church ?

A Indulgences

B Luther's theses

C Stamp papers

D Legal documents

19 Identify the given self portrait of the renaissance man :



A Leonardo da Vinci

B Giotto

C Donatello

D Durer

20 The universities of Bologna and Padua had been centres ofstudies from the 11th century.

A Historical

B Philosophic

C Legal

D None of these

21 Which book and author is correctly matched ?

A On pleasure - Lorenzo Valla

B The Prince- Machiavelli

C Both a and b

D None of these

M.C.Q - ANSWERS :

1A Both A and R are true and R is correct explanation of A.	Pg.106.
2 B Venice	Pg.108
3 A 1 – c, 2 – b, 3 – d, 4 – a	Pg.109,119
4 C	Pg.110
5 B Cultural development	Pg.106
6 D Thomas More Erasmus	Pg.117
7 Aristu	Pg.111
8 B Cicero	Pg.109
9 D All of these	Pg.116
10 D Ignatius Loyola	Pg.118
11 C Isaac Newton Principia Mathematica	Pg.119
12 A Mantua	Pg.116
13 D 14-16th century	Pg.111
14 C Ibn Rushd	Pg.111
15 C iii, ii, i, iv	Pg.109
16 A Both A and R are true and R is the correct explanation of A.	Pg.117
17 A Both A and R are true and R is the correct explanation of A.	Pg.117
18 A Indulgences	Pg.117
19 A Leonardo da Vinci	Pg.113
20 C Legal	Pg.109
21 C Both a and b	Pg.115

Short Answer Questions

Concise questions needing brief responses.

22 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.

23 What were the main characteristics of Renaissance?

Ans: i) Italian towns leads in this event which called Renaissance.

ii) Advancement in art and architecture.

iii) Many literary works written by different writers.

iv) Development in science.

v) Many debates on different topics.

24 What were the causes of Reformation Movement?

Ans.- i) Autocracy of the Church and Catholic Corruption,

ii) 95 Thesis of Martin Luther and his call to the clergies for debate

iii) Invention of Printing press

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

Ans.-i) Crusades

ii) Decline of Feudalism:

iii) Rise of new towns & trade

iv) Rise of the new middle class

v) Rise of nation states

vi) Contact of the East and the West

vii) Fall of Constantinople to the Ottoman Turks: In 1453

26 Describe the scientific development during Renaissance.

- Ans: i) Science and scientific approach ask many questions from Christianity.
- ii) Copernican theory that earth and other planets rotate around the sun.
- iii) Later kepler confirmed this theory and change the theory that sun rotate planets
- iv) The motion theory of Galileo.
- v) Newton discover the theory of gravity and gravitational force.
- vi) Different types of experiments happened in the field of science and many theory developed.
- vii) Many scientific lectures organized in different institutions for public review.
- viii) Scientific temper very high during Renaissance because books and facilities available.

27 Was there a European 'Renaissance' in the Fourteenth Century' ?

Ans. Yes, the European Renaissance did begin in the 14th century, particularly in Italy,

- i) Italian Origins: The Renaissance is widely recognized as originating in Italy, particularly in cities like Florence, where new ideas and artistic styles emerged.
- ii) Key Developments: The 14th century saw the beginnings of Renaissance thought, including the rise of humanism, a cultural movement that emphasized human achievements and classical learning.
- iii) Spread to Other Regions: Renaissance ideas and artistic styles gradually spread to other parts of Europe in the 14th and 15th centuries, although the timing and intensity of the Renaissance varied across different regions.

Long Answer Questions (Hints Provided)

Detailed questions with guided hints.

28 Describe the role of common women during Renaissance. Give example of two Renaissance women who broke the stereotype of dark ages.

- Ans: i) New idea of citizens but women not included.
- ii) In family male dominance.
- iii) Dowries investment for family business purposes.
- iv) Women ownership of husband business absent.
- v) In public life women participation was very less or nothing.
- vi) Women work as household level only.
- vii) In merchants family condition of women much better than others but it's in a very short number.
- viii) Women continue to open shops of husband in absence when husband on business tour .
- ix) The widow of merchant play a big role in all levels like business and society.

x) Some famous women during Renaissance, Cassandra Fedele and Isabella d'Este.

29 Describe about the changes within Christianity during their period ?

Ans. i) Trade and travel, Military Conquest and diplomatic contacts linked Italian towns with the world beyond.

ii) Christian humanists like Thomas More and Erasmus felt that the church had become an institution marked by greed.

iii) Sell of 'indulgence'

iv) Peasants began to rebel against the taxes imposed by the Church.

v) Martin Luther launched a campaign against the Catholic Church.

vi) A person did not need priests to establish contact with God.

vii) The Protestant Reformation led to the Churches breaking their connection with the Pope and the Catholic Church.

viii) Luther's ideas were popularised by Ulrich Zwingli and Jean Calvin.

ix) German reformer Anabaptists blended the idea of salvation with the end of all forms of social oppression.

x) Luther did not support radicalism

30 Describe the various changes in various fields which caused Renaissance .

ANS. i) Revival of Italian cities : Expansion of trade between Byzantine empire and Islamic countries ,independent city-states like Florence, Venice

ii) Centres of Learning - Padua and Bologna Universities of Legal studies added Humanist subjects like grammar, poetry, History and moral Philosophy .

iii) Science and Philosophy :Arab scholars translated works of Greek writers like Plato and Aristotle , Ptolemy's Almagest on Astronomy

iv) Art and Realism - figures of perfect proportion, use of Geometry , Physics: 3D effect ,light ,richness of colour by oil paint .Donatello made lifelike statues.

v) Architecture - revival of the imperial Roman style. Michaelangelo painted ceiling of Sistine Chapel ,The pieta [sculpture] ,designed the dome of St.Peter's church

vi) Printing - Gutenberg invented printing press and made copies of Bible which not only led to spread of knowledge but also an intellectual revolution.

vii) Religion - Protestantism against malpractices of Roman Catholic church launched by Martin Luther and popularised by Ulrich Zwingli , Jean Calvin

viii) Astronomy - Copernicus asserted that Earth and planets rotate around

the Sun, Kepler demonstrated that planets move in elliptical manner, Galileo discussed about the dynamic world in his work The Motion and Issac Newton gave new theory of Gravitation.

Source-Based Questions

Passage-based analytical questions.

31 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.

ii) Which one important value did it depicts?

iii) What did he believe?

Ans.i) 'The Prince'.

ii) The human nature.

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

32 Read the given passage and answer the questions that follow :

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

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

any truth, except the scripture were plainly laid before their eyes in their mother-tongue, that they might see the process, order, and meaning of the text.'

i] Who was William Tyndale ? 1

ii] What did he seek to achieve by translating Bible in to English ? 1

iii] What were the issues on which the Protestants criticized the Catholic Church ? 2

ANS. i] William Tyndale , an English Lutheran who translated the bible into English in 1506, defended Protestantism.

ii] he sought to make the common man realise the realities which were hidden in the Bible by translating it into English.

iii] the issues on which the Protestants criticized the Catholic Church were how money was extorted and their interference in politics irritated the princes.

33 Read the following text 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 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.

i) Why was it decided to enlarge and amplify the noble Church? (1)

ii) With what names, the big churches were called? (1)

iii) Why were an official master craftsman and a goldsmith appointed in the big churches and how were they paid for it ? (2)

ANS. i) It was decided to enlarge and amplify the noble Church due to inadequacy of space which caused congestion during the feast days.

ii) The big churches were called Cathedrals.

iii) The official master craftsman and a goldsmith were appointed in the big churches to look after the works of art done on the windows of the church and were given allowances, namely, coins from the altar and flour from the common storehouse.



Map-Based Activities

historical map tasks.

34 On the map of Italy , mark and locate the following :

1. Padua 2.Venice 3. Mantua 4.Genoa 5. Florence 6. Rome



UNSOLVED QUESTIONS

1 Match the following

List I

List II

1) Thomas More's

a. Cosmographical Mystery

2) Johannes Kepler

b. Utopia

3) Isaac Newton

c. The Prince

4) Niccolo Machiavelli

d. Principia Mathematica

A 1 – c, 2 – b, 3 – d, 4 – a

B 1 – d, 2 – a, 3 – b, 4 – c

C 1 – a, 2 – d, 3 – c, 4 – b

D 1 – b, 2 – a, 3 – d, 4 – c

2 State whether true or False

The Renaissance began in Italy where distress was caused due to overpopulation and famine.

3 Anatomy, geometry, physics, as well as a strong sense of what was beautiful, gave a new quality to Italian art, which was to be called

- A Realism
- B Humanism
- C Protestantism
- D Individualism

4 Ptolemy's Almagest was a work on _____.

- A Mathematics
- B Astronomy
- C Philosophy
- D Sociology

5 A city is known by its great citizens as much as by wealth .Explain the statement with reference to Florence .

6 Enlist the main contributions of the Arab writers who were regarded as men of wisdom.

7 Some individuals were equally skilled as painters, sculptors and architects. Which famous personality exemplifies this statement and write about his achievements.

8 Which subjects helped in achieving 'Realism' in Art and how it gave a new quality to Italian art ?

9 Examine the causes of Renaissance which brought drastic changes in Italy .

10 Explain the concept of Humanism which emerged in the Renaissance period and its effect on the life of people.

11 Read the following text carefully and answer the questions that follow:

Formal education was not the only way through which humanists shaped the mind of their age. Art, architecture and books were wonderfully effective in transmitting humanist ideas. Artists were inspired by studying works of the past. The material remains of Roman culture were sought with as much excitement as ancient text: a thousand years after the fall of Rome, fragments of art were discovered in the ruins of ancient Rome and other deserted cities. Their admiration for the figures of perfectly proportioned men and women sculpted so many centuries ago, made Italian sculptors want to continue that tradition. In 1416, Donatello (1386-1456) broke new ground with his life-like statues. Artists' concern to be accurate was helped by the work of scientists.

- i) Besides education, in what other ways did the humanists shape the minds of their age? 1
- ii) Examine the sentence: Artists concern to be accurate was helped by the work of scientists. 1
- iii) What was the source of inspiration for the artists? 2

12 Read the following text carefully and answer the questions that follow:

This self-portrait is by Leonardo da Vinci (1452-1519) who had an amazing range of interests from botany and anatomy to mathematics and art. He painted the Mona Lisa and The Last Supper. One of his dreams was to be able to fly. He spent years observing birds in flight, and designed a flying machine. He signed his name 'Leonardo da vinci, disciple of experiment'.

Questions

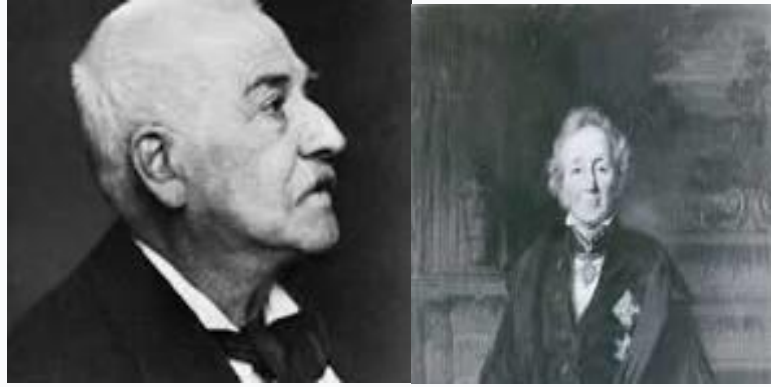
- | | |
|---|---|
| i) Who was Leonardo da Vinci? | 1 |
| ii) Mention the names of two paintings made by Leonardo da Vinci. | 1 |
| iii) What was the area of interest of Leonardo da Vinci? | 2 |

13 On the map of Italy ,identify the important places given as 1 to 6 and write its name :



IMPORTANT PERSONALITIES

Jacob Burckhardt, influenced by **Leopold von Ranke**, highlighted the importance of culture in history writing.



– Burckhardt’s book, “The Civilisation of the Renaissance in Italy,” emphasized the flourishing of a new “humanist”

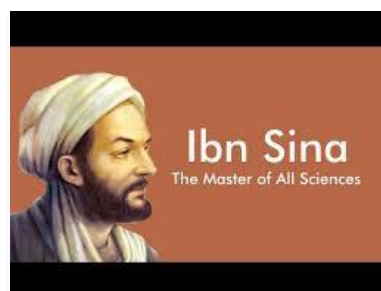
Francesco Petrarch, a prominent figure of the time, emphasized the study of ancient Roman culture and advocated for a close reading of ancient texts.



Dante Alighieri and **Giotto**, who contributed to its intellectual and artistic reputation



Muslim scholars like **Ibn Sina**, **al-Razi**, and **Ibn Rushd**



Andreas Vesalius, dissected the human body, providing artists with accurate anatomical knowledge.



Michelangelo Buonarroti, known for his mastery in painting, sculpture, and architecture, created iconic works in Rome such as the Sistine Chapel ceiling, 'The Pieta,' and the design of St Peter's dome.

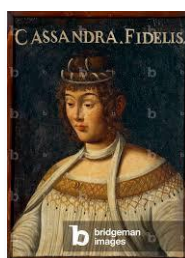


Filippo Brunelleschi, an architect, began his career as a sculptor and designed the Duomo of Florence.



Filippo Brunelleschi defended the acquisition of wealth as a virtue, while **Lorenzo Valla** criticized the Christian prohibition of pleasure.

Cassandra Fedele, a Venetian scholar, emphasized the importance of women pursuing studies in letters.



Isabella d'Este, the Marchesa of Mantua, ruled the state in her husband's absence and promoted intellectual brilliance at her court.



Christian humanists like **Thomas More** and **Erasmus** criticized the Church for greed and corrupt practices, such as selling indulgences.



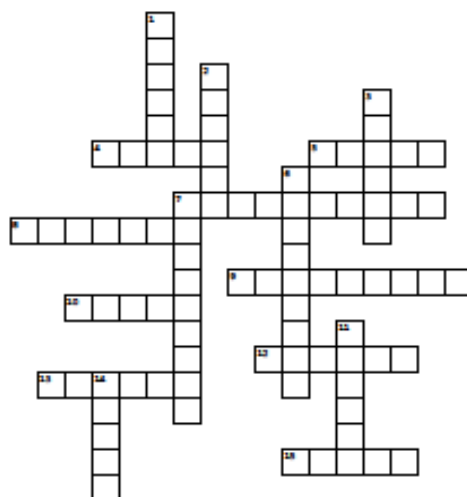
In 1517, **Martin Luther** initiated the Protestant Reformation, challenging the authority of the Catholic Church and emphasizing faith as the path to God.



Copernicus proposing the heliocentric model and later astronomers confirming a sun-centered system.



CROSSWORDS PUZZLE ON RENAISSANCE



Down:

1. THEORY OF GRAVITATION
2. ROMAN LAWYER
3. EARLY REPUBLIC
6. GREEK WRITER
7. WOMAN SCHOLAR
11. LIFELIKE PORTRAITS
14. UNIVERSITY IN EUROPE

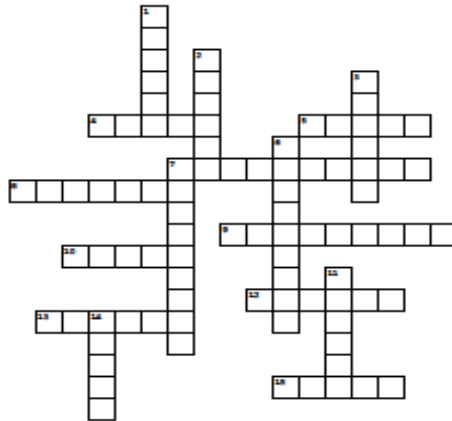
Across:

4. GERMAN HISTORIAN
5. RENAISSANCE MAN
7. De Revolutionibus
8. ARAB PHYSICIAN
9. PRINTING PRESS
10. AN ITALIAN CITY
12. SWISS LUTHERAN
13. COSMOGRAPHICAL MYSTERY
15. DOME OF FLORENCE



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THEME 6: DISPLACING INDIGENOUS PEOPLES

Learning Objectives

Simple and clear learning targets for students.

- Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their condition.
- Analyze the realms of settlement of Europeans in Australia and America.
- Compare and contrast the lives and roles of indigenous people in these continents

*** Relevance of the Theme in our daily life and in the national honour of India**

This chapter tells the story of native peoples in America (North and South) and Australia. Starting in the 1700s, Europeans began settling in many parts of the world, including America, South Africa, Australia, and New Zealand. This expansion pushed many native peoples off their lands. We can relate this situation with European imperialism in India and its impact on the natives here.

Snapshot of the Chapter

Brief summary of the chapter.

1.Introduction

- European settlers displaced native people in America and Australia
- Conflict between European civilization and Indigenous cultures

2.Sources of study

- Oral histories of natives
- Historical and fictional works by natives
- Native art in galleries and museum

3.European Imperialism-----Expansion of colonies

- Spain and Portugal stopped expanding after the 17th century
- France,Holland and England expanded in America,Africa and Asia
- Ireland was also colonized by England
- Profit driven colonization with varied control system
- Trading companies gained political power in south Asia
- Railways,mines and plantations developed to aid trade

-Africa divided into colonies by European powers

4.Indigenous peoples of North America

A-Native lifestyle

- Possibly migrated from Asia via Bering strait (30000 years ago)
- Lived in river valley,fished,hunted, and farmed (Vegetables & Maize)
- No kingdom or private landownership
- Trade based on gift exchanges rather than markets
- Skilled craftspeople, textile makers,and climate experts
- Initially welcomed Europeans, Exchanged goods
- Become addicted to Alcohol, and Tobacco,leading to trade control by Europeans

B-Cultural Differences

- Europeans saw natives as uncivilized
- Natives saw exchanged goods as gifts, Europeans saw them as commodities
- Europeans exploited resources for profit (beaver fur trade,land conversion)
- Natives feared nature's revenge, Europeans focused on economic gain

5.Expansion of the USA

A-Territorial Acquisitions

- Louisiana purchase (1803) from France
- Alaska purchase (1867) from Russia
- War with Mexico led to expansion in the south

B-Slavery in the USA

- North opposed slavery, South depended on African slave labour
- Slave trade banned,but existing slaves remained enslaved
- American civil war (1861-1865) led to abolition of slavery
- African Americans gained civil rights in the 20th century

6.Displacement of Native Peoples

- Natives were forced to sign treaties or sell land

- Land grabs through deception
- Cherokee tribe (Georgia) denied citizen rights
- Supreme Court ruled in favour of Cherokee, but President Andrew Jackson ignored the ruling
- Trail of Tears, 15000 natives forced to migrate, 25% died
- Reservations established, Natives faced discrimination
- Series of revolts (1865-1890) crushed by USA Army

7.The Gold Rush & Industrialization

A-Gold Rush (1840s)

- California Gold Rush led to mass migration
- Railways built to support economic activities

B-Industrial Growth

- Manufacturing of railway equipment
- Large-scale farming with new machinery
- Urbanization & growth of factories
- USA became an industrial power by 1890

8.Constitutional Rights & Reforms

- USA Constitution protected property and voting rights (only for white men)
- Lewis Meriam Report (1928) exposed poor conditions in reservation
- Great Economic Depression (1929) affected all Americans
- Indian Reorganization Act (1934) allowed natives to buy land & take loans
- 1950s-60s Special provisions for native ended
- Indian Rights Declaration (1954) limited US citizenship
- Constitution Act (1982) recognized native treaty rights

9.Indigenous People of Australia

A-Native Culture

- Migrated from New Guinea (40,000 years ago)
- Torres Strait Islanders were distinct group

B-European settlement

- Early settlers were convicts from England
- Natives displaced for farming lands
- Cheap labour came from Chinese immigrants
- Australian government restricted non -white immigration

C-Indigenous Rights Movement

- 1968: Anthropologist W.E.H. Stanner criticized lack of native history
- Henry Reynolds' book condemned Eurocentric history writing
- 1974: Australia adopted multiculturalism
- No treaty with natives; land claimed as terra nullius (belonging to nobody)
- Children of mixed heritage separated from native families
- National Sorry Day commemorates forced removals (1820s-1970s)

Important Keywords

Table of important keywords and meanings.

Some names given by Europeans to these 'New World' countries include:

- **America:** Named after Amerigo Vespucci, who explored the Americas.
- **Canada:** Comes from 'kanata,' a word for 'village' in the Huron-Iroquois language, heard by explorer Jacques Cartier in 1535.
- **Australia:** A 16th-century name for land in the Great Southern Ocean (austral is Latin for 'south').
- **New Zealand:** Named by a Dutch explorer named Tasman in 1642.

Different names for native peoples include:

- **Aborigine:** Native people of Australia.
- **American Indian/Amerind/Amerindian:** Native peoples of North and South America and the Caribbean.
- **First Nations peoples:** Organized native groups recognized by the Canadian government.
- **Indigenous people:** People who naturally belong to a place.
- **Native American:** A commonly used term for indigenous people of the Americas.
- **'Red Indian':** An old term for brown-skinned people whose land Columbus mistakenly thought was India.

TIMELINE

Key dates of European arrival and settlement:

- 1497: John Cabot reaches Newfoundland.
- 1507: Amerigo de Vespucci's travels are published.
- 1534: Jacques Cartier travels down the St. Lawrence River and meets native peoples.
- 1607: British establish the Virginia colony.
- 1608: French establish the Quebec colony.
- 1620: British establish Plymouth (Massachusetts).

Key events in Canada and USA history:

- 1781: Britain recognizes the USA as independent.
- 1791: Canada Constitutional Act.
- 1803: Louisiana purchased from France.
- 1825-58: Natives in the USA moved to reserves.
- 1832: Justice Marshall's judgment on Cherokee sovereignty.
- 1837: French Canadian rebellion.
- 1849: American Gold Rush.
- 1859: Canada Gold Rush.
- 1861-65: American Civil War.
- 1867: Confederation of Canada.
- 1869-85: Red River Rebellion by Metis in Canada.
- 1870: Transcontinental railway in the USA.
- 1876: Canada Indians Act.
- 1885: Transcontinental railway links east and west coasts of Canada.
- 1890: Bison almost wiped out in America.
- 1892: 'End' of the American frontier.

European Arrival and Impact in Australia

- 1606: Dutch travelers first saw Australia.
- 1642: Tasman landed on the island later named Tasmania.
- 1770: James Cook reached Botany Bay, naming the area New South Wales.
- 1788: The British established a penal colony (a place for convicts), and Sydney was founded.

Development and Social Change in Australia

- 1850: Australian colonies were granted self-government.
- 1851: Chinese "coolie" immigration began, but was stopped by law in 1855.
- 1851-1961: Gold rushes occurred.
- 1901: The Federation of Australia was formed with six states.
- 1911: Canberra was established as the capital (its name means 'meeting place' in a native language).
- 1948-1975: Two million Europeans migrated to Australia.

Key Dates in Australian Native Rights:

- 1974: The "White Australia" policy ended, allowing Asian immigrants to enter.
- 1992: The Australian High Court (in the Mabo case) declared that terra nullius was legally invalid and recognized native claims to land from before 1770.
- 1995: A National Enquiry was launched into the Separation of Aboriginal and Torres Strait Islander Children from their Families.
- 1999 (May 26): "A National Sorry Day" was held as an apology for the children "lost" from the 1820s to the 1970s

MCQs & Objective Questions

Multiple-choice and objective-type questions.

- When did the earliest inhabitants of North America come from Asia?
 A About 10,000 years ago B About 5,000 years ago
 C Over 30,000 years ago D During the 17th century
- The establishment of university departments to study native cultures and the enlargement of museums to incorporate native art and culture, signifies:
 A A complete reversal of all historical injustices.
 B A growing societal recognition and valuing of Indigenous heritage.
 C The end of all discrimination against Indigenous peoples.
 D A renewed focus on anthropological curiosity rather than cultural respect.
- The term terra nullius refers to the legal concept that:
 A Land can only be owned by native inhabitants.
 B Land is barren and uninhabitable.
 C Land belongs to no one and can be claimed by a discovering power.
 D Land claims must be formalized by treaties.
- Two statements are given below as Assertion (A) and Reason (R). Read them carefully and choose correct option.
 Assertion (A): The Cherokee tribe was evicted from their land in Georgia and forced on the 'Trail of Tears', despite a US Supreme Court judgment affirming their distinct community status where Georgia's laws had no force.
 Reason (R): US President Andrew Jackson chose to honour the Chief Justice's judgment and ensured the protection of Cherokee territorial rights.
 A Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
 B Both Assertion (A) and Reason (R) are true, but Reason (R) is NOT the correct explanation of Assertion (A).

C Assertion (A) is true, but Reason (R) is false.

D Assertion (A) is false, but Reason (R) is true.

5 Two statements are given below as Assertion (A) and Reason (R). Read them carefully and choose correct option.

Assertion (A): Many European immigrants who came to America in the 19th century, such as younger sons from Britain and France, or those from Germany, Sweden, and Italy, were eager to own land and establish farms.

Reason (R): These European immigrants wanted land primarily to set up large workshops for their traditional crafts skills to produce goods for the market.

A Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).

B Both Assertion (A) and Reason (R) are true, but Reason (R) is NOT the correct explanation of Assertion (A).

C Assertion (A) is true, but Reason (R) is false.

D Assertion (A) is false, but Reason (R) is true.

6 Which of the following statements about the interaction between Europeans and Native Americans is NOT correct?

A Europeans gave natives items like blankets, iron vessels, guns, and alcohol in exchange for local products.

B Natives became addicted to alcohol, which Europeans used to dictate trade terms.

C Europeans acquired an addiction to tobacco from the natives.

D Natives quickly understood the European concept of a 'market' and fluctuating prices.

7 What was the primary purpose of the Wampum belts given below?



A As currency for trading goods

B As decorative items for clothing

C Exchanged by native tribes after a treaty was agreed to

D Worn by chiefs to signify their rank

8 Match Column A with Column B and choose the correct option:

Column A	Column B
1. Thomas Jefferson	A. Said Cherokees were a 'distinct community' where Georgia laws had no force
2. Jean-Jacques Rousseau	B. Described natives as living 'amid wilds/Where fancy hath small liberty'
3. William Wordsworth	C. Spoke of natives in words that could lead to "extermination"
4. John Marshall	D. Admired native people as untouched by the corruptions of 'civilisation', popularising 'noble savage'

Options:

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

9 Match Column A with Column B and choose the correct option:

Column A	Column B
1. 1803	A. American Gold Rush
2. 1832	B. 'End' of American frontier
3. 1849	C. Louisiana purchased from France
4. 1892	D. Justice Marshall's judgement (Cherokee)

Options:

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

10 Identify the name of French philosopher with following information:

He admired native peoples as being untouched by the corruptions of 'civilisation' and popularised the term 'the noble savage'.

- A William Wordsworth
- B Thomas Jefferson
- C Jean-Jacques Rousseau
- D Washington Irving

11 Identify the name of USA President with following information:

He refused to honour Chief Justice John Marshall's judgment regarding the Cherokee tribe and ordered their eviction.

- A Thomas Jefferson
- B Andrew Jackson
- C George Washington
- D Abraham Lincoln

12 Identify the name of state of USA with following information:

A	California	B	Nebraska
C	Georgia	D	Ohio

Options:

A	1, 3, 2, 4	B	3, 1, 2, 4
C	1, 2, 3, 4	D	2, 3, 1, 4

15 Identify the correct statement from the following regarding the 'Gold Rush' in North America.

D The Gold Rush discouraged immigration to America.

C ii, iii, iv
D i, ii, iii, iv

The Hopis are a native tribe who now live near _____.

C	California	D	Alaska
---	------------	---	--------

B The Europeans had official treaties from all native tribes willingly selling their entire territories.

C The natives did not 'use' the land to its maximum potential in European eyes (e.g., for surplus agriculture).

D The native populations were rapidly declining due to internal conflicts.

19 What was a significant reason for the American Civil War (1861-65)?

Choose the appropriate option from the following:

A Disputes over land acquisition from native tribes.

B Conflict between northern and southern states over the issue of slavery.

C The desire of southern states to form an alliance with Canada.

D Economic depression caused by the decline of the fur trade.

20 The realization that Australia had no treaties with its native peoples, in contrast to the USA, Canada, and New Zealand, primarily led to:

A The implementation of the "White Australia" policy.

B The recognition of terra nullius.

C Agitation and enquiries regarding native land rights and injustices.

D An immediate public apology for past wrongs.

21 Which of these activities was NOT primarily associated with the European settlers' transformation of the American landscape in the 19th century?

A Clearing forests for farms

B Developing extensive agriculture with crops like rice and cotton

C Hunting wild animals like wolves and mountain lions to extinction

D Engaging in nomadic bison hunting for subsistence (This was a native practice)]

Q.NO	Answer with Explanation
1	Answer: C Over 30,000 years ago Explanation: "The earliest inhabitants of North America came from Asia over 30,000 years ago on a land-bridge across the Bering Straits..." Page Number: 137
2	Answer: B A growing societal recognition and valuing of Indigenous heritage. Explanation: These efforts as a "wonderful effort" that occurred "at a critical time, because if native cultures had remained ignored, by this time much of such cultures would have been forgotten." This strongly implies a positive development towards recognizing and valuing Indigenous heritage. Page Number: 151
3	Answer: C Land belongs to no one and can be claimed by a discovering power. Explanation: "The government had always termed the land of Australia terra nullius, that is belonging to nobody." This aligns with the definition that land belongs to no one and can be claimed. Page Number: 151
4	Correct Option: C Assertion (A) is true, but Reason (R) is false. Explanation: Assertion (A) is true. The text describes Chief Justice John Marshall's ruling in favor of the Cherokees and their subsequent forced eviction (the Trail of Tears) under President Andrew Jackson. Reason (R) is false. "He [President Andrew Jackson] refused to honour the Chief Justice's judgment, and ordered the US army to evict the Cherokees from their land..."

	Page Number: 144
5	<p>Correct Option: C Assertion (A) is true, but Reason (R) is false.</p> <p>Explanation: Assertion (A) is true. The text clearly states that younger sons who wouldn't inherit property and immigrants who had lost lands in Europe "were eager to own land in America" and "wanted farms they could own".</p> <p>Reason (R) is false. While settlers did develop industries, the primary motivation for these specific groups was acquiring farms. The text later criticizes native peoples for "not using their crafts skills to produce goods for the market," implying this was a European expectation or value, but not the stated primary land-use goal for the mentioned immigrants seeking farms.</p> <p>Page Number: 142, 144</p>
6	<p>Answer: D Natives quickly understood the European concept of a 'market' and fluctuating prices.</p> <p>Explanation: "The natives could not understand this - they had no sense of the 'market' in faraway Europe."</p> <p>Page Number: 139, 140</p>
7	<p>Answer: C Exchanged by native tribes after a treaty was agreed to</p> <p>Explanation: The caption for the image of Wampum belts states, "Wampum belts, made of coloured shells sewn together, were exchanged by native tribes after a treaty was agreed to."</p> <p>Page Number: 138</p>
8	<p>Answer: A 1-C, 2-D, 3-B, 4-A</p> <p>Explanation: Thomas Jefferson: Spoke of the natives in words that would lead to a public outcry today: 'This unfortunate race... has justified extermination.'</p> <p>Jean-Jacques Rousseau: Such people were to be admired, as they were untouched by the corruptions of 'civilization'. A popular term was 'the noble savage'.</p> <p>William Wordsworth: Described them as living 'amid wilds/Where fancy hath small liberty to grace/The affections, to exalt them or refine'.</p> <p>John Marshall: He said that the Cherokees were 'a distinct community, occupying its own territory in which the laws of Georgia had no force'.</p> <p>Page Number: 140, 144</p>
9	<p>Answer: A 1-C, 2-D, 3-A, 4-B</p> <p>Explanation: 1803: Louisiana purchased from France.</p> <p>1832: Justice Marshall's judgement. (Context on page 144 links this to the Cherokee case)</p> <p>1849: American Gold Rush.</p> <p>1892: 'End' of American frontier.</p> <p>Page Number: 142, 144</p>
10	<p>Answer: C Jean-Jacques Rousseau</p> <p>Explanation: "To some, like the French philosopher Jean-Jacques Rousseau, such people were to be admired, as they were untouched by the corruptions of 'civilisation'. A popular term was 'the noble savage'."</p> <p>Page Number: 140</p>
11	Answer: B Andrew Jackson

	<p>Explanation: "US President Andrew Jackson... refused to honour the Chief Justice's judgment, and ordered the US army to evict the Cherokees from their land..."</p> <p>Page Number: 144</p>
12	<p>Answer: C Georgia</p> <p>Explanation: "Georgia, a state in the USA. Officials had argued that the Cherokee tribe was governed by state laws... In 1832, an important judgment was announced by the US Chief Justice, John Marshall. He said that the Cherokees were 'a distinct community, occupying its own territory in which the laws of Georgia had no force'..."</p> <p>Page Number: 144</p>
13	<p>Answer: A 1, 3, 2, 4</p> <p>Explanation: 1642 Tasman lands on the island later named Tasmania. (Found in "The Europeans Reach Australia" timeline)</p> <p>1770 James Cook reaches Botany Bay, names New South Wales. (Found in "The Europeans Reach Australia" timeline)</p> <p>1788 British penal colony formed; Sydney founded. (Found in "The Europeans Reach Australia" timeline)</p> <p>1850 Self-government granted to Australian colonies. (Found in "The Development of Australia" timeline)</p> <p>Page Number: 148, 150 (timelines on these pages)</p>
14	<p>Answer: B It was the forced eviction of the Cherokees from their land, during which many died.</p> <p>Explanation: President Jackson ordered the army "to evict the Cherokees from their land and drive them to the Great American Desert. Of the 15,000 people thus forced to go, over a quarter died along the Trail of Tears'."</p> <p>Page Number: 144</p>
15	<p>Answer: C Traces of gold found in the USA, particularly California, led to the Gold Rush.</p> <p>Explanation: "There was always the hope that there was gold in North America. In the 1840s, traces of gold were found in the USA, in California. This led to the 'Gold Rush'..."</p> <p>Page Number: 145 (The section "The Gold Rush, and the Growth of Industries")</p>
16	<p>Answer: B i, iii, iv</p> <p>Explanation: Multiculturalism became official policy in 1974.</p> <p>"White Australia" policy ends in 1974.</p> <p>Mabo case: 1992.</p> <p>National Enquiry: 1995.</p> <p>National Sorry Day: 1999.</p> <p>Therefore, i, iii, and iv occurred after 1974.</p> <p>Page Number: 152</p>
17	<p>Answer: C California</p> <p>Explanation: The quote from Lee Brown states, "The Hopis are a native tribe who now live near California."</p> <p>Page Number: 139</p>

18	<p>Answer: C The natives did not 'use' the land to its maximum potential in European eyes (e.g., for surplus agriculture).</p> <p>Explanation: "Those who took the land occupied by the tribes justified it by saying the natives did not deserve to occupy land which they did not use to the maximum."</p> <p>Page Number: 144</p>
19	<p>Answer: B Conflict between northern and southern states over the issue of slavery.</p> <p>Explanation: "The northern states of the USA... argued for ending slavery... In 1861-65, there was a war between the states that wanted to retain slavery and those supporting abolition."</p> <p>Page Number: 143</p>
20	<p>Answer: C Agitation and enquiries regarding native land rights and injustices.</p> <p>Explanation: "the Australian public realised with dismay that, in contrast to the USA, Canada and New Zealand, Australia had no treaties with the natives formalizing the takeover of land by Europeans. The government had always termed the land of Australia terra nullius... Agitation around these questions led to enquiries and to two important decisions..." This directly links the lack of treaties and the terra nullius concept to the subsequent agitation and enquiries.</p> <p>Page Number: 151,152</p>
21	<p>Answer: D Engaging in nomadic bison hunting for subsistence</p> <p>Explanation: Clearing forests, developing extensive agriculture, and hunting predators to extinction were actions of European settlers. Nomadic bison hunting for subsistence was a characteristic of native peoples before widespread European settlement changed their way of life. Europeans later hunted bison almost to extermination for other reasons.</p> <p>Page Number: 137, 141, 142, 144</p>

Short Answer Questions

Concise questions needing brief responses.

22 What factors led to the significant European migration to America in the 19th century?

Answer-During the 19th century, many Europeans chose to settle in America for several reasons-
 Desire for land Ownership- In countries like France and Britain, younger sons could not inherit land of their family. They wanted to own property, so they moved to America where land was available.
 Loss of Agricultural Farms-Farmers from Germany, Italy, and Sweden had lost their land to large landowners. They came to the USA hoping to buy their own farms and start new journey of life.
 Affordable Land and Familiar Landscapes -People from Poland also migrated because land in America was much cheaper. The wide-open prairie grasslands reminded them of home, which made them eager to buy land and settle down.

23 What advantages did Europeans gain from their commercial interactions with indigenous North American people?

Answer-Europeans gained several advantages from trading with indigenous North American people-
 Access to New Goods- Europeans acquired valuable resources like furs and fish, which were in demand and could be sold for profit back in Europe.

Control over Trade: By introducing items like guns and alcohol, which were new to the natives, Europeans created a dependency. This allowed them to dictate the terms of trade, often to their own benefit.

Weakening Native Resistance: The addiction to alcohol, in particular, weakened the native populations, making them more susceptible to European influence and control over their land and resources.

Economic Expansion: The commercial interactions fueled European economic growth and expansion, providing raw materials for industries and new markets for their manufactured goods.

24 How did the rights and recognition of native peoples and African Americans improve in the USA and Canada starting from the 1920s?

After the 1920s, significant improvements in rights and recognition began for native peoples and African Americans in the USA and Canada-

Land Rights of Native Peoples (USA): In the USA, the Indian Reorganization Act of 1934 allowed native peoples on reservations to buy land and get loans. This aimed to improve their living conditions.

Native Cultural Recognition (USA & Canada): From the 1960s, native peoples were encouraged to write their own histories. Museums also started showing native art and ways of life, with new museums curated by native people themselves.

Aboriginal Rights (Canada): Canada's Constitution Act in 1982 finally accepted the existing aboriginal and treaty rights of native peoples.

African American Civil Liberties (USA): In the USA, African Americans gained civil liberties in the 20th century. Segregation, which separated "whites" and "non-whites" in schools and public transport, was ended.

25 Discuss the contribution of W.H.O. Stanner in understanding the culture of the natives.
Answer-W.E.H. Stanner was an anthropologist who greatly contributed to understanding the culture of Indigenous Australians.

He challenged the "Great Australian Silence," which was the neglect of Aboriginal history and experiences.

The fieldwork of Stanner offered deep insights into Aboriginal religion, social structures, and their strong connection to the land through "The Dreaming".

He emphasized understanding Indigenous perspectives on time, reality, and spirituality.

His work was crucial in advocating for Aboriginal rights and influenced national policy, promoting a more empathetic view of native cultures.

26 Which were the advancement in the history of Australia from the 1970s?

Answer-Growing Understanding of Native Cultures- There was a strong desire to understand native peoples with their own unique cultures and ways of understanding nature from the 1970s.

Academic Focus -Australian universities started studying native culture extensively.

Museums and Art Galleries: Native art galleries were added to art galleries, and museums were made bigger to include displays and rooms that explain native culture.

Indigenous Histories- Indigenous Australians began writing their own life stories, which was a very important effort.

Official Policy Changes-Australian official policy began to show equal respect for native cultures and the cultures of immigrants from Europe and Asia.

Realization of Land Rights Issue-The Australian public realized that Australia had no treaties with its native peoples, as the land had been considered "terra nullius" (belonging to nobody).

27 Discuss the beginning of economic development in Australia with the establishment of European colonies. 3

Answer: With the coming of Europeans and establishment of their colonies in Australia, the process of economic development grew up.

Raising Sheep: Europeans began big farms to raise sheep, especially a type called Merino. This was different from how the native people lived, as they didn't farm or raise animals to sell.

More Farming: They cut down forests to create more farmland. They grew new crops like rice and cotton that couldn't be grown in Europe, so they could sell them for a lot of money there. They also grew more wheat and started vineyards to make wine.

Mining for Wealth: They encouraged and grew the mining industry, which became a big reason for Australia's wealth. They found oil, gas, and other minerals in many places, which led to many big industries and businesses. It started in the last 200 years ago because when people came from Europe, Africa, and China.

Different Land Ideas: Europeans and native people saw land very differently. Europeans believed land could be owned, bought, and used to make money. They cleared land for farms. Native people, however, didn't think land could be "owned" and only grew crops for themselves, not for selling.

Long Answer Questions (Hints Provided)

Detailed questions with guided hints.

28 How did the arrival of Europeans impact on the indigenous peoples of America and Australia, leading to their displacement and cultural marginalization?

European settlement in places like America and Australia, starting in the 1700s, profoundly affected native populations in several key ways:

Land Seizure: European immigrants took over native lands. This often happened through forced relocations or treaties where natives were pressured or tricked into selling their land for very little money.

Loss of Traditional Life: Native peoples lived in harmony with the land, taking only what they needed and not believing in land ownership. Europeans, however, cleared forests for large farms and grew crops for profit, completely changing the environment and native ways of life. This led to the extinction of some animals, like wolves, to protect farms.

Cultural Clash: Europeans often saw native peoples as "uncivilized" because they lacked things like writing, organized religions, or cities. Early history books often ignored natives or presented them as hostile. There was a major misunderstanding of native traditions; for example, Europeans viewed native gift exchanges as simple business transactions rather than gestures of friendship.

Alcohol Introduction: Europeans brought alcohol, which was new to native peoples. Many became addicted, making them easier to control in trade deals.

Forced Relocations and Violence: In the USA, natives were constantly pushed westward. A tragic example is the Cherokee tribe; despite adopting American customs, they were denied rights.

President Andrew Jackson ordered the army to remove them, leading to the "Trail of Tears," where thousands died.

Population Decline: Today, native populations are much smaller compared to European and Asian populations in these countries. Historical data, like the 1820 US census showing 9 million whites versus 0.6 million natives, reflects this decline.

Historical Marginalization: For a long time, native peoples were largely absent from mainstream history, even though many places still carry native names. Since the 1960s, there have been efforts to record and showcase native histories, art, and ways of life in museums.

29 What were the main factual differences in how Europeans and Native peoples viewed land, resources, and civilization at their first encounters?

ANSWER-European Views about Native Peoples-

'Uncivilised' and Hostile- many American and Australian history textbooks often portrayed native peoples as "hostile" to Europeans until the mid-20th century. Europeans generally defined "civilised" people by their literacy, organized religion, and urban living, and thus saw Native Americans as "uncivilised."

'Noble Savage' - Some European thinkers, like the philosopher Jean-Jacques Rousseau, admired native peoples. They called them "noble savages" because they thought these people were pure and good, unlike Europeans who they felt were "corrupted" by society. But this idea was often just a fantasy, not based on actually knowing native peoples.

Limited Imagination and Emotion: The English poet William Wordsworth, who had never met a Native American, believed that people living close to nature had "small liberty to grace /The affections, to exalt them or refine," suggesting they had limited powers of imagination and emotion.

Lazy and Undeserving of Land: Those who took native land often justified their actions by claiming natives were "lazy" and "did not deserve to occupy land which they did not use for commercial profit. They criticized natives for not learning English or dressing "correctly."

Justifying Extermination: Some extreme views, like that Thomas Jefferson, the third U.S. President, had harsh views. He believed Native Americans were an "unfortunate race " and, despite efforts to make them live like Europeans, he felt their actions, deserved to be wiped out.

Little Better Than Animals: Washington Irving, who actually met native people, noted that white men were "prone to treat the poor Indians as little better than animals."

Anthropological Study- Anthropologists in America began to study native peoples, indicating a shift towards academic interest beyond simple hostility from the 1840s.

Native views about European Peoples-

Greedy and Deceitful- Native folk tales often described Europeans as greedy and dishonest. Natives were confused by European trade practices (sometimes offering a lot, sometimes very little). They were also upset by the Europeans' excessive killing of beavers for fur, worrying it would anger the animals.

Distrustful: Washington Irving noticed that Native Americans were usually quiet when they were with white men because they didn't trust them.

Misunderstanding of Land Ownership: Natives grew crops only for their own use and didn't believe land could be "owned." So, they couldn't understand why Europeans wanted to buy land just to sell it for money.

30 "Trace the evolution of governmental approaches and public understanding regarding Indigenous peoples in the United States and Australia from the mid-20th century onwards. What were the significant social and political movements that pushed for change, and what main recognition and rights efforts were achieved during this period?"

Answer- The historical narratives and policies concerning indigenous peoples in the USA and Australia underwent significant transformation from the mid-20th century-

Shift in Historical Representation-Before the mid-1900s, history books in America and Australia mostly talked about European "discovery." They often left out Native peoples entirely or made them seem "hostile."

Emergence of Native Voices-Native peoples were actively encouraged to write or dictate their own histories, leading to the rise of oral history from the 1960s.

Contemporary Native Narratives -These days, you can access historical books and fiction written by Native peoples. Museums in the US and Australia now have "Native art" sections and special displays about Aboriginal life. Importantly, some institutions, like the National Museum of the American Indian, are even organized and managed by American Indians themselves.

Australian Aboriginal History-Aboriginal people have lived in Australia for over 40,000 years. They call their long history 'Dreamtime,' which is their unique spiritual and historical view. Europeans struggled to understand this concept.

Land Policies and Dispossession in Australia: British settlement in Australia began in 1788, with land acquired without the consent of the natives. Subsequent policies often led to the establishment of reserves for natives, frequently on barren land.

The "Stolen Generations" in Australia-Australia has a long and agonizing history of forcibly capturing and separating children of mixed blood from their native relatives.

Official Apology in Australia-In 1999, Australia held a 'National Sorry Day' to apologize for the children 'lost from the 1920s to the 1970s'.

Legal Recognition of Native Title (Australia)-The Australian High Court made a landmark decision in the Mabo case in 1992. It recognized that Indigenous people had legal rights to their land from before 1770.

Push for Rights and Self-Determination- The Indian Reorganization Act of 1934 gave native people more rights. In the US and Canada, from the 1960s, Native peoples began fighting for cultural respect and to reclaim their land rights. Aboriginal and treaty rights were officially recognized in Canada in 1982. This brought about major legal and political changes.

Source-Based Questions

Passage-based analytical questions.

31 Read the following source carefully and answer the questions that follow:

‘At sunset on the day before America [that is, before the Europeans reached there and gave the continent this name], diversity lay at every hand. People spoke in more than a hundred tongues. They lived by every possible combination of hunting, fishing, gathering, gardening, and farming open to them. The quality of soils and the effort required to open and tend them determined some of their choices of how to live. Cultural and social biases determined others. Surpluses of fish or grain or garden plants or meats helped create powerful, tiered societies here but not there. Some cultures had endured for millennia...’ - William Macleish, *The Day before America*.

1 What did William Macleish say about the linguistic diversity in America before Europeans arrived? 1

2 What factors determined the residential patterns and societal structures of Indigenous peoples in pre-colonial America? 1

3 How did the availability of extra food affect early American societies and their ability to last a long time? 2

Answer:

- 1 People spoke in more than a hundred tongues.
- 2 Soil quality, the effort needed to work the land, and cultural beliefs all influenced choices of how to live.
- 3 Extra fish, grains, or meat allowed some early American societies to develop a system where people had different roles and varying levels of power.

Some cultures lasted a very long time, likely because they had stable ways of life, possibly due to having extra resources.

32 Read the following source carefully and answer the questions that follow:

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

- From a talk by Lee Brown, 1986

- 1 How did the Hopi prophecy say the "first brothers and sisters" would come back? 1
- 2 What specific item did the Spanish man drop into the Hopi's outstretched hand? 1
- 3 How did the Spanish actions contradict the Hopi's initial beliefs about them, changing the Hopi's view of the situation? 2

ANSWER

- 1 According to the Hopi prophecy, the "first brothers and sisters" were expected to return as turtles across the land.
- 2 A trinket
- 3 The Hopi thought the Spanish were their returning "brothers and sisters" and offered a handshake.

When the Spanish dropped a trinket instead of shaking hands, the Hopi realized tough times were coming because some had lost respect for everything, meaning everyone would suffer.

33 Read the following source carefully and answer the questions that follow:

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.’

- 1 How did Washington Irving show Native Americans differently than poems usually did?1
- 2 Why does Irving state that Native Americans are taciturn when in the company of white men? 1
- 3 How does Washington Irving describe Native Americans' behavior when they're among their own people, and what insight does this offer into their views on white men?2

ANSWER-

- 1 Irving's descriptions of Native Americans were different from poems because he had actually met them.
- 2 They distrust the goodwill of white men and do not understand their language.
- 3 When Native Americans are by themselves; they often mimic and make fun of white people. This means they don't deeply respect white men as grand or dignified, but rather find them amusing.

Map-Based Activities

historical map tasks.

- 34 On the given political outline map of USA, locate and label the following states with appropriate symbols:

- | | | | | |
|--------------|------------------|---------------|-----------------|----------------|
| 1.Louisiana | 2.Arkansas | 3.Georgia | 4.Ohio | 5.Michigan |
| 6.California | 7.Newyork | 8.New Jersey | 9. Pennsylvania | 10.Mississippi |
| 11.Virginia | 12.Massachusetts | 13.New Mexico | | |



UNSOLVED QUESTIONS

- 1 What is a correct statement about the study of native peoples' history of North America and Australia?
 - A American and Australian history textbooks always gave detailed accounts of native peoples.
 - B Anthropologists only began studying native peoples in America from the 1960s.
 - C From the 1960s, native peoples were encouraged to write or dictate their own histories.
 - D Museums have only recently, in the 21st century, started displaying 'native art'.
- 2 How did the concept of Terra-Nullius fulfill the dream of European colonizers?
 - A Forcibly religious conversion
 - B Slave trade
 - C Land appropriation from Indigenous People
 - D Trading pattern
- 3 Two statements are given below as Assertion (A) and Reason (R). Read them carefully and choose correct option.

Assertion (A): Imperialism led to the rise of the economic status of the settlers.

Reason (R): Imperialism proved to be a curse for the lives of American Indians.

- A Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
B Both Assertion (A) and Reason (R) are true, but Reason (R) is NOT the correct explanation of Assertion (A).
C Assertion (A) is true, but Reason (R) is false.
D Assertion (A) is false, but Reason (R) is true.

4 Which of these items, exchanged between Europeans and Native Americans, is the odd one out based on its origin?

- | | |
|------------|-----------|
| A Blankets | B Guns |
| C Alcohol | D Tobacco |

5 How satisfactory is a museum gallery display in explaining the culture of a people? Give examples from your own experience of a museum.

6 In what ways did Thomas Jefferson's ideal of an American landscape conflict with the traditional land and cultivation beliefs of native populations?

7 Describe the system of slavery in the USA and explain the process of its abolition.

8 What were the main implications and outcomes of the "Mabo case" for Australia?

9 How did different ideas about owning land lead to Native Americans losing their land?

10 Discuss the features of the lifestyle of the native peoples of North America and Australia.

11 Read the following source carefully and answer the questions that follow:

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 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...'

- 1 Which natural elements did Chief Seattle highlight as having a value beyond purchase for his people? 1
2 What does Chief Seattle say the sap in trees symbolizes for his people? 1
3 How does Chief Seattle describe the land and water in his response, and what rule does he set if the land is sold? 2

12 Read the following source carefully and answer the questions that follow:

A Description of the Sydney Area in 1790

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

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

- (P. Grimshaw, M. Lake, A. McGrath, M. Quartly, Creating a Nation)

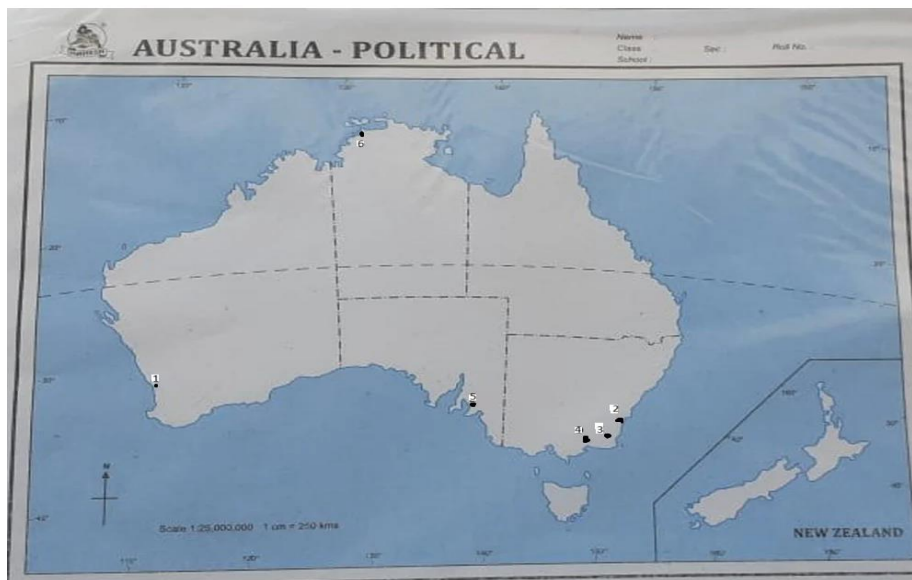
1 What was the primary impact of the British presence on Aboriginal production in the Sydney area? 1

2 What might the Daruk people have first thought about the British clearing their land?1

3 How did the Daruk people see what the British were doing, and how did that affect their interactions with the British?2

13 On the given political outline map of Australia, locate and label the following places with appropriate symbols:

- | | | |
|--------------|-------------|-------------|
| 1. Perth | 2. Sydney | 3. Canberra |
| 4. Melbourne | 5. Adelaide | 6. Darwin |



THEME 7: PATHS TO MODERNISATION

Learning Objectives

Simple and clear learning targets for students.

- ❖ Summarise the nationalist upsurge in China from Dr Sun Yat Sen to Mao Zedong to understand the era of Communism.
- ❖ Analyse the Chinese path to modernization under Deng Xioping and Zhou enlai in order to understand the transformation from rigid communism to liberal socialism.
- ❖ Deduce the histories of China and Japan from the phase of imperialism to modernization.
- ❖ Analyse the domains of Japanese nationalism prior and after the Second World War.

Snapshot of the Chapter

Brief summary of the chapter.

Sources

- ❖ Official Record
- ❖ Dynastic history
- ❖ Scholarly writings
- ❖ Popular literature
- ❖ Religious Literature

Introduction

- ❖ Different societies have evolved their distinctive modernities.
- ❖ 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.



Comparison between China and Japan

China	Japan
Continental Country	Group of Islands namely <ul style="list-style-type: none">• Honshu,• Kyushu,• Shikoku,• Hokkaido
2. Three major river systems <ul style="list-style-type: none">• the Yellow river systems• the Yangtse river systems• the Pearl river systems	2. No major river system
3. Mountainous region	3. 50% area in Mountainous active earthquake Zone
4. Divergent ethnic group - Han, uyghur, Hui, Manchu, Tibetan	4. Homogenous ethnic group
5. Major languages - Chinese, Cantonese,	5. Major language- Japanese language
6. Food habit - Wheat, Pastries, dumplings,	6. Rice, Wheat, Fish (Raw fish) or (Sashimi or sushi) dimsum, rice

JAPAN

The Political System

- ❖ The Centre of Power was Kyoto but in the twelfth century the imperial court lost power to shoguns, who theoretically ruled in the name of the emperor.
- ❖ Shoguns ruled with the help of *samurais* (the warrior class) and *daimyo* in their capital in Edo (modern Tokyo).
- ❖ Shoguns divided the country into 250 domains under daimyo. Daimyo stayed at Edo to avert (prevent) any rebels.
- ❖ Samurai served the shogun and daimyo
- ❖ 16th Century witnessed three changes
 - Peasantry disarmed to end Frequent War
 - Autonomy to daimyo.
 - Land measurement for productivity and revenue.
- ❖ By the mid-seventeenth century, Japan had the most populated city in the world – Edo – but also had two other large cities – Osaka and Kyoto.
- ❖ Increased use of money and creation of the stock market led to the growth of a commercial economy and a vibrant culture.
- ❖ 7. Social and intellectual changes - Chinese influence was questioned and study of ancient Japanese literature promoted.

The Meiji Restoration

- ❖ In 1853, Commodore Matthew Perry was sent by the USA to demand trade and diplomatic relations with Japan.
- ❖ Perry's arrival increased the political significance of the emperor and led to the removal of the shogun in 1868.

The Meiji Reforms & Modernizing the Economy

- ❖ The emperor system was established, combining reverence for the emperor with Westernization.
- ❖ The Meiji government implemented a series of reforms to modernize Japan's economy, society, and military.
- ❖ These included
 - the abolition of the feudal system,
 - the establishment of a public education system, and
 - the creation of a modern army and navy.
 - implemented a new legal system based on Western models.
 - introduction of railways,
 - imported machinery, and foreign technicians.
 - Modern banking institutions were established, and subsidies and tax benefits supported companies like Mitsubishi and Sumitomo in shipbuilding.
 - Zaibatsu, large business organizations controlled by individual families, dominated the economy until after World War II.
 - Population growth was significant, reaching 55 million in 1920.
 - Urbanization increased as industry developed, with 21% of the population living in cities by 1925.

Industrial Workers

- ❖ The rise of industrialization led to the emergence of a new class of industrial workers.
- ❖ The growth of the industrial working class contributed to the development of labor unions and social movements, as workers sought better wages, working conditions, and rights.

Aggressive Nationalism

- ❖ Japan's modernization was accompanied by an aggressive foreign policy and expansionist ambitions.
- ❖ This aggressive foreign policy ultimately led to conflict with neighboring powers and culminated in Japan's involvement in World War II.

'Westernisation' and 'Tradition'

- ❖ The debate over the extent of Westernization and the preservation of traditional values continued in Japan.
- ❖ This led to a complex and often conflicting debate about the appropriate balance between modernity and tradition.

Daily Life

- ❖ Modernization brought significant changes to daily life in Japan.
- ❖ The introduction of Western technologies, such as railways, telegraphs, and factories, transformed the way people lived and worked.

'Overcoming Modernity'

- ❖ While many embraced the benefits of modernization, such as economic growth and technological advancement, others were concerned about the potential loss of traditional values and cultural identity.
- ❖ Some Japanese intellectuals and cultural figures advocated for a more selective approach to Westernization, emphasizing the importance of preserving Japanese traditions while adopting those aspects of Western culture that were deemed beneficial.

After Defeat: Re-emerging as a Global Economic Power

- ❖ Despite its defeat in World War II, Japan experienced a remarkable economic recovery and became a global economic power.
- ❖ With the support of the United States, Japan was able to rebuild its economy and achieve rapid economic growth.

China

Introduction

- ❖ China's path to modernization was marked by internal struggles and external pressures.

The Opium Trade

- ❖ The East India Company engaged in triangular trade between Britain, India, and China.
- ❖ They sold opium in China, using the silver earned to buy Chinese goods for sale in Britain.
- ❖ This created a serious balance-of-trade problem as Western goods were not popular in China.



- ❖ During 1839-42, the British won the first opium war in China and snatched power from the Qing dynasty. The second opium war was fought in 1856-60.

The Search for Modernity

- ❖ Chinese intellectuals and reformers sought to modernize China while preserving its cultural heritage.
- ❖ This led to a complex and often conflicting debate about the appropriate balance between tradition and modernity.

Establishing the Republic

- ❖ The establishment of the Republic of China in 1911 marked a significant turning point in Chinese history.
- ❖ The establishment of the republic was a culmination of years of anti-imperialist and revolutionary movements, inspired by Western ideas of democracy and nationalism.
- ❖ Republican revolutionaries Sun Yat Sen inspired by the ideas from Japan and the West. He was the founder of modern China and established a republic in 1911 AD.
- ❖ Sun Yat-Sen's programme was called the Three Principles – These were nationalism – this meant overthrowing the Manchu who were seen as a foreign dynasty, as well as other foreign imperialists; democracy or establishing democratic government; and socialism regulating capital and equalizing landholdings.
- ❖ Revolutionaries advocated reforms – use of simple language, abolish foot binding and female subordination, equality in marriage and economic development.
- ❖ Sun Yat-sen's ideas became the basis of the political philosophy of the Guomindang which identified the 'four great needs – clothing, food, housing and transportation.

- ❖ After the death of Sun, Chiang Kai-shek (1887-1975) emerged as the leader of the Guomindang. He launched a military campaign to control the 'warlords', regional leaders who had usurped authority, and to eliminate the communists.
- ❖ He encouraged women to cultivate the four virtues of 'chastity, appearance, speech and work' and recognize their role as confined to the household.
- ❖ The Guomindang despite its attempts to unite the country failed because of its shallow social and political vision:
- ❖ Sun Yat-Sen's programme of regulating capital and equalising land – was never carried out.
- ❖ The party ignored the peasantry and the rising social inequalities. It sought to impose military order rather than address the problems faced by the people
- ❖ Later, the Guomindang (the National People's Party) along with the CCP strived to unite the Chinese.
- ❖ Chiang Kai shek was the leader of the Guomindang. He militarised China.

The Rise of the Chinese Communist Party:

- ❖ The Chinese Communist Party emerged as a powerful force in Chinese politics.
- ❖ Founded in 1921 CE, the CCP gained strength through its grassroots organization, revolutionary ideology, and ability to mobilize the peasantry.
- ❖ The Communist Party of China (CCP) wanted to end age-old inequalities and dispel foreigners.
- ❖ Mao Zedong, CCP leader, organised Soviets or peasant councils and fought Japanese colonisation.
- ❖ When Guomindang (the National People's Party) intensified attacks, the Soviets shifted the base to Yanan, after a 'Long March'. The Communist Party captured power and established the People's Republic in 1949 CE
- ❖ Mao started the Long March. They covered 600 miles in 368 days and arrived in Shensi and Kansu, the communists reached there.
- ❖ The CCP's influence grew during the Chinese Civil War, and it ultimately defeated the Nationalist Party in 1949, establishing the People's Republic of China.

Establishing the New Democracy: 1949-65 CE

- ❖ The Communist Party's victory in the Chinese Civil War led to the establishment of the People's Republic of China.
- ❖ The establishment of the PRC had profound implications for China's domestic and foreign affairs, as well as for the global balance of power.

Conflicting Visions: 1965-78 CE

- ❖ Mao Zedong's policies, such as the Great Leap Forward and the Cultural Revolution, had mixed results.
- ❖ The Great Leap Forward, launched in 1958 CE, resulted in widespread famine and economic hardship.
- ❖ The Cultural Revolution, which began in 1966 CE, led to political turmoil, violence, and the destruction of cultural heritage.
- ❖ Despite their negative consequences, these policies also had some positive effects, such as mobilizing the population and fostering a sense of national unity.

Reforms from 1978 CE

- ❖ Deng Xiaoping kept party control strong while introducing a socialist market economy.

- ❖ In 1978 CE, the Party declared its goal as the Four Modernisations – science, industry, agriculture and defence.
- ❖ ‘The Fifth Modernisation’ proclaimed that without Democracy the other modernisations would come to nothing.
- ❖ In 1989 CE, on the seventieth anniversary of the May Fourth movement many intellectuals called for a greater openness
- ❖ Deng Xiaoping’s economic reforms ushered in a new era of modernization for China.
- ❖ These reforms led to rapid economic growth and transformed China into a global economic powerhouse.

❖ MCQs & Objective Questions

Multiple-choice and objective-type questions.

- 1 Sima Qian is considered the greatest historian of early-
A Japan B Korea C China D Taiwan
- 2 The dominant ethnic group in China was
A The Han B The Uighur C The Hui D The Manchu
- 3 Which one is Not the island of Japan
A Honshu B Kyushu C Shikoku D Yangtse
- 4 From 1603 to 1867 CE, Japan was divided into over 250 domains under the control of lords called
A Shoguns B Samurais C Daimyos D Tokugawas
- 5 Nishijin in Kyoto was famous for
A Gold & Silver B Rice C Textiles D Silk
- 6 In which year Commodore Perry signed treaty with Japan for opening trade and diplomatic relation
A 1854 CE B 1853 CE C 1867 CE D 1868 CE
- 7 Schooling became almost universal in Japan in
A 1910 CE B 1911 CE C 1912 CE D 1914 CE
- 8 The first railway line in Japan was between
A Tokyo to Nagasaki B Tokyo to Hiroshima
C Tokyo to Yokohama D Tokyo to Okinawa
- 9 The Opium Wars between 1839 to 1842 CE took place between China and
A Japan B France C England D India
- 10 Which one was not the policy of Sun yat Sen
A Nationalism B Democracy
C Socialism D Secularism
- 11 Who was the founder of modern China
A Confucious B Sun Yat Sen
C Liang Qichao D Mao Zedong
- 12 Which of the following is correct :
The primary goal of Sun Yat-sen's revolutionary movement is
A To restore the Qing dynasty
B To overthrow the Qing dynasty and establish a republic
C To strengthen ties with European powers
D To maintain the feudal system
- 13 Identify the image and chose correct answer?

- A Perry's arrival to Japan
- B Perry's arrival to China
- C Perry's arrival to South Korea
- D None of these



Direction for Questions 14 to 19: In each

question given below, there are two statements marked as Assertion (A) and reason (R). Mark as per the codes provided below.

- A Both A and R are correct and R is the correct explanation of A.
 - B Both A and R are correct but R is not the correct explanation of A.
 - C A is correct but R is wrong.
 - D R is correct but A is wrong.
- 14 Assertion (A): China became a republic after the end of the rule of Qing dynasty.
Reason (R): Dr. Sun Yat-sen played a crucial role in the establishment of the republic in China.
 - 15 Assertion (A): The Meiji Restoration led to the westernisation of Japan.
Reason (R): The education sector in Japan was kept away from the westernisation during the Meiji Restoration.
 - 16 Assertion (A): Korea has always been an independent nation.
Reason (R): The World War II led to the bifurcation of Korea into two parts.
 - 17 Assertion (A): Deng Xiaoping launched the Open Door Policy in China.
Reason (R): Open Door Policy led to the increase in the foreign investment in China.
 - 18 Assertion (A): The Cairo Declaration restored the sovereignty of Taiwan to China.
Reason (R): Taiwan had been as a colony of Japan when Japan defeated the Chinese in 1894-95 CE.
 - 19 Assertion (A): The Great Leap Forward movement was launched in Japan in 1958 CE .
Reason (R): It was a policy to galvanise the country to industrialise rapidly and people were encouraged to set up steel furnaces in their backyards.
 - 20 Which of the following statement is **incorrect**?
A In 1853 CE, the US sent Commodore Matthew Perry to Japan to demand the government sign a Treaty.
B Japan lay on the route of China which the USA saw as the major market.
C Perry's arrival had an important effect on Japanese politics.
D In 1868 CE , the emperor was brought to Kyoto which was made capital and renamed as Tokyo.
 - 21 Which of the following statement is **incorrect**?
A The Meiji Constitution was based on Universal franchise.
B It created a Diet with limited powers.
C The emperor was the commander of Forces.
D In 1899, the Prime Minister ordered that only serving general and admirals could become ministers.

ANSWERS TO MCQs 1-21

- 1 C China
- 2 A The Han
- 3 D Yangtse

- 4 C Daimyos
- 5 D Silk
- 6 B 1867 CE
- 7 A 1910 CE
- 8 C Tokyo to Yokohama
- 9 C England
- 10 D Secularism
- 11 B Sun Yat Sen
- 12 B To overthrow the Qing dynasty and establish a republic
- 13 A Perry's arrival to Japan
- 14 B Both A and R are correct but R is not the correct explanation of A.
- 15 C A is correct but R is wrong.
- 16 D R is correct but A is wrong.
- 17 B Both A and R are correct but R is not the correct explanation of A.
- 18 B Both A and R are correct but R is not the correct explanation of A.
- 19 D R is correct but A is wrong.
- 20 D In 1868 CE , the emperor was brought to Kyoto which was made capital and renamed as Tokyo.
- 21 A The Meiji Constitution was based on Universal franchise.

Short Answer Questions

Concise questions needing brief responses

22 Discuss the political system in Japan.

Ans:-

- i. The Centre of Power was Kyoto but in the twelfth century the imperial court lost power to shoguns, who theoretically ruled in the name of the emperor.
- ii. Shoguns ruled with the help of *samurais* (the warrior class) and *daimyo* in their capital in Edo (modern Tokyo).
- iii. Shoguns divided the country into 250 domains under daimyo. Daimyo stayed at Edo to avert (prevent) any rebels.
- iv. Samurai served the shogun and daimyo
- v. 16th Century witnessed three changes
 - a. Peasantry disarmed to end Frequent War
 - b. Autonomy to daimyo.
 - c. Land measurement for productivity and revenue.
- vi. By the mid-seventeenth century, Japan had the most populated city in the world – Edo – but also had two other large cities – Osaka and Kyoto.
- vii. Increased use of money and creation of the stock market led to the growth of a commercial economy and a vibrant culture.
- viii. Social and intellectual changes - Chinese influence was questioned and study of ancient Japanese literature promoted.

23 “Japan’s transformation in a modern society can be seen in the changes in everyday life” Justify the statement with suitable arguments.

Ans:-

- (i) The Japanese society was patriarchal. But the growing prosperity gave birth to a new family concept.
- (ii) The modernization resulted in the evolution of the nuclear family.

(iii) It increased the demands for domestic goods such as rice cooker, grill, toaster etc. Many Car Clubs came into existence.

(iv) Housing companies provided a house at one time down payment for 22 yen and a monthly 12 yen for 10 years.

(v) In this way we have many examples proving the statement.

24 Who was Sun Yat Sen? Explain his Three Principles.

Ans: - (i) Sun Yat Sen can be called 'Gandhi of China'.

(ii) He was the leader of the Revolution of 1911 which ended the Manchu dynasty in China. Till 1925 CE, he remained the President of the Republic of China.

(iii) His first principle was nationalism, second was democracy and third was Socialism.

1) Nationalism, which aimed to unify China and expel foreign influence;

2) Democracy, advocating for popular sovereignty and government by the people; and

3) Socialism (People's Livelihood), focused on regulating capital and equalizing land ownership to improve the living conditions of the Chinese people.

25 Write about the rise of Communist Party in China.

Ans: - (i) As a result of the Russian Revolution, the Chinese Communist Party came in being in 1921 CE. Its leader was Mao Zedong.

(ii) The CCP was compelled for Long March in 1934-35 CE and had to shift to Shanxi.

(iii) During the Second World War both the CCP and Guomindang combined fought against the Japanese attacks. This is the time Mao became established leader of China.

26 Discuss the establishment of New Democracy in China between 1949 and 1965 CE.

Ans: - (i) Under the rule of Mao Zedong the government was trying to bring some changes in its economic policies and to reconsolidate the CCP at grass root level. This they call New Democracy.

(iii) In 1958 CE, the communist government launched "The Great Leap Forward" movement. It was for rapid industrialisation.

(iv) Under the new democracy mass organisations were created for farmers, students, women etc.

27 Explain the events of establishing the Republic in China.

Ans: - Establishing the Republic

- i. Manchu dynasty overthrown and a republic established in 1911 CE under Sun-Yat-Sen.
- ii. Three Principles - nationalism, democracy and socialism
- iii. Revolutionaries asked for - driving out the foreigners to control natural resources, to remove inequalities, reduce poverty.
- iv. Advocated reforms - use of simple language, abolish foot binding and Female subordination, equality in marriage and economic development.
- v. Four great needs - clothing food, housing and transportation.
- vi. Women to cultivate four virtue - Chastity, appearance, speech and work and confined to the household.
- vii. Sun-Yat-Sen's Programme - regulating capital and equalizing land never carried out. Imposed military order rather than address the problem of Peasantry.

Long Answer Questions (Hints Provided)

Detailed questions with guided hints.

28 Do you agree that Japan re-emerged as a global economic power after the Second World War?

Ans: -

(i) No war clause of article 9 of the new constitution laid the foundation for the rise of Japan as world economic power.

- (ii) Monopoly of big industrial family dismantled,
- (iii) Agrarian reforms, trade unions
- (iv) Right to vote to women helped in the process.
- (v) After a long time democratic values got importance. Now government, bureaucracy and industry started working closely.
- (vi) America's war against Vietnam and Korea indirectly strengthened Japanese economy.
- (vii) Beginning of Bullet trains and Olympic games in 1964 CE symbolised its growing economy.
- (viii) Strict rules for health and pollution became stepping stone.

29 Discuss the important part of Meiji reforms in Japan.

Ans:-

- (i) **Administrative Reforms:** altering old village and domain boundaries to integrate the nation. In 1871, feudalism was abolished under the Meiji rule.
- (ii) **Economic Reforms:** Japan's first railway line, between Tokyo and the port of Yokohama, was built in 1870-72. In 1872 CE, modern banking institutions were launched. Zaibatsu (business families) dominated the economy.
- (iii) **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 size of factories also began to increase.
- (iv) **Agricultural Reforms:** Funds were raised by levying an agricultural tax.
- (v) **Constitutional Reforms:** In 1889 CE, Japan adopted the 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.
- (vi) **Educational Reforms:** A new school system began to be built from the 1870s. Schooling was compulsory for boys and girls and by 1910 CE almost universal. Tuition fees were minimal. Tokyo University was established in 1877 CE.
- (vii) **Military Reforms:** All young men over twenty had to do a period of military service. A modern military force was developed.

30 Consider you are a research scholar. Do you think that Mao Zedong and the Communist Party of China were successful in liberating China and laying the basis for its current success?

Ans:-

Yes, Mao Zedong and the Communist Party of China were successful in liberating China and laying the basis for its current success.

- i. In 1935 CE, Mao Zedong formed a Communist front against Japan. He thought that his struggle against Japan would popularize him and also make his mass movement more effective. But Chiang did not accept his proposal. Mao continued his struggle against Japan until he succeeded.
- ii. In 1930 CE, Mao Zedong became the chairperson of the council of peasant workers and began to work underground.
- iii. He defeated Chiang's army four times. But in the fifth attack he was under pressure that he planned and implemented the Long March. They covered 600 miles in 368 days and arrived in Shensi and Kansu, the communists reached there.
- iv. Chiang Kai-shek was worried about increasing power of Mao Zedong. He did not want to work with him. After a great difficulty he was ready to stand by Mao against Japan.
- v. When the war ended, Mao put a proposal of a coalition government before Chiang. But Chiang did not accept it.
- vi. Mao continued with his struggle. In 1949 CE, Chiang escaped to Formosa (Taiwan) to seek asylum there. Mao Zedong was elected the chairman of the Chinese government. He held this office till his death.

- vii. The People's Republic of China government was established in 1949 CE. It was based on the principles of the 'New Democracy', an alliance of all social classes.
- viii. Critical areas of the economy were put under government control. Private enterprise and private ownership of land were abolished.
- ix. The Great Leap Forward movement launched in 1958 CE was a policy to galvanise the country to industrialise rapidly.
- x. Mao was able to mobilise the masses to attain the goals set by the Party. His concern was with creating a 'socialist man' who would have five loves: fatherland, people, labour, science and public property
- xi. Liu Shaochi (1896-1969CE) and Deng Xiaoping (1904-97CE) tried to modify the commune system as it was not working efficiently. The steel produced in the backyard furnaces was unusable industrially
- xii. The Communist government under Mao Zedong played a prominent role in the initial development of China but it was the efforts of the Open Door Policy, initiated by Deng Xiaoping that led to the significant development of China and helped it in becoming the economic powerhouse as it is today.

Source-Based Questions

Passage-based analytical questions.

- 31 Read the following extract carefully and answer the following question-

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 (shengyuan) 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.

- A What do you know about Confucianism?
- B Why was the examination system abolished?
- C How did people enter the elite ruling class?

ANSWERS:

- A It was a way of life based on good conduct, practical wisdom and proper social relations. It led to the foundation of many political institutions.
- B The system of examination was lengthy and traditional. It was an obstacle in the spread of new ideas and institutions. It was based on only literary skills.
- C It was tough to enter an elite class. People had to go through levels of exam. It was held twice in 2-3 years. People had to pass in essay writing test.

- 32 Read the following extract carefully and answer the following question-

CAR CLUB

Moga: An abbreviation for ‘modern girl’. It represented the coming together in the twentieth century of ideas of gender equality, a cosmopolitan culture and a developed economy. The new middle-class families enjoyed new forms of travel and entertainment. Transport in cities improved with electric trams, public parks were opened from 1878, and department stores began to be built. In Tokyo, the Ginza became a fashionable area for Ginbura, a word combining ‘Ginza’ and ‘burbura’ [walking aimlessly]. The first radio stations opened in 1925. Matsui Sumako, an actress, became a national star with her portrayal of Nora in the Norwegian writer Ibsen’s *A Doll’s House*. Movies began to be made in 1899 and soon there were a dozen companies making hundreds of films. The period was one of great vitality and the questioning of traditional norms of social and political behaviour.

- A What is meant by ‘Moga’ ?
- B Which new forms of travel and entertainment did the new middle-class families enjoy?
- C Why was this period called one of great vitality ?

ANSWERS

- A An abbreviation for ‘modern girl’
- B The new middle-class families enjoyed travelling in electric trams, public parks were opened and department stores began to be built.
- C The first radio stations opened in 1925. Matsui Sumako, an actress, became a national star with her portrayal of Nora in the Norwegian writer Ibsen’s *A Doll’s House*. Movies began to be made in 1899 and soon there were a dozen companies making hundreds of films.

33 Read the following extract carefully and answer the following question-

Tale of the Genji

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

- A What were the different scripts used by various writers?
- B Who wrote a fictionalized diary of the Heian court?
- C What depicts the freedom of women?

ANSWERS

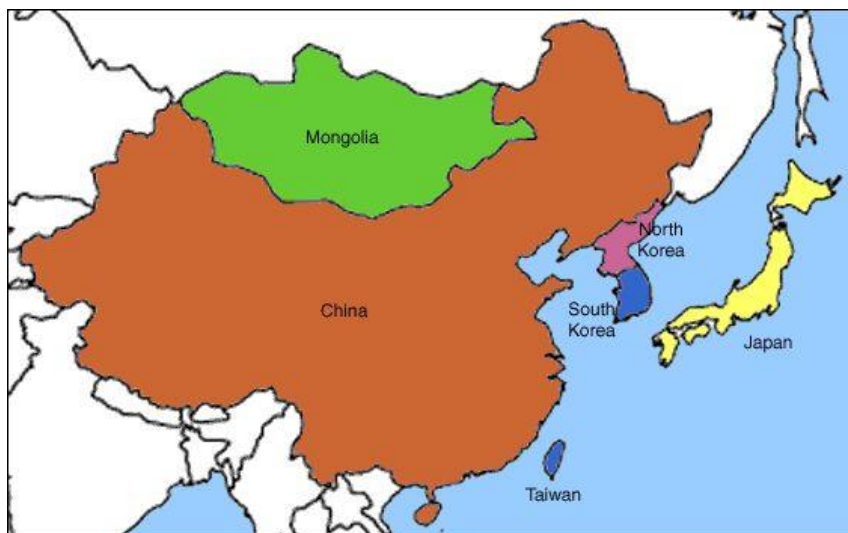
- A Women writers wrote in Japanese script while male writers wrote in Chinese script. Chinese script was also used for education and administration work.
- B The right to choose their husbands and living their lives depict the freedom of women.
- C Murasaki Shikibu.



Map-Based Activities

historical map tasks.

34 On the given map of part of East Asia, identify the important places:-



UNSOLVED QUESTIONS

Multiple Choice Questions:

- 1 The slogan 'Fukoku Kyohei' under the Meiji rule in Japan meant
 A rich country, strong army B strong lands, strong rivers
 C rich lands, strong rivers D none of these
- 2 Who was the founder of Modern China?
 A The Qing dynasty B Mao Zedong
 C Sun Yat-Sen D Chiang Kai-shek
- 3 Which of the following statement is incorrect?
 A The Republic was established in China in 1911 CE .
 B The Manchu Empire was overthrown during the establishment of Republic.
 C Sun Yat-sen was considered as a father of modern China.
 D Programme launched by Sun Yat-sen was called as the four needs.
- 4 Which leader played a crucial role in the establishment of the republic in China after the Qing Dynasty?
 A Deng Xiaoping. B Dr. Sun Yat-sen.
 C Mao Zedong. D Chiang Kai-shek.

Short Answer type Questions

- 5 What do you mean by “The Great Leap Forward Movement”?
- 6 How did the Qing dynasty try to meet the challenge posed by the Western powers?
- 7 When was Guomindang Party formed? What were its objectives?

Long Answer type Questions

- 8 What were the major developments before the Meiji restoration that made it possible for Japan to modernize rapidly?
- 9 Explain the rise of the communist party in China.

Case Study Questions

- 10 Read the following passage and answer the questions given below:

The CCP had been founded in 1921, soon after the Russian Revolution. The Russian success exercised a powerful influence around the world and leaders such as Lenin and Trotsky went on to establish the Comintern or the Third International in March 1918 to help bring about a world government that would end exploitation. The Comintern and the Soviet Union supported Communist parties around the world but they worked within the traditional Marxist understanding that revolution would be brought about by the working class in cities. Its initial appeal across national boundaries was immense but it soon became a tool for Soviet interests and was dissolved in 1943. Mao Zedong (1893-1976), who emerged as a major CCP leader, took a different path by basing his revolutionary programme on the peasantry. His success made the CCP a powerful political force that ultimately won against the Guomindang.

- A What was the “Long March”?
- B When did the foundation of the CCP take place?
- C What was the main aim for the establishment of the Comintern?
- 11 Read the following passage and answer the questions given below:

Fukuzawa Yukichi (1835-1901)

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


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

Questions:

- A What do you know about Fukuzawa Yukichi?
- B What did he advocate?
- C Mention the name of the book in which he was critical of Japanese knowledge.

Map Based Question

- 12 On the given map of part of East Asia, identify the important places marked as A, B, C, D and E write their names on the line given next to it.

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