

OK

Udaya Public School ,Ayodhya
Summative Assessment 2
Class 11 – History(027)

Time Allowed: : 3 hours

Maximum Marks: 80

General Instructions:

- * Question paper comprises five Sections – A, B, C, D and E. There are 34 questions in the question paper. All questions are compulsory.
- * Section A – Question 1 to 21 are MCQs of 1 mark each.
- * 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.
- * 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.
- * Section D – Question no.31 to 33 are Source based questions with three sub questions and are of 4 marks each.
- * 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.

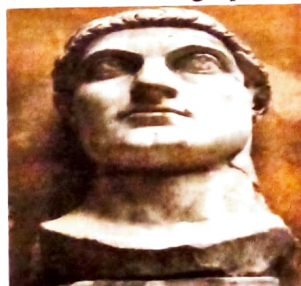
Section A

1. Identify an Australian writer with the help of following Information:
 - a) A champion of the rights of the Australian aborigines.
 - b) Wrote many moving poems about the loss created by keeping the white people and the natives apart.

a) Henry Reynolds b) Judith wright c) James Cook d) W.E.H. Stanner
2. In which of the following animal was not domesticated in Mesopotamia?
 - a) Goat b) Cow c) Sheep d) All of these
3. Match the following and select the correct option

List I	List II
1. 1516	A. Martin Luther writes the Ninety-Five Theses
2. 1517	B. Luther translates the Bible into German
3. 1522	C. Peasant uprising in Germany
4. 1525	D. Thomas More's Utopia published

- a) 1 - c, 2 - b, 3 - d, 4 - a b)1 - d, 2 - a, 3 - b, 4 - c
 c) 1 - a, 2 - d, 3 - c, 4 - b d)1 - b, 2 - c, 3 - d, 4 - a
4. Japan is situated in the _____.
 - a) Atlantic Ocean b)Indian Ocean c)Antarctic Ocean d)Pacific Ocean
 5. Identify the given image from the following options:



- a) Part of a colossal statue of Emperor Numa Pompilius, 313 CE.
 - b) Part of a colossal statue of Emperor Tullus Hostilius, 313 CE.
 - c) Part of a colossal statue of Emperor Romulus, 313 CE.
 - d) Part of a colossal statue of Emperor Constantine, 313 CE.
6. Which is the main crop of Japan?
 - a) Both Rice and Wheat b)Rice c) Maize d) Wheat

21. In 1867-68 CE, _____ rule in Japan ended ?
- a) Historian b) Artist c) A scholar d) Humanist
- a) The shogun b) The Meiji c) The Nishijin d) None of the above

Section B

22. Describe in brief China's Physiography, ethnic groups and languages.

OR

Why did the social and political situation continue to be unstable in China on 4th May 1919?

23. What acts did exhibit the modernisation of the Japanese economy ?
24. Why did the monetary system breakdown in the late Roman empire?
25. What did the Western powers do to counter the aggressive acts of Japan, Italy and Germany between 1931 and 1938?
26. "The use of seals played significant role in the development of trade and urbanisation in Mesopotamia." Discuss.
27. State the reasons for break out of the movement against the Catholic Church.

OR

What were the chief objectives of the Reformation Movement?

Section C

28. Mongolia has projected Genghis Khan as an iconic figure for forging a national identity, along with carrying the nation into the future. Justify this statement with suitable arguments.

OR

Mention the description of the facts regarding the code of law under Genghis Khan.

29. Which was the first order of medieval western Europe? Discuss its role in the Catholic Church.

OR

Describe the classes that existed in European society during feudalism. Which new classes emerged during the later years of the medieval age, and why?

30. What was The Great Australian Silence? How did it help to revive culture and traditions of the natives of Australia?

OR

How would you interpret the expansion of the USA? Also discuss the development of agriculture in the USA.

Section D

31. Read the following passages and answer the questions that follow:

In India, early stone seals were stamped. In Mesopotamia until the end of the first millennium BCE, cylindrical stone seals, pierced down the centre, were fitted with a stick and rolled over wet clay so that a continuous picture was created. They were carved by very skilled craftsmen, and sometimes carry writing; the name of the owner, his god, his official position, etc. A seal could be rolled on clay covering the string knot of a cloth package or the mouth of a pot, keeping the contents safe. When rolled on a letter written on a clay tablet, it became a mark of authenticity. So, the seal was the mark of a city dweller's role in public life.

Questions

- i. Which type of material was used to make seals? (1)
- ii. What were the various types of seals? (1)
- iii. Who carved these seals? Write a few features of these seals (Mesopotamian seals). (2)

32. Read the following excerpt and answer the following questions:

Fukuzawa Yakichi (1835-1901):

Born in an impoverished samurai family, he studied in Nagasaki and Osaka learning Dutch and Western sciences and English. In 1860, he went as a translator for the first Japanese embassy in the USA. This provided material for a book on the West, written not in the classical but in the spoken style that became extremely popular. He established a school that is today the Keio University. He was one of the core members of the Meirokusha, a society to promote Western learning. In *The Encouragement to Learning* (Gakumon no susme, 1872-76) he was very critical of Japanese knowledge: 'All that Japan has to be proud of is its scenery', he advocated not just modern factories and institutions but the cultural essence of the West- the spirit of civilisation. With this spirit, it would be possible to build a new citizen. His principle was:

'Heaven did not create men above men, nor set men below men.'

- i. Give a brief life sketch of Fukuzawa Yukichi till 1860 A.D. (1)
- ii. Name two important educational institutions associated with him. (1)
- iii. In which of his book, he criticised the Japanese knowledge and in which words? (2)

33. Read the following passages and answer the questions that follow:

A major difference between the two superpowers and their respective empires was that the Roman Empire was culturally much more diverse than that of Iran. The Parthians and later the Sasanians, the dynasties that ruled Iran in this period, ruled over a population that was largely Iranian. The Roman Empire, by contrast, was a mosaic of territories and cultures that were chiefly bound together by a common system of government. Many languages were spoken in the empire, but for the purposes of administration Latin and Greek were the most widely used, indeed the only languages. The upper classes of the east spoke and wrote in Greek, those of the west in Latin, and the boundary between these broad language areas ran somewhere across the middle of the Mediterranean, between the African provinces of Tripolitania (which was Latin speaking) and Cyrenaica (Greek-speaking). All those who lived in the empire were subjects of a single ruler, the emperor, regardless of where they lived and what language they spoke.

Questions

- i. How would you differentiate the Roman Empire from Iran? (1)
- ii. Name two dynasties who ruled over Iran during this period. (1)
- iii. Which empire was bound together by a common system of government and why? (2)

Section E

34. i. On the given map of Australia, locate and label the given places: (any three) (5)
- a. Perth
 - b. Canberra
 - c. Darwin
- OR
- d. Melbourne
- ii. On the given map of Africa, two places have been marked as A and B which are associated with the sites related to early humans. Identify them and write their correct names on the lines marked near them.

