

# **History**

## **XI – XII**

History as an independent discipline is being introduced at the senior secondary stage. The student may be initiated into a systematic study of the subject for the first time and introduced to the rigours of the discipline. It aims at introducing the student to some of the main trends and developments in the history of India and of the world. This stage is significant both as a terminal stage of the school education enabling the students to enter life and as a preparatory stage equipping him/her to pursue higher academic studies in a few selected subjects.

These classes will introduce pupil to the idea that historical knowledge develops through debates and that sources need to be carefully read and interpreted. In XI and XII classes, the focus would be on certain selected themes which will be examined in some depth; while devising courses in history, an attempt has been made to enable the student to develop a understanding of development in all parts of the country as well as in world. A discussion of these themes, it is hoped, would allow students not only to know about these events and processes, but also to discover the excitement of doing History.

### **Objectives**

- To initiate the pupil into methods of historical enquiry.
- Emphasise to students that history is a critical discipline a process of enquiry, away of knowing about the past rather than a collection of facts .
- Enable students to compare development in different situations, analyse connections between similar processes located, in different time periods and discover the relationship between the different methods for social enquiry.
- To provides authentic historical knowledge and understanding of those regions and periods which the student has chosen to study.

- Through the study of some major themes in world history student will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.
- The treatment of each theme in class XI would include (a) a broad picture of the theme under discussion (b) more detailed focus on one region of study (c) an introduction to a critical debate associated with the issue.
- In class XII the focus will shift to a detailed study of some themes in ancient, Medieval and modern Indian history. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will build on the knowledge that the students have acquired in the earlier classes.
- While the themes in both these classes are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion .

## Subject – History

### Class- XI

#### Themes in world History

| Sr. No.       | Period | Themes   | Contents   | Activities                 |
|---------------|--------|--|--|----------------------------|
| Unit-I<br>(A) | 20     | Early Societies<br>Africa, Europe till<br>15000 BC     | The story of human evolution, the precursors of modern human beings. The replacement and regional continuity models, early humans, search for food, from trees to caves and open air sites, making and use of tools, development of spoken language and art, Hunter gatherer societies from the present to the past. Epilogue – development of farming and pastolism as a way of life, making of pots. | As given in the NCERT book |
| (B)           | 20     | Early cities<br>Iraq 3 <sup>rd</sup> Millennium<br>BC. | Mesopotamia and its geography, the significance of urbanization, use of bronze metal, transportation of goods into cities, the development of writing/Sumerian   | As given in the NCERT book |

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|               |    |  | language. The system of writing, literacy, the uses of writing, urbanization in Southern Mesopotamian, temples and kings, life in the city and town planning, a trading town in pastoral zone, cities in Mesopotamian culture, the legacy of writing. |                            |
| Unit-2<br>(A) | 12 | Empires<br>An empire across three continents: Roman Empire, 27 BC to AD 600. | The early Roman Empire, the 3 <sup>rd</sup> century crises, gender, literary culture, economic expansion, controlling workers / slavery system, social hierarchies, late antiquity.   | As given in the NCERT book |
| (B)           | 16 | Central Islamic lands 7 <sup>th</sup> century to 12 century                  | The rise of Islam in Arabia, faith, community, politics, the caliphate-expansion, civil wars and sect formation. The Umayyad and the centralization of polity, the Abbasid revolution breakup of the caliphate  | As given in the NCERT book |

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| (C)           | 12 | Nomadic Empires<br>The Mongols, 13 <sup>th</sup><br>to 14 <sup>th</sup> century.                          | and the rise of<br>sultanates, the<br>Crusades, economy –<br>agriculture, urbanization<br>and commerce learning<br>and culture.<br><br>Introduction- Social and<br>political background, the<br>career of Genghis khan<br>social, political and<br>military organizations.<br>Conclusion, Situating<br>Genghis khan and the<br>Mongol in world history. | As given in the<br>NCERT book |
| Unit-3<br>(a) | 14 | Changing<br>Traditions.<br>Three orders<br>Cates ton Europe<br>9 <sup>th</sup> - 16 <sup>th</sup> century | An introduction to<br>feudalism, France and<br>England. The three<br>order-<br>The second order: The<br>nobility, The manorial in<br>state, the knights.<br>The first order:- the<br>clergy, monks, the<br>church and society.<br>The 3 <sup>rd</sup> :-peasants, free<br>and free.   | As given in the<br>NCERT book |
| (b)           | 16 | Changing Cultural<br>Traditions Europe<br>14 <sup>th</sup> to 17 <sup>th</sup><br>century.                | The revival of Italian<br>cities, universities and<br>humanism, the humanist  | As given in the<br>NCERT book |

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| Unit-4 | (c) 14 | Confrontation of cultures: America, 15 <sup>th</sup> to 18 <sup>th</sup> century. | <p>view of history, science and philosophy: the Arabs contribution. artist and realism, architecture, the first printed books. A new concept of human beings, the aspirations of women, debates within Christianity, the Copernican revolution, reading the universe, was there a European “Renaissance” in the 14<sup>th</sup> century?</p> <p>Communities of the Carribean and Brazil. The state system of central and South America the Aztecs, the Mayas, the Incas of Peru, voyages of exploration by Europeans, the Atlantic crossing, Spain Establishing an empire in America, Cortes and the Aztecs, pizarro, the Incas, Cabral and Brazil, conquest, colonies and the slave trade, epilogue.</p> | As given in the NCERT book |
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| (A) | 16 | Modernization<br>Displacing<br>Indigenous<br>Peoples North<br>America and<br>Australia 18 <sup>th</sup> to<br>20 <sup>th</sup> century | Displacing indigenous<br>people, European<br>Imperialism? North<br>American- The native<br>people, encounters with<br>Europeans, mutual<br>perceptions, the native<br>people lose their land,<br>the gold rush and the<br>growth of industries,<br>constitutional Australia-<br>the winds of change. | As given in the<br>NCERT book |
| (B) | 14 | The industrial<br>revolution<br>England 18 <sup>th</sup> , 19 <sup>th</sup><br>century.  | Towards modernization,<br>the industrial revolution,<br>why British? Town, and<br>finance, coal and Iron,<br>cotton spinning and<br>weaving, changed life,<br>the workers, women,<br>children and<br>industrialism, the debate<br>on the industrial<br>revolution.                                   | As given in the<br>NCERT book |
| (C) | 16 | Paths to<br>Modernization<br>East Asia: Late<br>19 <sup>th</sup> and 20 <sup>th</sup><br>century.                                      | Introduction, Japan, the<br>political system, the<br>Meiji restoration,<br>modernizing the<br>economy, industrial<br>workers, aggressive<br>nationalism.   | As given in the<br>NCERT book |

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| Unit-5 | 10 | Map work. | <p>“Westernization” and “tradition”, daily life, overcoming modernity after defeat:- re-emerging as a global economic power.</p> <p>China: establishing the republic, the rise of the communist party of China, establishing of new democracy 1949-65 conflicting vision 1965-78, reforms from 1978. the story of Taiwan, two roads to modernization.</p> <p>Maps concerned with different units.</p> |  |
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