

**11. HISTORY**  
**Class XI**

**Paper One**

**Time: 3 hours**

**100 Marks**

<b>Units</b>	<b>Marks</b>
1. Introduction to World History	
<b>Section A: Early Societies</b>	<b>15</b>
2. Introduction	
3. From the beginning of time	
4. Early Cities	
<b>Section B: Empires</b>	<b>25</b>
5. Introduction	
6. An empire across three continents	
7. Central Islamic lands	
8. Nomadic Empires	
<b>Section C: Changing Traditions</b>	<b>25</b>
9. Introduction	
10. Three orders	
11. Changing cultural traditions	
12. Confrontation of cultures	
<b>Section D: Paths to Modernization</b>	<b>25</b>
13. Introduction	
14. The Industrial Revolution	
15. Displacing indigenous People	
16. Paths to modernization	
<b>Map work (units 1-16)</b>	<b>10</b>

**Class XI: Themes in World History**

<b>Themes</b>	<b>Objectives</b>
<b>1. Introduction to World History</b> <b>SECTION A: EARLY SOCIETIES</b> <b>2. Introduction</b> <b>3. From the Beginning of Time</b>	<ul style="list-style-type: none"> <li>• Familiarize the learner with ways of</li> </ul>

<p>Familiarize the learner with ways Focus: Africa, Europe till 15000 BC of reconstructing human evolution.</p> <p>(a) Views on the origin of human beings. _ Discuss whether the experience of</p> <p>(b) Early societies. present-day hunting-gathering</p> <p>(c) Historians' views on present-day hunting-people can be used to understand gathering societies. early societies.</p> <p><b>4. Early Cities</b> Focus: Iraq, 3rd millennium BC _ Familiarize the learner with the</p> <p>(a) Growth of towns. (b) Nature of early nature of early urban centres. urban societies. _ Discuss whether writing is</p> <p>(c) Historians' Debate on uses of writing. significant as a marker of civilization.</p> <p><b>SECTION B: EMPIRES</b></p> <p><b>5. Introduction</b></p> <p><b>6. An Empire across Three Continents</b> Focus: Roman Empire, 27 B.C to A.D history of a major world empire 600.</p> <p>(a) Political evolution (b) Economic significant element in the expansion</p> <p>(c) Religion (d) Late Antiquity. economy.</p> <p>(e) Historians views on the institution of Slavery.</p> <p><b>7. Central Islamic Lands:</b> Focus: 7th to 12th centuries rise of Islamic empires in the</p> <p>(a) Polity (b) Economy (c) Culture.</p> <p>(d) Historians viewpoints on the nature of the crusades.</p> <p><b>8. Nomadic Empires: (10)</b> Focus: the Mongol, 13th to 14th century</p> <p>(a) The nature of nomadism. (b) Formation varieties of nomadic society and of empires. (c) Conquests and relations their institutions. with other states. (d) Historians' views on nomadic</p>	<p>reconstructing human evolution. Discuss whether the wxperience of present- day hunting- gathering people can be used to understand early societie.</p> <ul style="list-style-type: none"> <li>• Familiarize the learner with the nature of early urban centres.</li> <li>• Discuss whether writing is significant as a marker of civilization.</li> <li>• Familiarize the learner with the history of a major world empire</li> <li>• Discuss whether slavery was a significant element in the economy.</li> <li>• Familiarize the learner with the rise of Islamic empires in the Afro- Asian territories and its implications for economy and society.</li> <li>• Understand what the crusades meant in these regions and how they were experienced.</li> <li>• Familiarize the learner with the varieties of nomadic society and their institutions</li> <li>• Discuss whether state formation is possible in nomadic societies.</li> </ul>
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societies and state formation.

## **SECTION C: CHANGING TRADITIONS**

### **9. Introduction**

### **10. Three Orders**

Focus: Western Europe, 13th-16th century nature of the economy and society

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

### **11. Changing cultural traditions**

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

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

### **12. Confrontation of Cultures**

Focus on the America 15th to 18th century.

(1) European voyages of exploration. (b) Search for gold; enslavement, raids, conquests for the indigenous extermination. (c) Indigenous people and cultures - the Arawaks, the Aztecs, the Incas. (c) The history of displacements.

(d) Historian's view points on the slave trade,

## **SECTION D: PATHS TO MODERNIZATION**

### **13. Introduction**

### **14. The Industrial Revolution.**

Focus on England, 18th and 19th century.

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

### **15. Displacing indigenous People.**

Focus on North America and Australia,

- Familiarize the learner with the nature of economy and society of the period and the changes within them.
- Show how the debate on the decline of feudalism helps in understanding processes of transition.
- Explore the intellectual trends in the period.
- Familiarize students with the paintings and building of the period.
- Introduction the debate around the idea of 'Renaissance'.
- Discuss changes in European economy that led to the voyages.
- Discuss the implications of the conquests for the indigenous people.
- Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries".
- Understand the nature of growth in the period and its limits.
- Initiate students to the debate on the idea of industrial revolution.
- Sensitizes students to the processes of displacements that accompanied the

<p>18th-20th century,</p> <p>(a) European colonists in North America Australia. and Australia. (b) Formation of hite settler societies. (c) Displacement and epression of local people, (d) Historians iew points on the impact of European on ndigenous population.</p> <p><b>16. Paths to Modernization.</b></p> <p>Focus on East Asia. Late 19th and 20th century. (a) Militarization and economic growth in Japan. (b) China and the Communist alternative.</p> <p>(d) Historians' Debate on meaning of modernization</p> <p><b>17. Map Work on Units 1-15</b></p>	<p>development of America and Australia.</p> <ul style="list-style-type: none"> <li>• Understand the implication of such processes for the displaced populations.</li>   <li>• Make students aware that. transformation in the modern world takes many different forms.</li> <li>• Show how notions like ‘modernization’ need to be critically assessed.</li> </ul>
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