

**COURSE STRUCTURE  
CLASS XI (2020-21)**

**One -Theory Paper  
3 Hours**

**80 Marks**

Theme	Units	No. of Periods	Marks
	Introduction to World History	3	
<b>Section A: Early Societies</b>		<b><u>17</u></b>	<b>8</b>
	Introduction	2	
1	-Deleted for the session-2020-2021		
2.	Writing and City Life	15	
<b>Section B: Empires</b>		<b><u>37</u></b>	<b>20</b>
.	Introduction	7	
3.	An empire across three continents	15	
4.	Central Islamic lands	15	
5	--Deleted for the session-2020-2021		
<b>Section C: Changing Traditions</b>		<b><u>36</u></b>	<b>20</b>
	Introduction	7	
6	Three orders	14	
7	Changing cultural traditions	15	
8	--Deleted for the session-2020-2021		
<b>Section D: Paths to Modernization</b>		<b><u>52</u></b>	<b>28</b>
	Introduction	7	
9	The Industrial Revolution	15	
10	Displacing indigenous People	15	
11	Paths to modernization	15	
	<b>Map work (units 1-11 )</b>	<b>10</b>	<b>4</b>
	<b>Project Work</b>	<b>10</b>	<b>20</b>
	<b>Total</b>	<b>165 Periods</b>	<b>100 marks</b>

**CLASS-XI: THEMES IN WORLD HISTORY**

<b>THEMES</b>	<b>NOTE-</b> <i>This is not an exhaustive list. For reflective teaching-learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning.</i>	
	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>
<b>2.WRITING AND CITY LIFE</b> Focus: Iraq, 3 <sup>rd</sup> millennium BCE a) Growth of towns b) Nature of early urban societies c) Historians' Debate on uses of writing	<ul style="list-style-type: none"><li>• Familiarize the learner with the nature of early urban Centre's.</li><li>• Discuss whether writing is significant as a marker of civilization.</li></ul>	At the completion of this unit students will be able to: <ul style="list-style-type: none"><li>• Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development.</li><li>• Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations.</li><li>• Analyze the outcomes of a sustained tradition of writing.</li></ul>

<p><b>3.AN EMPIRE ACROSS THREE CONTINENTS</b> Focus: Roman Empire, 27 BCE to 600 CE</p> <ul style="list-style-type: none"> <li>a) Political evolution</li> <li>b) Economic Expansion</li> <li>c) Religion-culture foundation</li> <li>d) Late Antiquity</li> <li>e) Historians' view on the Institution of Slavery</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</li> <li>• Analyze the implications of Roman's contacts with the subcontinent Empires</li> <li>• Examine the domains of cultural transformation in that</li> </ul>
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		<p>period</p>
<p><b>4.CENTRAL ISLAMIC LANDS</b> Focus: 7<sup>th</sup> to 12<sup>th</sup> centuries</p> <ul style="list-style-type: none"> <li>a) Polity</li> <li>b) Economy</li> <li>c) Culture</li> <li>d) Historians' viewpoints on the nature of the crusades</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the relationship between livelihood patterns and the geographical condition of the area inhabited by the tribes and the nomadic pastoralists</li> <li>• Describe the arenas of Islam in reference to its emergence, rise of Caliphate and Empire building.</li> <li>• Analyze the causes, events and effects of Crusades.</li> <li>• Examine their economic life in order to understand their connectivity with various continents.</li> <li>• Comprehend their learning and cultural developments in varied fields like astronomy, medicine, architecture, sufism, etc.</li> </ul>

<p><b>6.THE THREE ORDERS.</b>  <b>FOCUS:</b> Western Europe  13<sup>th</sup>-16<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) Feudal society and economy</li> <li>b) Formation of state</li> <li>c) Church and society</li> <li>d) Historians' views on decline of feudalism</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the nature of the economy and society of this period and the changes within them.</li> <li>• Show how the debate on the decline of feudalism helps in understanding processes of transition.</li> </ul>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society.</li> <li>• Relate ancient slavery with serfdom</li> <li>• Assess the 14<sup>th</sup> century crisis and rise of the nation states.</li> </ul>

<p><b>7.CHANGING CULTURAL TRADITIONS</b></p> <p>Focus: Europe 14<sup>th</sup>-17<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) New ideas and new trends in literature and arts</li> <li>b) Relationship with earlier ideas</li> <li>c) The contribution of West Asia</li> <li>d) Historians' viewpoint on the validity of the notion 'European Renaissance'</li> </ul>	<p>Explore the intellectual trends in the period. Familiarize students with the paintings and buildings of the period. Introduce the debate around the idea of 'Renaissance'.</p> <ul style="list-style-type: none"> <li>• Explore the intellectual trends in the period.</li> <li>• Familiarize students with the paintings and buildings of the period. Introduce the debate</li> <li>• around the idea of 'Renaissance'.</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li>• Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism.</li> <li>• Compare and contrast the condition of women in the Renaissance period.</li> <li>• Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance.</li> <li>• Analysis on the approach of Martin Luther and Erasmus towards the Roman Catholic Church and its impact on later reforms.</li> <li>• Evaluate the Catholic Church's response to the Protestant Reformation in the form of the Counter Reformations</li> </ul>

<p><b>9.THE INDUSTRIAL REVOLUTION</b></p> <p>Focus: England 18<sup>th</sup> to 19<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) Innovations and technological change</li> <li>b) Patterns of growth</li> <li>c) Emergence of a</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the nature of growth in the period and its limits.</li> <li>• Initiate students to the debate on the</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Comprehend the arenas of the Industrial Revolution in Great Britain and other countries</li> </ul>
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<ul style="list-style-type: none"> <li>d) working class Historians' viewpoint, Debate on 'Was there an Industrial Revolution?'</li> </ul>	<p>idea of industrial revolution.</p>	<ul style="list-style-type: none"> <li>• Elucidate the technological innovations that spurred industrialization in Britain.</li> <li>• Analyze the social, economic, and environmental impact of the Industrial Revolution in order to understand the revolutionary and ideological transformation.</li> <li>• Compare and contrast the positive and negative aspects of Industrial Revolution.</li> <li>• Empathize for the suffering of the workers during the Industrial Revolution.</li> </ul>
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<p><b>10. DISPLACING INDIGENOUS PEOPLE</b></p> <p>Focus: North America and Australia, 18<sup>th</sup> to 20<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>a) European colonists in North America and Australia</li> <li>b) Formation of White Settler societies</li> <li>c) Displacement and repression of local people</li> <li>d) Historians' viewpoint on the impact of European settlement on indigenous population</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitize students to the processes of displacements that accompanied the development of America and Australia.</li> <li>• Understand the implications of such processes for the displaced populations.</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Recount some aspects of the history of the native people of America to understand their condition.</li> <li>• To analyze the realms of settlement of Europeans in Australia and America.</li> <li>• Compare and contrast the lives and roles of indigenous people in these continents</li> </ul>
<p><b>11. PATHS TO MODERNIZATION</b></p> <p>Focus: East Asia, late 19<sup>th</sup> to 20<sup>th</sup> century</p>	<ul style="list-style-type: none"> <li>• Make students aware that transformation in the modern world</li> </ul>	<p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> <li>• Deduce the histories of China and Japan from</li> </ul>

<p>a) Militarization and economic growth in Japan</p> <p>b) China and the communist alternative</p> <p>c) Historians' Debate on the meaning of modernization</p> <p><b>(NOTE- Keeping in view the importance of the themes i.e. Japan and China, it is advised that both must be taught in the schools)</b></p>	<p>takes many different forms.</p> <p>Show how notions like 'modernization' need to be critically assessed.</p>	<ul style="list-style-type: none"> <li>• the phase of imperialism to modernization Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. Analyze the domains of Japanese nationalism prior and after the Second World War. Comprehend the history of China from</li> <li>• 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.</li> <li>• To analyze the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.</li> </ul>
<p>MAP WORK ON UNITS 1-11</p>		

**INTRODUCTION**

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidences to write history.

The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

**OBJECTIVES**

Project work will help students:

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction and time management.
- To learn to work on diverse cultures, races, religions and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.

- To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.
- To develop lasting interest in history discipline.

### **GUIDELINES TO TEACHERS**

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for theory part in term - II.
- One Project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September.
- The teachers must ensure that the students submit original work.
- Project report should be hand written only.
- (Eco-friendly materials can be used by students) ***The following steps are suggested:***
  1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
  2. The project must be done individually / In-groups.
  3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
  4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
  5. The project work (one per year) can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice of the student.

6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

## **ASSESSMENT**

### **Allocation of Marks (20)**

The marks will be allocated under the following heads:

1	Project Synopsis	2 Marks
2	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 Marks
5	Bibliography	1 Mark
6	Viva	4 Marks
<b>Total</b>		<b>20 Marks</b>

**Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.**

### **FEW SUGGESTIVE TOPICS FOR PROJECTS**

1. Anthropological Research based on Darwin's Theory
2. Critique of the industrialization in Britain
3. Relations and impacts of past crusades
4. Making and unmaking of Mesopotamia
5. Paradigms of Greeco-Roman civilization
6. Aspirations of women in Renaissance period
7. Paths to Modernization of Japan /China
8. An Exploratory study into Humanism
9. Piecing together the past of Genghis Khan
10. An in-depth study into "now and then" paradigm of Christianity
11. An exploratory study into the realism and the transmission of Humanistic ideas
12. Scientific Revolution and the origins of modern science
13. An exploratory study into the making of America
14. Myriad Realms of Slavery in ancient, medieval and modern world
15. History of aborigines – America /Australia

**Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines.**

**HISTORY– CLASS XI**  
**SUBJECT CODE 027 (Session 2020-21)**

**TIME: 3 Hours**

**Maximum Marks: 80**

<b>Sr. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas</p>	24	30%
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	23	28.75%
3	<p><b>High Order Thinking Skills-</b> (Analysis &amp; Synthesis- Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)</p> <p><b>Evaluation-</b> (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)</p>	29	36.25%
4	<p><b>Map skill</b> based question- Identification, location, significance</p>	4	5%
		<b>80</b>	<b>100%</b>