

**Mahavir Senior Model School**  
**Class 11 History**  
**Worksheet 1**  
**Case Based Questions**



**Chapter - Displacing Indigenous People**

**Q1.** Read the following extract carefully and answer the following question-

**THE DAY BEFORE AMERICA**

‘At sunset on the day before America [that is before the Europeans reached there and gave the continent this name], diversity lay at every hand. People spoke in more than a hundred tongues. They lived by every possible combination of hunting, fishing, gathering, gardening, and farming open to them. The quality of soils and effort required to open and tend them determined some of their choices on how to live. Culture and social biases determined others. Surpluses of fish or grain or garden plants or meats helped create powerful, tired societies here but not there. Some cultures had endured for millennia....

Questions:

- 1.1 Who named the continent ‘America’, and on what basis was it named?
- 1.2 Identify any two economic activities practiced by the indigenous people before European arrival.
- 1.3 What does the extract reveal about the diversity and sustainability of indigenous cultures before European contact?

**Q2.** Read the following extract carefully and answer the following question- ‘Aboriginal production had been dramatically disturbed by the British presence. The arrival of a thousand hungry mouths, followed by hundreds more, put unprecedented pressure on local food resources. So what would the Daruk people have thought of all this? To them such large-scale destruction of sacred places and strange, violent behaviour towards their land was inexplicable. The newcomers seemed to knock down trees without any reason, for they were not making canoes, gathering bush honey or catching animals. Stones were moved and stacked together, clay dug up, shaped and cooked, holes were made in the ground, large unwieldy structures built. At first they may have equated the clearing with the creation of a sacred ceremonial ground...Perhaps they thought a huge ritual gathering was to be held, dangerous business from which they should steer

well clear. There is no doubt the Daruks subsequently avoided the settlement, for the only way to bring them back was by an official kidnapping.'

Questions:

- 2.1 What is meant by 'Aboriginal production' in the context of the extract?
- 2.2 Who are referred to as the 'newcomers', and why did their arrival disturb indigenous life?
- 2.3 Name the book from which this extract has been taken.
- 2.4 Mention one indigenous activity that highlights the sustainable use of natural resources by the natives.

**Q3** Read the following extract carefully and answer the following question-

#### THE EXAMINATION SYSTEM

Entry to the elite ruling class (about 1.1 million till 1850) had been largely through an examination. This required writing an eight-legged essay [pa-ku wen] in classical Chinese in a prescribed form. The examination was held twice every three years, at different levels and of those allowed to sit only 1-2 per cent passed the first level, usually by the age of 24, to become what was called 'beautiful talent'. At any given time before 1850 there were about 526,869 civil and 212,330 military provincial (shengyuan) degree holders in the whole country. Since there were only 27,000 official positions, many lower-level degree holders did not have jobs. The examination acted as a barrier to the development of science and technology as it demanded only literary skills. In 1905, it was abolished as it was based on skills in classical Chinese learning that had, it was felt, no relevance for the modern world.

Questions:

- 3.1 Briefly explain the role of Confucianism in shaping the examination system.
- 3.2 Why was the traditional examination system abolished in 1905?
- 3.3 How did the examination system control access to the elite ruling class in China?

THEME- 3 AN EMPIRE ACROSS THREE CONTINENTS

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**Worksheet 2**  
**Map Based Questions**



**Q1.** Identify the following places on the given information

- A) Identify the continents in which the Roman Empire was extended
- B) Name the country where the papyrus was produced
- C) Capital city of the Roman Empire
- D & E) The two famous economic and commerce centres of the Roman Empire
- F) Country which is known for olive oil production
- G) The city, which was established by Constantine



## **Q2. THEME- 2 WRITING AND CITY LIFE**

Identify the following places on the basis of the given information and mark and label them on the given outline map of the World:

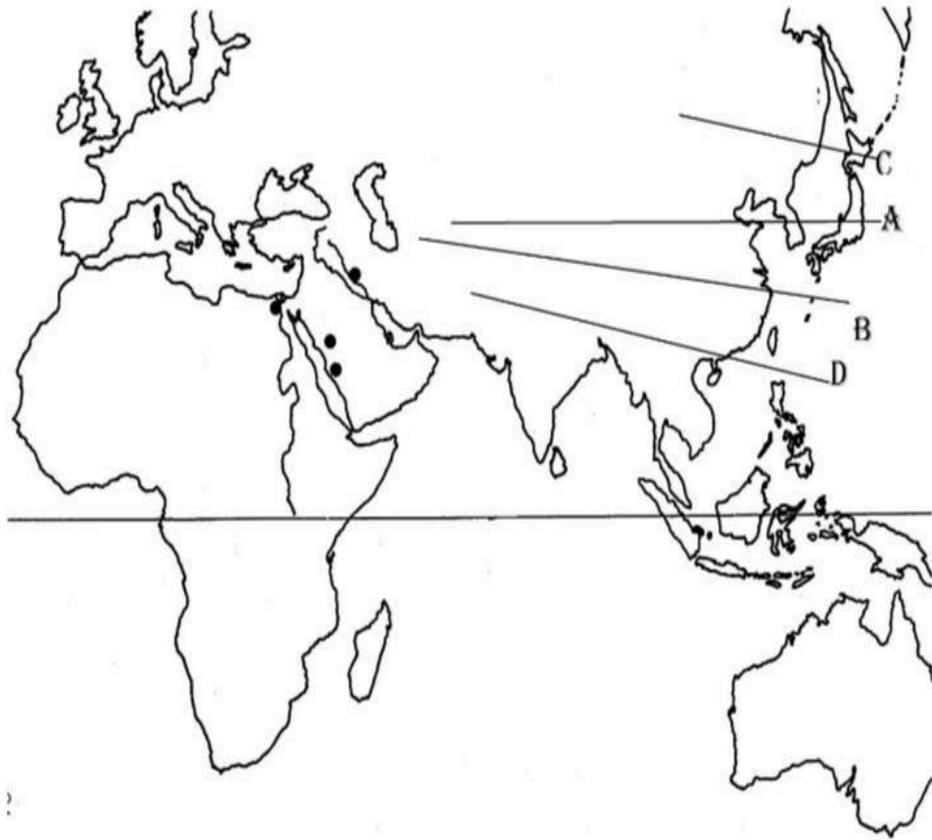
1. A major trading town of the Mesopotamian civilisation
2. A site where evidence of a residential area and a cemetery has been found
3. Identify the following with reference to the same place:
  - (i) The place from where the Warka Head has been discovered
  - (ii) The capital city of King Enmerkar
  - (iii) The earliest known temple town of Mesopotamia
4. River that formed the eastern boundary of Mesopotamia –
5. River that formed the western boundary of Mesopotamia – Euphrates
6. A centre of early libraries in Mesopotamia – Nineveh
7. Premier city of the ancient world conquered by Alexander the Great in 331 BCE –
8. Present-day country where Mesopotamian civilisation developed

Note - Students must use a neat outline map of the world. Label all places clearly using capital letters. Rivers should be marked with blue pencil. Avoid overwriting.

## **Q3. THEME-5 –NOMADIC EMPIRE**

Identify the following places on the given information

- A- (i) Place where Genghis Khan addresses the residents.  
(ii) A city which was completely destroyed by Genghis Khan.
- B- (i) A place invaded by Genghis Khan in 1220AD.  
(ii) A place where a Mongol Prince was killed.
- C- Capital of Great Khan Ogodei.
- D- A place invaded by Genghis Khan in 1222AD.



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**Mahavir Senior Model School**  
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**Worksheet 3**  
**Assertion and Reasoning**



**Chapter- Path to Modernisation**

**Directions:**

**Choose the correct option:**

- (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**

1. Assertion (A): Japan escaped colonisation by Western powers.

Reason (R): Japan modernised its military and administration rapidly.

2. Assertion (A): The Meiji Restoration strengthened central authority.

Reason (R): Feudal domains were abolished and power was centralised.

3. Assertion (A): Industrialisation in Japan was initially government-led.

Reason (R): The private sector lacked sufficient capital and experience.

4. Assertion (A): China faced imperialist domination in the nineteenth century.

Reason (R): China failed to modernise its political and military systems in time

5. Assertion (A): The Opium Wars weakened China's sovereignty.

Reason (R): China was forced to sign unequal treaties with Western powers.

6. Assertion (A): The Self-Strengthening Movement aimed at modernising China.

Reason (R): It focused on adopting Western technology while preserving Confucian values.

7. Assertion (A): The Qing dynasty collapsed in 1911.

Reason (R): Widespread discontent and revolutionary ideas weakened imperial authority.

**8.** Assertion (A): Chinese reformers faced strong opposition from conservatives.

Reason (R): Many elites feared that reforms would destroy traditional culture.

**9.**Assertion (A): The Boxer Rebellion was supported by the Qing government initially.

Reason (R): The rebels opposed foreign influence and Christian missionaries.

**10.**Assertion (A): Sun Yat-sen played a key role in China's modernisation.

Reason (R): He proposed the Three Principles of the People.

**11.** Assertion (A): China's modernisation was slower and more fragmented than Japan's.

Reason (R): Internal divisions and foreign interference hindered reforms

**12.** Assertion (A): Confucianism was completely rejected during China's reform movements.

Reason (R): Reformers believed traditional values had no role in modern society.

**13.** Assertion (A): Japan's modernisation was more successful than China's.

Reason (R): Japan maintained political unity while China faced internal conflicts.

**14.** Assertion (A): Both China and Japan selectively borrowed Western ideas.

Reason (R): They wanted to modernise without losing cultural identity.

**15.** Assertion (A): Nationalism emerged differently in China and Japan.

Reason (R): Japan's nationalism led to imperialism, while China's led to revolution.