

Class XI Session 2025-26

Subject - History

Sample Question Paper - 7

Time Allowed: 3 hours

Maximum Marks: 80

General Instructions:

1. Question paper comprises five Sections – A, B, C, D and E. There are 34 questions in the question paper. All questions are compulsory.
2. Section A – Question 1 to 21 are MCQs of 1 mark each.
3. Section B – Question no. 22 to 27 are Short Answer Type Questions, carrying 3 marks each. Answer to each question should not exceed 60-80 words.
4. Section C - Question no 28 to 30 are Long Answer Type Questions, carrying 8 marks each. Answer to each question should not exceed 300-350 words.
5. Section D – Question no.31 to 33 are Source based questions with three sub questions and are of 4 marks each.
6. Section-E - Question no. 34 is Map based, carrying 5 marks that includes the identification and location of significant test items. Attach the map with the answer book.
7. There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
8. In addition to this, separate instructions are given with each section and question, wherever necessary.

Section A

- Where was atomic bomb dropped on 6th August 1945 C.E.? [1]
 - Nagasaki
 - Hiroshima
 - Tokyo
 - Both Nagasaki and Hiroshima
- Which material did Mesopotamians use for writing? [1]
 - Clay
 - Paper
 - Cloth
 - Skin of Animals
- _____ family was considered as the norm in Mesopotamian society. [1]
 - Nuclear
 - Joint
 - Compound
 - All of these
- Identify the given image from the following options: [1]



- a) Wine merchant's dining room in Pompeii b) Amphitheatre at Vindonissa
c) Shops in Forum Julium, Rome d) Pont du Gard, near Nimes, France
5. **Assertion (A):** The provincial upper classes provided experienced officers that administered the provinces and commanded the army. They became much more powerful than the senatorial class. **[1]**
Reason (R): They controlled the army and looked after the provincial administration.
- 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.
6. _____ was earlier name of Genghis Khan. **[1]**
a) Mongke b) William Rوبروڪ
c) Korea d) Temujin
7. **Assertion (A):** The only reasons for early urbanization were natural fertility and high levels of food production. **[1]**
Reason (R): Urban economies comprise besides food production, trade, manufactures and services.
- 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.
8. Identify the term for native people with the help of following information. **[1]**
◦ They were the organised native groups recognised by the Canadian government.
◦ The Indians Act of 1876 used the term **bands** but from the 1980s the word **nations** is used
- a) Aborigine b) Red Indians
c) Aboriginal d) First Nations peoples
9. New agricultural technology was consisting of **[1]**
a) use of heavy iron tipped ploughs b) reclamation of land
c) all of these d) shoulder harness of bullock
10. Consider the following statements and select the correct from the following option: **[1]**
i. Ur was a town whose ordinary houses were systematically excavated in the 1930s.
ii. Narrow winding streets in Ur indicate that wheeled carts could not have reached many of the houses.
iii. Narrow winding streets and the irregular shapes of house plots in Ur indicate a perfect town planning.
- a) i and iii b) ii and iii
c) i and ii d) i, ii and iii



11. Find out the correct chronological order from the following options: [1]
- i. University established in Florence
 - ii. Petrarch given title of 'Poet Laureate' in Rome
 - iii. Geoffrey Chaucer's Canterbury Tales published
 - iv. Humanism taught at Padua University in Italy

- a) iii, ii, i, iv

b) ii, iii, iv, i

c) i, ii, iii, iv

d) iv, ii, i, iii

12. Chiang-Kai-Shek could not lead the NPP properly because [1]
- a) He was driven out at Taiwan
 - b) He was aggressive
 - c) He launched a campaign to eliminate the communists
 - d) He could not make his base strong

13. Match the following and select the correct option [1]

List I	List II
1. 5th-14th century	A. The Late Middle Ages
2. 5th-9th century	B. The Dark Ages
3. 9th-11th century	C. The Middle Ages
4. 11th-14th century	D. The Early Middle Ages

- a) 1 - c, 2 - b, 3 - d, 4 - a

b) 1 - b, 2 - c, 3 - d, 4 - a

c) 1 - a, 2 - d, 3 - c, 4 - b

d) 1 - d, 2 - a, 3 - b, 4 - c

14. Guilds were _____. [1]
- a) Trading units
 - b) Group of weavers
 - c) Group of architects
 - d) Group of crafts persons

15. World War-II came to an end with the surrender of: [1]
- a) China
 - b) Germany
 - c) Russia
 - d) Japan

16. The army which consist of 9000 men to protect the Roman emperor was called _____. [1]
- a) Cavalry
 - b) Protector Guard
 - c) Praetorian Guard
 - d) Infantry

17. Which of the following rulers was not a successor of Genghis Khan? [1]
- a) Quriltai
 - b) Mongke
 - c) Ogodei
 - d) Guyuk

18. **Assertion (A):** Prices of agricultural goods dropped as there were fewer people to buy and wage rates increased. [1]
Reason (R): The demand for labour, particularly agricultural labour, rose in England by as much as 250 percent in the aftermath of the Black Death.
- a) Both A and R are true and R is the correct
 - b) Both A and R are true but R is not the

- explanation of A.

c) A is true but R is false.
- correct explanation of A.

d) A is false but R is true.

19.

Who wrote the Ninety-Five Theses?

a) Roman

b) Andreas

c) Ignatius

d) Martin Luther

[1]

20.

Match the following and select the correct option

[1]

List I	List II
1. Sun Yat-sen founds Guomingdang	A. 1919
2. May Fourth Movement	B. 1934
3. CCP founded	C. 1912
4. Long March	D. 1921

- a) 1 - d, 2 - a, 3 - b, 4 - c

b) 1 - a, 2 - d, 3 - c, 4 - b

c) 1 - c, 2 - a, 3 - d, 4 - b

d) 1 - b, 2 - c, 3 - d, 4 - a

21.

When was Canberra named Australian capital?

a) 1903

b) 1907

c) 1931

d) 1911

[1]

Section B

22.

Which factors helped the growth of nation-states? Describe the political system developed by these states.

[3]

OR

Briefly describe the mutual relationship between the lords and the knights.

23.

How was the world appeared different from seventeenth-century Europeans?

[3]
24.

How was the absolutism of the Roman Emperors checked?

[3]
25.

What were Sun Yat-sen’s Three Principles?

[3]
26.

How did the amalgamation of different castes and communities give birth to a new civilization?

[3]
27.

How pictographic script came into prominence?

[3]

OR

What is the contribution of the Mesopotamian civilization to world?

Section C

28.

“Genghis Khan laid special emphasis on discipline in the army” Keeping this statement in your mind, describe the rules formulated by him in the sphere of military administration.

[8]

OR

Which favourable conditions encouraged Genghis Khan to launch an expedition against the Muhammad Shah of Khwarazm?

29.

Briefly discuss Aggressive Nationalism, Westernisation, and Tradition in Japan.

[8]

OR

Why did Japan and Germany join, the Anti-Comintern Pact in 1936? What were its objectives?

30.

With a special reference of the Cherokee tribe, critically examine the problem of alienation of natives of the USA from their land?

[8]

OR

Explain the winds of change in North America after 1920s.

Section D

31. **Read the following text carefully and answer the questions that follow:** [4]

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)

32. **Read the following text carefully and answer the questions that follow:** [4]

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, as well as numerous Greek and eastern deities worshipped in thousands of temples, shrines and sanctuaries throughout the empire. 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. 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. 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. The general prosperity was especially marked in the East where population was still expanding till the sixth century, 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'. 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'.

- i. Examine the statement **Judaism was not a monolith**. (1)
- ii. Identify the term that refers to a system of belief that allows worship of more than one god. (1)
- iii. What were the actions of the Christian bishops? (2)

33. **Read the following text carefully and answer the questions that follow:** [4]

The term 'feudalism' has been used by historians to describe the economic, legal, political and social relationships that existed in Europe in the medieval era. 'Feud' means 'a piece of land', it refers to the kind of society that developed in medieval France, and later in England and in southern Italy. In an economic sense, feudalism refers to a kind of agricultural production which is based on the relationship between lords and

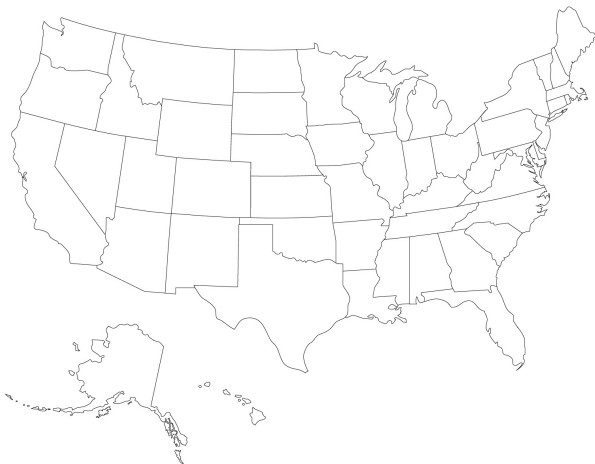


peasants. The latter cultivated their own land as well as that of the lord. The peasants performed labour services for the lords, who in exchange provided military protection. They also had extensive judicial control over peasants. Thus, feudalism went beyond the economic to cover the social and political aspects of life as well. Although its roots have been traced to practices that existed in the Roman Empire and during the age of the French king Charlemagne (742-814), feudalism as an established way of life in large parts of Europe may be said to have emerged later, in the eleventh century.

- i. Feudalism refers to the kind of society that developed in **medieval** France, and later in England and in southern Italy. What do you understand by the medieval era? (1)
- ii. **The peasants performed labour services for the lords, who in exchange provided military protection.** Which aspect of feudalism does it signify? (1)
- iii. Trace the etymology of the word **feudalism**. (2)

Section E

34. i. On the given map of the United States of America, locate and label the following places with appropriate symbols:
- a. California
- b. Florida
- c. Michigan
- OR
- d. Montana



- ii. On the given map of Africa, three places have been marked as A and B indicating regions from where slaves were captured. Identify **any two** of them and write their correct names on the lines marked near them.



Solution

Section A

1.
(b) Hiroshima
Explanation:
Hiroshima
2. (a) Clay
Explanation:
Clay
3. (a) Nuclear
Explanation:
Nuclear
4. (a) Wine merchant's dining room in Pompeii
Explanation:
Wine merchant's dining room in Pompeii
5.
(b) Both A and R are true but R is not the correct explanation of A.
Explanation:
Throughout the second and third century, the provincial upper classes provided experienced officers that administered the provinces and commanded the army. Thus, they became the new elite of the Roman Empire. They controlled the army and looked after the provincial administration. They became much more powerful than the senatorial class **because they had the backing of the Emperors.**
6.
(d) Temujin
Explanation:
Temujin
7.
(d) A is false but R is true.
Explanation:
The development of Mesopotamia from a prosperous village to a city proves that natural fertility and high levels of food production **were not the only factors** responsible for urbanization. It is because cities and towns are not just places with large populations. It is when an economy develops in spheres other than food production that it becomes an advantage for people to cluster in towns. Urban economies comprise besides food production, trade, manufactures and services.
8.
(d) First Nations peoples
Explanation:
First Nations peoples
9.
(c) all of these
Explanation:
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. The opportunities offered by favourable climatic conditions before



the thirteenth century had led to large-scale **reclamation of the land** of forests and pastures for agriculture. The methods of harnessing animals to the plough improved. Instead of the neck-harness, the **shoulder-harness** came into use.

10.

(c) i and ii

Explanation:

Narrow winding streets and the irregular shapes of house plots in Ur indicate an absence of town planning.

11.

(d) iv, ii, i, iii

Explanation:

iv- 1300- Humanism taught at Padua University in Italy

ii- 1341-Petrarch given title of 'Poet Laureate' in Rome

i- 1349-University established in Florence

iii- 1390-Geoffrey Chaucer's Canterbury Tales published

12.

(c) He launched a campaign to eliminate the communists

Explanation:

After the death of Sun Yat-sen, **Chiang Kaishek** (1887-1975) emerged as the leader of the Guomindang (the National People's Party) as he launched a military campaign to control the 'warlords', regional leaders who had usurped authority and **to eliminate the communists**. The Guomindang despite its attempts to unite the country failed because of its narrow social base and limited political vision.

13. **(a)** 1 - c, 2 - b, 3 - d, 4 - a

Explanation:

1 - c, 2 - b, 3 - d, 4 - a

14. **(a)** Trading units

Explanation:

Trading units

15.

(d) Japan

Explanation:

Japan

16.

(c) Praetorian Guard

Explanation:

Praetorian Guard

17. **(a)** Quriltai

Explanation:

Quriltai

18. **(a)** Both A and R are true and R is the correct explanation of A.

Explanation:

Prices of agricultural goods dropped as there were fewer people to buy. Wage rates increased because the demand for labour, particularly agricultural labour, rose in England by as much as 250 per cent in the aftermath of the Black Death.

19.

(d) Martin Luther

Explanation: Martin Luther

20.

(c) 1 - c, 2 - a, 3 - d, 4 - b

Explanation:

1 - c, 2 - a, 3 - d, 4 - b

21.

(d) 1911

Explanation:

1911

Section B

22. **Following factors helped in the growth of nation-states:**

- i. **The decline of Feudalism:** The decline of feudalism weakened the power of feudal lords. So the powerful rulers took all authority in their hands.
 - ii. **Middle Class became powerful:** Growth of commerce and trade increased the power of the middle class. The middle class significantly contributed to the rise and growth of nation-states.
 - iii. **National Languages and Literature:** National languages and literature in those languages also rendered a great help in the growth of nation-states.
- Reign of new nation-states was in the hands of powerful and absolute rulers. Such a political system was set up in the country as ended anarchy. Besides, the system of agriculture-related slavery was abolished forever.

OR

The knights were linked to the lords in the same way as the lords were linked to the king. A piece of land was given to the knight by the lord called 'fief' and a promise to protect him. The fief could also be inherited. This fief could have been extended from 1000- 2000 acres of land or more. It also included a house for the knight and his family, a church, other establishments to house knight's dependants, a watermill, and a wine press. Like feudal manor, the peasants also cultivated the land of the fief. In exchange, the knight used to pay a regular fee to his lord and a promise to fight for him in war. Knights had to spend some time everyday fencing and practising tactics with dummies to keep up their skills. A knight could offer his services to other lords but his foremost loyalty was to his own lord.

23. **The world had entered the modern age in the seventeenth century. So it had taken a new shape which was different from the earlier world in the following ways:**

- i. New distinct urban culture was developed. Townspeople began to think of themselves as more 'civilised' than rural people.
- ii. Towns were growing in many countries in Europe.
- iii. Towns-particularly Florence, Venice and Rome had become centres of art and learning.
- iv. Artists and writers were patronised by the rich and the aristocrats.
- v. The invention of printing made books and prints available to many people.
- vi. A sense of history developed in Europe. People contrasted their modern world with the ancient one of the Greeks and Romans.

24. The state of Rome was an authoritarian regime. The emperor and government did not tolerate dissent or criticism. Violent means were used by the government against protests. Then a strong tradition of Roman law emerged before the 4th century. This law put brakes on the powers of even the most fearsome emperors. This law stopped the Emperors to do whatever they liked and was mainly used for the protection of civil rights. This was the reason due to which powerful bishops stood against powerful emperors when the emperors were quite repressive in handling their civilian population.

25. **The Three Principles were:**

- i. Nationalism by overthrowing the Manchu and another foreign imperialist.
- ii. Democracy (to establish a democratic government).
- iii. Socialism by regulating capital and equalizing landholdings.

26. Mari was an important city of ancient Mesopotamia. The city regained its ancient splendour in 2000 BCE, when Amorite dynasty declared her its capital. It was again destroyed during Hammurabi's invasion in 1759 BCE. The people living here were agriculturists and pastoralists. They belonged to various communities such as Akkadi, Amorite, Asyran and Armenian. The king belonged to Amorite community. The entire Amorite community had different dress-codes as compared to other communities. The King of Mari built a magnificent temple at Mari dedicated to the deity known as Dagans. Thus, amalgamation of different castes and communities gave birth to new civilization at Mari. As people belonging to different communities resided at Mari, the king had always to remain vigilant.



27. The trace of written language has come up from Sumer in Mesopotamia. They are dated back to 3200 BCE. It is believed that the written language was evoked by temple priests, who were assigned to look after temples independently by the king. They had to keep the records of the expenditure and income of the temples. So they began to paint the items donated to the temples on clay tablet. In this, they began to keep these records. The temple of Uruk has revealed a list of 5000 such tablets. They engraved the pictures like signs and numbers of oxen, fish, etc. Now, it became easier to remember the things. In this way, the pictographic script came into prominence.

OR

- i. The Mesopotamians were the first people to introduce the use of the potter's wheel to the world.
- ii. They were the first to enter into a written trade agreement.
- iii. They also introduced to the world the idea of a written code of law.
- iv. They were the first people to divide a day into 24 hours, an hour into 60 minutes and a minute into 60 seconds.
- v. They were first to develop a script and established the libraries and reading rooms.

Section C

28. Genghis Khan made several rules in military administration with an aim to ensure discipline in the army.

Some of these rules are:

- (i) All the soldiers in the army had to obey the order of their chief commander.
- (ii) Soldiers could not take part or indulge into loot and plunder without the prior permission of their commander.
- (iii) The soldiers who were on leave immediately had to report back in case of hostilities.
- (iv) No soldier was allowed to move out of his own unit or to enter another unit.
- (v) All the soldiers had to inspect their weapons properly before the departure for the battlefield.

OR

Following favourable conditions encouraged, Genghis Khan to launch an expedition against the Shah of Khwarazm:

- (i) Shah had established a vast empire, but nothing had been done to consolidate it.
- (ii) Shah also refused to recognise the Khalifa of Baghdad. This mistake resulted in the hostility of Muslim community against him.
- (iii) By annexation of a number of regions to his vast empire, Shah antagonised a large number of people.
- (iv) The mutual relations between Turkish and Iranian officers were not cordial. They never missed a chance to let down each other.
- (v) He had also imposed many taxes on the farmers and general public but did care a little about their grievances. So, the people wanted to get rid of such tyrannical regime.
- (vi) There was also a fear of loot and plunders. So, there was restlessness among the traders as well as the common people.
- (vii) There was lack of discipline in his army.
- (viii) The continued intrigues of his mother further eroded his position. She wanted him to overthrow.

29. **Aggressive Nationalism:** The Meiji Constitution was based on the limited franchise. There were limited rights of Diet (Parliament) created by the constitution. The leaders who brought imperial restoration remained in power and organised political parties. During 1918-1930, cabinets were formed by the popularly elected prime minister. After that, they formed national cabinets across party lines. The emperor was the commander of armed forces and from 1890 CE, it has been considered that the army and the navy had independent control. In 1899 CE, the prime minister ordered that only serving generals and admirals could become ministers. The strengthening of the military and the expansion of Japanese colonies were connected with the fear that Japan was dependent on the mercy of the western powers. This fear was used to collect funds for military expansion and taxes were imposed. Questions were raised against these taxes but they were suppressed.

Westernisation and Tradition: The successive generations of Japanese intellectuals had different views about relations of Japan with other countries. Some were of the view that the USA and western European countries are at the top of civilisation. So Japan must aim to reach those heights. Fukuzama Yukichi was one of the important intellectuals of Meiji times. He was of the view that Japan must expel Asia from itself. By this, he meant that Japan must leave its Asian features and should become a part of the west. Next-generation objected to completely adopting western ideas and urged that national pride must be built on local values. The philosopher Miyake Setsurai (1860-1945) argued that every country must develop its specific features for world civilisation. Devoting oneself to the country is just like devoting towards the world. On the other hand, many intellectuals were attracted to western liberalism. They wanted that Japan must build itself on the basis of democracy, not on the military. Ueki Emori (1857-1892) was a leader of the Popular Rights Movement which demanded a constitutional government. He was an admirer of the French Revolution's doctrine of the natural right of man and popular sovereignty. He was in favour of liberal education which could develop each individual. Some others even recommended the voting rights of women. This pressure forced the government to announce a constitution.



OR

The scare of Communism brought Hitler close to Japan. Both countries feared that the Comintern, or Communist International, the organisation set up by Lenin in 1919, to sponsor communist revolutions all over the world, may start implementing the policy after Stalin's five-year plan began to show positive results at home. The Anti-Comintern pact, which Germany and Japan signed on 25 November 1936, was superficially nothing more than a propaganda trick by which the two countries hoped to exploit the universal hatred for communism. It is important to point out here that in the previous year, Britain, France, and Italy had formed an alliance called the Stessa Front to condemn Hitler's rearmament programme. France had also taken the step of strengthening diplomatic relations with the USSR fearing the reemergence of Germany as a threat. These two factors disturbed Hitler and therefore he stepped up efforts to win global opinion for himself as a fighter against communism. But there was a secret protocol in the Anti-Comintern Pact. In ensuring that in the case of an attack by the USSR against Germany or Japan, the two nations would consult on what measures to take to safeguard their common interests and also 'to take no measures which would tend to ease the situation for the USSR. It was also agreed that neither party to the treaty would enter into bilateral treaties with the USSR without mutual consent.

30. The Europeans wanted to expand their settlement in the USA. So they signed treaties with the natives to buy their land. They paid very low prices of land. Sometimes they cheated the natives by taking more land or paying less than promised. After the treaties were made, the natives were forced to move. Even high officials did not think it wrong to deprive them of their land.

Injustice to the Cherokees: The Cherokee tribe lived in Georgia (a state in the USA). Out of all the native tribes, the Cherokees were the only ones which made the most efforts to learn English and to understand the English style of living. Even then they were denied the rights of citizens. The US Chief Justice John Marshall announced in an important judgment in 1832 that the Cherokees were a distinct community. They occupied their own territory in which laws of Georgia are of no value and they enjoy sovereignty in certain matters. But Andrew Jackson, the US President, refused to honour the judgment of Chief Justice. The Cherokees were driven out of their land by the US army. They were 15,000 in number. Around one-fourth of them died during their journey which was also known as the Trail of Tears.

Justification by the Europeans: Those who took the land, which was occupied by the native Americans justified their action on the basis that the natives did not use the land to its maximum extent and that is why they did not deserve to occupy the land. They condemned the natives as lazy and said that the natives did not use their crafts skills to produce goods for the market. They were also not interested in dressing correctly or learning English. They argued that the natives deserved to die out. They cleared the prairies for farmland and killed off wild bison. A visiting Frenchman wrote, "Primitive man will disappear with the primitive animal." Reservations for the Natives. Meanwhile, the natives were pushed in the west direction. Natives were given land at any other place but they often had to move again in case if any mineral was found on that land. A number of tribes were forced to share the land with another tribe that it originally occupied. It led to quarrels between them. The natives were confined to small areas known as 'Reservations'. This generally was that land with which had no earlier connection.

Revolts by the Natives: The natives did not give in easily. They fought bravely. A number of revolts were crushed by the US Army from 1885 to 1890. The Metis also revolted in Canada between 1869 and 1885 but had to give up.

OR

- i. **The Indian Reorganisation Act of 1934:** After the 1920s, the Europeans felt sympathy for the natives. They took several steps for their rights and interests. The US government passed a landmark Act in 1934. This Act gave natives the right to buy land and take loans.
- ii. **Efforts to motivate Natives to join the mainstream:** The US government, in the 1950s and 1960s thought of removing all special provisions given to the natives. The government hoped that the natives would join the mainstream i.e., adopt the European culture. But the natives were against it. In 1954 CE, they prepared the 'Declaration of Indian Rights'. In this declaration, citizenship of the USA was accepted by a number of natives but on a condition that their reservations would remain as it is and the government would not interfere in their traditions.
- iii. **The Constitution Act of 1982:** In 1969 CE, the Canadian government refused to recognise the aboriginal rights of the natives in Canada. The natives strongly opposed this decision of the government. They held a number of demonstrations and debates. Compelled by the circumstances, the government in 1982 CE passed the Constitution Act. According to this act, the existing aboriginal and treaty rights of the natives were accepted.
- iv. **Present Position:** Today the scenario has completely changed. Though the native people of both the countries have reduced in great numbers, yet they have been able to assert their right to their own cultures.

Section D

31. i. Formal education was not the only way through which humanists shaped the minds of their age. Art, architecture and books were wonderfully effective in transmitting humanist ideas.



- ii. To study bone structures, artists went to the laboratories of medical schools. The dissection of the human body (by Andreas Vesalius) marked the beginning of modern physiology which helped the artists to study bone structures.
 - iii. Artists were inspired by studying works of the past. The material remains of Roman culture were sought with as much excitement as ancient texts, and fragments of art were discovered in the ruins of ancient Rome and other deserted cities.
32. i. Judaism, one of the Roman Empire's religious traditions, was not a monolith which means it was not something that lacked variety that was limited to uniformity. Since Monolith literally means a large block of stone which signifies a fixed or stable form. Judaism had a diverse community and culture during late antiquity.
- ii. Polytheism.
 - iii. The Christian bishops battled against beliefs and practices like Polytheism for a long time.
33. i. The medieval era refers to the period in European history between the fifth and the fifteenth centuries.
- ii. It signifies that feudalism went beyond the economic aspect and covered the **social and political aspects** of life as well.
 - iii. The word **feudalism** is derived from the German word '**feud**', which means 'a piece of land'.

Section E

34. i.



- ii. A. Senegambia
- B. Iboland

