

Syllabus for Class XI History

Term 1

- **Ch Writing and city life**
- **Ch An Empire across the three Continents**
- **Ch The Central Islamic Lands**
- **Ch The Three Orders**

Term 2

- **Ch Changing cultural traditions**
- **Ch The Industrial Revolution**
- **Ch Displacing Indigenous People**
- **Ch Paths to Modernization**

| TERM 1 | |
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| Chapter | Writing & City Life |
| Learning Objectives | <ul style="list-style-type: none"> Familiarize the learner with the nature of early urban centres Discuss whether writing is significant as a marker of civilization |
| Learning Outcomes | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Compare and analyse the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development. Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations. Analyse the outcomes of a sustained tradition of Writing |
| Previous Knowledge Testing | <ul style="list-style-type: none"> What is the location of Mediterranean Sea? What is social life of people in the present-day world? Was Early man a social being? How did Early man communicate? |
| Vocabulary and Important Spellings | <ul style="list-style-type: none"> Urbanism Literacy Archaeology Deciphered Cuneiform Sexagesimal System |
| Resources and Aids | <ul style="list-style-type: none"> Textual Book Internet Map of West Asia Google Images |
| Teaching Procedure | <p>Lecture and Discussion method will be used to explain the following</p> <ol style="list-style-type: none"> Causes of the Growth of town In Mesopotamia <ul style="list-style-type: none"> Highly productive land which proved a boon for the development of agriculture and rearing livestock. It paved the way for the civilization and speeded up the process of civilization Availability of water resources for transportation also played a significant role in the development of urbanisation Division of labour, the use of seals for trade and the military power of king etc. were also responsible factors for the growth of towns. Some Famous Towns of Mesopotamia <ul style="list-style-type: none"> Uruk Founded by Sumerian Ruler Enmerkar and he also constructed the temple of Goddess Inanna here. Ur This town was established by mesanepada and he made a famous trading town well as a well-known port. Mari It was a famous town which was destroyed by Akkadian ruler of Sargon on 235 BCE Further Political, economic, Social and religious life, art, literature and Science that flourished during the civilization will be discussed |
| Students Participation | <ul style="list-style-type: none"> Students will locate important cities of Mesopotamian civilization on the map of west Asia. Iran, Uruk, Uk, Babylon & Caspian Sea, Arabian Sea, Mediterranean Sea, Aran Sea. |

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| Art Integration | <ul style="list-style-type: none"> Students will be encouraged to understand Mesopotamian Script |
| Assignments | <ul style="list-style-type: none"> Define the terms species. What are Hominoids? To which human family Hominoids belong to? Write any two features of Hominoids. Name the book written by Charles Darwin. Write any five features of Primates. Write a note on Hadza group of people. How was language developed? What is the meaning of Ethnography? How did the early human obtain their food? Explain. Choose any two developments each of timelines 1 and 2 at the end of the chapter and indicate why do you think these are significant. Describe the technology of stone tool making. |
| Chapter | An empire across three Continents |
| Learning Objectives | <ul style="list-style-type: none"> Familiarize the learner with the history of a major world empire Discuss whether slavery was a significant element in the economy. |
| Learning Outcomes | <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain and relate the dynamics of the roman Empire in order to understand their polity, economy, society and culture Analyse the implications of roman's contacts with subcontinent empires Examine the domains of cultural transformations in that period |
| Previous knowledge Testing | <ul style="list-style-type: none"> Where is Mesopotamian civilization area? How did writing develop? What is urbanism Why were rivers called lifeline of every civilization? |
| Important Spellings | Papyrus, Conscripton, Barbarians, Frankincense, echelon, Antiquity, Pricipate |
| Teaching Aids/Resources | Textual Book, Internet, History Channel documentary on the wars fought between the roman forces, module on Mesopotamian civilization, Maps. |
| Teaching procedure | <p>The chapter will be discussed with the help of lecture and discussion method, interactive classroom sessions will be held to explain roman empire.</p> <ul style="list-style-type: none"> The roman empire was divided into 3 continents Europe, west Asia & north Africa, Different languages were spoken by the people Mediterranean Sea was known as the heart of Roman Civilization Roman Empire became a republic in 509 BCE Augustus founded Pricipate Empire During 3rd Century BC roman Empire faced worst crisis Roman Society, Principles of governance & Laws will be discussed with the help of students. Beliefs of the roman empire economic expansion of controlling workers social hierarchies will also be discussed. |
| Students Participation | <ul style="list-style-type: none"> Interactive sessions will be conducted with the help of internet Students will prepare a list of roman empire (Chart work). |

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| | <ul style="list-style-type: none"> Students will locate: Mecca, Medina, Damascus, Antioch, Edessa, Armenia, Bukhara, Samarqand |
| Assignments | <ul style="list-style-type: none"> Which Rivers made boundaries of the Roman Empire from the North Side? Which powerful empires rules over the most of Europe? Who was Tiberius? What were Amphorae? Who had established the regime in 27 BCE? Who had occurred after Prophet Muhammad's Death by 642? How was army the important key institutions of Imperial rule in Roman Empire? What was 'Post Roman' Mean in 540s? Who was Columella? What do you mean by Polytheist? What do you think about the Latin & Greek Languages, in the Roman Empire? How was Scenario of the Roman Empire? |
| Chapter | The Central Islamic Lands |
| Learning Objectives | <ul style="list-style-type: none"> Familiarize the learner with the rise of Islamic Empires in the afro- Asian Territories and its implications for the economy & society Understand what the Crusades meant in these regions how they were Experienced. |
| Learning Outcomes | <p>Students will be able to-</p> <ul style="list-style-type: none"> Analyses the stages of the rise of Islam and its Predominance in Arabia Understand the significance of the crusades in Exchange of ideas |
| Previous Knowledge Testing | <ul style="list-style-type: none"> How did Roman Empire Decline? Who invaded Roman Empire to give its final Blow? How was Islam Founded How did Arab tribes emerge as Islamic State |
| Important Spellings | Bedouins, Umma, Hizrat, Zakat, Jaziya, Dhimmis, Synagogues |
| Teachings Aids / Resources | Textual Books, Module on spread of Islam, Maps |
| Procedure | <p>The chapter will be discussed with the help of lecture and discussion method, interactive classroom sessions will be held to explain the rise of Islam</p> <ul style="list-style-type: none"> Before the rise of Islam, Arabia was dominated by Bedouins a Nomadic Tribe. Patriarchal Family system was prevailing which the head of family was the eldest Male Member Institution of Slavery was also prevalent in the society. Prophet Muhammad is regarded as one of the greatest personalities in the world history. Reciting Islam laid special stress on the principle of Equality and believed that all men are the descendants of Allah. After the death of Prophet Muhamad, the Institution of Caliphate came into being Abu Bakr, Umar, Uthman & Ali were the main 4 Khalifas who rose to power they made Tremendous progress in the development of Islam Civil Wars, The Umayyads and centralization old polity, the Abbasid revolution, break up of caliphate and the rise of sultanates; The crusades economy culture will also be discussed with the help of Interactive sessions with Students |
| Students Participation | <p>Students will be Participate through interactive Sessions, they will be encouraged to read Scripture try to get the meanings of various Arabic Words.</p> <p>Short Questions will be asked from various parts of Chapter</p> |

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| Pedagogy | <ul style="list-style-type: none"> • Schlastic.com Articles Islam • Wilsoncentre.org Timeline the rise spread and fall of Islamic State |
| Assignments | <ol style="list-style-type: none"> 1. Write any two features of the Arab tribes. 2. Who was the founder of Islam? 3. What were the features of the lives of Bedouins in early 7th century? 4. What do you know about Ignaz Goldziher? 5. When did Prophet Muhammad occupy Mecca? 6. State any two achievements of Abu-Bakr. 7. What are the five pillars of Islam? 8. What do you know about Arab tribe? 9. What were Crusades? Explain. 10. Describe any four factors responsible for the rise of Arab Empire. 11. How were the Islamic architectural forms different from those of the Roman Empire? 12. What do you know about the main teachings of Islam? Explain. |
| Chapter | The Three Orders |
| Learning Objectives | <ul style="list-style-type: none"> • Familiarize the learner with the nature of the economy and society of this period and the changes within them. • Show how the debate on the decline of feudalism helps in understanding processes of transition. |
| Learning Outcomes | <ul style="list-style-type: none"> • At the completion of this unit students will be able to: • Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. • Relate ancient slavery with serfdom • Assess the 14th century crisis and rise of the nation states. |
| Previous Knowledge Testing | <ul style="list-style-type: none"> • what do you understand by three estates of France? • What were crusades? • Who were termed as clergy? |
| Vocabulary Used | Tithe, Manor, Fief, Friars, Feudalism, monk |
| Teaching Aids | textual book, internet maps of Europe, Smart Boards |
| Procedure | <ul style="list-style-type: none"> • Discussion and lecture method will be used to explain the topic. An introduction to Feudalism i.e. the term it's meaning the existence of France and England, the three orders i.e. the clergy, the nobility and the third order peasants will be discussed with the students. • Feudalism in England • Agricultural Technologies • New Towns and towns People • The Crisis of the 14th Century • Political Changes will be done with the help of charts, PPTs and Students |
| Students Participation | Students will Participate actively in discussions, they will explain about clergy, Estate, The peasants free and unfree. Chart Work will be done by students to explain the impact of church on the society |
| Assignments | <ul style="list-style-type: none"> • What is meant by the three orders? • Mention two sources of income of the Catholic Church. • State two problems related to agriculture in medieval Europe. • What were cathedral towns? |

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| | <ul style="list-style-type: none"> • State two merits of feudalism. • Explain the causes of development of towns in the medieval • State the main features of European feudalism. • How did the cathedral towns of France emerge? • How was the problem of expensive technology-based changes solved? • How did the fourth order of society come into existence in Europe • What were the manorial estates? Describe its major characteristics. • Describe the life of monks and nuns of the medieval Europe. • Explain the factors which slowed down European economic expansion by the early 14th century. What were its consequences? • Map Work On the map of western Europe mark the following Feudal states which existed in the medieval period. (i) Normandy, (ii) Burgundy and (ii) Austria. |
| TERM 2 | |
| Chapter | Changing Cultural Traditions |
| Learning Objectives | <p>Explore the intellectual trends in the period.</p> <ul style="list-style-type: none"> • Familiarize students with the paintings and buildings of the period. • Introduce the debate around the idea of Renaissance |
| Learning Outcomes | <p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • 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. • Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance. • Analysis on the approach of Martin Luther and Erasmus towards the Roman Catholic Church and its impact on later reforms. • Evaluate the Catholic Church's response to the Protestant Reformation in the form of the Counter Reformation |
| Previous Knowledge Testing | <ul style="list-style-type: none"> • What is Feudalism? How did it decline? • What do you understand by cathedral terms? • What were the reasons for rise of middle class in Medieval European Society? • Which values Enhanced the status of mobility |
| Vocabulary | Renaissance, Document of Indulgences, Humanism, Divine, Reformation, Catholic, Protestants |
| Teaching Aids | Textbook, Maps, Internet, Smart Class Modules and PPTs |
| Procedure | <ul style="list-style-type: none"> • The Topic will be discussed with the help of students, revival of Italian Cities, Urban culture, Universities and Humanism, the revolutionary Ideas, the Arabs Contribution in science and technology will be discussed with the help of PPTs. • Artists and realism, architecture, the first printed books, debates within Christianity by Martin Luther and reading the universe will be discussed with the help of Charts, smart modules and various paintings |
| Students Participation | <ul style="list-style-type: none"> • Students will write the features of humanist thoughts • The difference between Catholics and Protestants • Note on most famous paintings of Leonardo Da Vinci • Activity Describe the different scientific elements in the work of sixteenth century Italian artists |

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| | Compare the Aspiration for Women expressed by A woman (Fedele) and by a man (Castiglione). Did they have only women of a particular class in mind |
| Assignments | <ul style="list-style-type: none"> • What do you understand by Renaissance? • Give the names of two humanist writers. • Who was Thomas Moore? • Who was Leonardo da Vinci? • Define the concept of Humanism'. • What is meant by Realism? • What do you understand by Reformation Movement? • What was the theory of Copernicus? • Which elements of Greek and Roman culture were revived in the 14 and 15 centuries? • What was Counter Reformation? • Discuss the position of women in the families of merchants in humanist age. • Describe the characteristics of Renaissance. • Italian towns were first to experience the idea of humanism. Discuss. |
| Chapter | The Industrial Revolution |
| Learning Objectives | <ul style="list-style-type: none"> • Understand the nature of growth in the period and its limits • Initiate students to the debate on the idea of industrial revolution. |
| Learning Outcomes | At the completion of this unit students will be able to <ul style="list-style-type: none"> • Elucidate the Technological innovations that spurred industrialization in Britain. • Analyse the social, economic, and environmental impact of the Industrial Revolution in order to understand the revolutionary and ideological transformation. • Compare and contrast the he positive and negative aspects of Industrial Revolution. • Empathize for the suffering of the workers during the Industrial Revolution. |
| Previous Knowledge Testing | <ul style="list-style-type: none"> • What are the characteristics of Renaissance? • What do you understand by industrialization? • Where was machine-based industry setup first? How were they different from hand made goods? |
| Vocabulary | Spinning Jenny, Sepoy, Orient, Stapler, Fly shuttle, brewery, Power loom, vagrant |
| Teaching Aids | Text book, Internet connection, Various pictures of machines, PPTs |
| Procedure | <ul style="list-style-type: none"> • Discussion and picture interpretation method will be used to discuss the topic • Why was Britain first country to experience modern Industrialization • Evolution of new towns. Their trade and finances • Importance of iron and coal for industries will be explained • Cotton spinning and weaving with the help of various machines • Importance of steam power impact of industrialization on the life of people will be done |
| Students Participation | Group discussion on causes and achievements of industrial revolution Debate on impact of industrial revolution Paragraph based questions will be done in the class |
| Art Integration | Students will prepare a collage of various machines invented during industrial revolution |
| Assignment | <ul style="list-style-type: none"> • What is meant by industrialisation? • Who was Thomas Newcomen? • What do you know about James Watt? • What is meant by Factory System? • What was 2nd Industrial Revolution? |

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| | <ul style="list-style-type: none"> • Mention the causes of Industrial Revolution in England. • which country did the Industrial Revolution begin first? How did it affect the living conditions of the working class in the beginning? • How does industrialisation help in raising the level or the standard of living? • what was the impact of industrialisation and urbanisation on the family in Britain in nineteenth century? • Why did Indian industrialists began to shift from yarn to cloth production? Give three reasons • How did the Industrial Revolution in England affect economy? • List five impacts of industrialization on mankind. |
| Chapter | Displacing Indigenous People |
| Learning Objectives | <ul style="list-style-type: none"> • Sensitize students to the processes of displacements that accompanied the development of America and Australia. • Understand the implications of such processes for the displaced populations |
| Learning Outcomes | <p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • Recount some aspects of the history of the native people of America to understand their condition • To analyse the realms of settlement of Europeans in Australia and America Compare and contrast the lives and roles of indigenous people in these continents |
| Previous Knowledge Testing | <ul style="list-style-type: none"> • What does it mean to be a native of an area? • How do you identify yourself if your family belonged to other country? • Do u feel connected to the culture of that country because you have ancestors living there |
| Vocabulary | Colonial, Oral History, Native, subsistence Economy, settler, Wampum Belt, Indigenous People, Multiculturalism, Terranullius |
| Resources | Textual Book, Smart class modules, maps and PPTs |
| Procedure | <p>Lecture and discussion methods with various maps will be used to discuss various topics European imperialism, the discovery of various sea routes, the continent of North America and their native people, encounter with Europeans will be discussed</p> <p>Interaction of various cultures, the war with others, growth of industries in America, the constitutional rights will also be discussed with the help of smart modules.</p> <p>The history of human habitation in Australia will also be discussed</p> |
| Students Participation | <p>Short Questions will be asked</p> <p>Important cities of Australia on the political map of Australia</p> <p>Location and extent of USA, on the map of North America will be done by students</p> <p>Paragraph based questions will also be done by them</p> |
| Assignments | <ul style="list-style-type: none"> • Explain the concept of 'Natives and Settlers'. • What do you understand by Wampum Belt? • What were the main items exchanged between the Europeans and the natives? • What do you mean by Gold Rush? • What do you know about Terra Nullius? • When was Indian Reorganisation Act passed? • What did the frontier' mean to Americans? • Describe in brief about the geographical features of North America • Other than the use of English, what other features of English economic and social do you notice in 19th century USA. • Under what circumstances winds of change blow for the natives in Australia • Give a brief description of the problems of natives of the USA and Canada. • How did the Europeans justify the displacement of natives? Explain. |

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| | <ul style="list-style-type: none"> • Explain the expansion and development of agriculture in the USA. |
| Chapter | Paths to Modernization |
| Learning Objectives | <ul style="list-style-type: none"> • Make students aware that transformation in the modern world takes many different forms • Show how notions like 'modernization' need to be critically assessed. |
| Learning Outcomes | <ul style="list-style-type: none"> • At the completion of this unit students will be able to • Deduce the histories of China and Japan from the phase of imperialism to modernization • Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. • Analyse the domains of Japanese nationalism prior and after the Second World War. • Comprehend the history of China from colonization to era of socialism • Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism. • To analyse the Chinese path to modernization under Deng Xiaoping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism. |
| Previous Knowledge Testing | <ul style="list-style-type: none"> • How did new cities and towns emerge in various Continents? • Name the countries which were dominating others • What were the reasons for their domination? • List some of the East Asian Countries |
| Vocabulary / Spellings | Soviet, Daimyo, Shogun, Zaibastu, Triangular Trade, comintern, Meiji, Fukoku Kyohei, Dim sum, |
| Resources | Textbook, Internet, Smart class, PPTs |
| Procedure | <ul style="list-style-type: none"> • Interactive and discussion method will be used • China and Japan present marked physical Contrast • China Dominated the east in the beginning of nineteenth century • The 3 main river systems of China are Huang he, The Yangtze and the Pearl River • The most Dominant ethnic Group of China is Han and the major Language is Putonghua • Japan was divided into more than 250 domains under the lords of daimyo • Japan is a string of Islands also Known as land of rising sun • The Shoguns made Edo the capital of Japan • Japanese Emperor was known as Mikado • Tokyo university was established under the rule of Meiji • In 1889, Japan Adopted the new constitution • Miyake Setsurei believed that every nation must develop its special talent in the interest of the world civilization. • In Sino-Japanese War in 1894-95, China faced a humiliating defeat at the hands of Japanese • On April 17,1895, Treaty of Shimonoseki was signed between China and Japan. • Defeat of China at the hands of Japan made China vulnerable. • The Chinese declared after the war that both China and Japan needed reforms for modernization. • Sino-Japanese war served the basis for the Anglo-Japanese alliance in 1902. • Two opium wars were fought between China and England between 1839-42 and 1856-60 respectively. • After the decline of Manchu empire, a republic was established in 1911 in China. • In 1912, Dr. Sun Yat-sen formed a national party of China. It was known as Guomindang. • The People's Republic of China came into existence in 1949. • In 1949, Communist Government was established in China and began a new age in the history |

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| | of China. |
| Students Participation | Short questions will be asked Debate on impact of modernization in Japan Students will analyse the domains of Japanese Nationalism prior and after the Second World War |
| Assignments | <ul style="list-style-type: none"> • Who were Shoguns? • Who was Fukuzawa Yukichi? • Discuss any two reasons for Russia-Japanese War. • What do you understand by people's communes of China? • What was the main diet of the Japanese? • What were the results of the First Opium War? • Describe the main features of the Treaty of Nanking. • What major reforms did America bring during its occupation of Japan? • What was the Long March? What were the consequences? • What were the causes of Chinese Revolution? • Discuss the economic developments made in China under Mao Zedong. |
| | Revision of Syllabus & assessment of Project work will be done |