

# Items for Assessment of Learning Outcomes

## History Class 6



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STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SECTOR-32 UT CHANDIGARH



## CHAPTER 1

### WHAT, WHERE, HOW AND WHEN

#### Learning Objectives:-

- To understand the importance of archaeological sources to reconstruct history.
- Students would be able to mark the important places where first-time crops were grown.
- Locate the Ganges and its tributaries on the map.
- To understand the importance of maps while studying past.
- Differentiate between manuscripts and inscriptions.
- Critically analyse importance of manuscripts and inscriptions for the kings and common man.
- Learning dates with the events for better understanding.
- Appreciate, accept and adopt that history and geography are interconnected, the movement of the people and the creation of states are related to geography.
- Gain knowledge about timeline.
- Gain knowledge about the various sources of information.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill.

#### Learning Outcome:-

- Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.

#### Q1. What information is found about ancient history from excavated coins and tools ?

- a) About the economic condition
- b) About art
- c) About living bear
- d) All of these

**Q2. Name the crops which were first grown by men and women**

- a) Sugar and Barley
- b) Sugar and Wheat
- c) Wheat and Barley
- d) Rice and Barley

**Q3. Which of the following is not a tributary of the Ganga ?**

- a) Gomati
- b) Satluj
- c) Ghaghra
- d) Gandak

**Q4. Where were the manuscripts written?**

- a) On Peepal Leaf
- b) On Palm Leaf
- c) On Banana Leaf
- d) On Tulsi Leaf

**Q5. Which is/are types of inscriptions?**

- a) Cave Inscription
- b) Pillars Inscription
- c) Rocks Inscription
- d) All of the Above

**Q6. All dates before the birth of Christ are counted backwards and usually have letters :**

- a) AC
- b) AD
- c) BC
- d) BD

**Q7. When did Ashoka go to the Kalinga War on records and inscriptions?**

- a) 161 BC
- b) 351 BC
- c) 231 BC
- d) 261 BC

**Q8. What helps us to find out the records of hunters, fishing folk etc. ?**

- a) Archaeology
- b) Astrology
- c) Biology
- d) All of these

**Q9. People who study about the objects of the past are known as :**

- a) Manuscripts
- b) Historians
- c) Archaeologists
- d) Inscriptions

**Q10. Which city was established on the banks of Ganga ?**

- a) Magadha
- b) Jaipur
- c) Vindhya
- d) Pune

**Q11. Tools like cooper and hand axes were used in :**

- a) Mesolithic age
- b) Upper Stone age
- c) Old Stone age
- d) Middle Stone age

## **ANSWERS**

- |             |             |             |             |              |              |
|-------------|-------------|-------------|-------------|--------------|--------------|
| <b>1. D</b> | <b>2. C</b> | <b>3. B</b> | <b>4. B</b> | <b>5. D</b>  |              |
| <b>6. C</b> | <b>7. D</b> | <b>8. A</b> | <b>9. B</b> | <b>10. A</b> | <b>11. C</b> |

## CHAPTER 2

### ON THE TRAIN OF THE EARLIEST PEOPLE

#### Learning Objectives:-

- Critically analyse various activities of early humans.
- Appreciate the things which ancients used to do which actually served for the betterment of the society as a whole
- Assess and evaluate the skills and knowledge that early humans had.
- Various reasons why hunter gatherers moved from place to place.
- Student will be able to learn about the major habitation sites during which stone age people lived in India.
- Build character amongst themselves by discussing/communicating the importance of stone tools.
- Understand that the early humans chose the places where they could get all the resources for making tools (factory sites).
- Student will be able to understand the importance of stone tools and techniques used to make stone tools.
- Critically analyse the journey of early humans from hunter gatherers to herders-farmers.
- Communicate clearly the early humans adaptation to the environment.
- Appreciate the skills and knowledge of hunter and gatherers.
- Identify stone art facts as archaeological evidence, making education from them.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill.

#### Learning Outcome:-

- Locate important historical sites, places on an outline map of India.

#### Q1. Why did hunter-gatherers move from place to place ?

- a) In search of food
- b) In search of shelters
- c) Both A and B
- d) None of these

**Q2. For what purpose were the stone tools used ?**

- a) To cut meat and bone
- b) To make spears and arrows
- c) To chop fruits and roots
- d) All of these

**Q3. For what purpose did the men, women and children collect the grains ?**

- a) For food
- b) For growing crops
- c) Both A and B
- d) None of these

**Q4. In which site a large number of tools were used for all sorts of activities found ?**

- a) Habitation site
- b) Habitation cum factory site
- c) Factory site
- d) None of these

**Q5. In which age were the tools polished to give a fine cutting edge?**

- a) Palaeolithic Age
- b) Mesolithic Age
- c) Microlithic Age
- d) Neolithic Age

**Q6. When did revolutionary changes in human life come?**

- a) Throughout the stone age
- b) In the Neolithic age
- c) In the middle stone age
- d) None of these

## **ANSWERS**

**1. A**

**2. D**

**3. C**

**4.B**

**5. D**

**6.B**

## CHAPTER 3

### FROM GATHERING TO GROWING FOOD

#### Learning Objectives:-

- Students will be able to explain the start of settlement at one place.
- Relate the origin of farming and domestication.
- Critically analyze how farming and domestication have changed over a period of time.
- Appreciate the diversity of early domestication
- Student will be able to learn about the diversification of life skills (farming, pottery, weaving, etc.)
- Student will be able to understand the factors that led to settled life - use of tools, making of houses, clay pots.
- The student will be able to understand the settled life with the help of the case study – Mehargarh and Daojali Hading know and understand important remains of houses, potteries, animal bones and burial sites which helped the archaeologist to study this period the shift from a nomadic life style to permanent settlement affected social structure, Burial practices & beliefs.
- Build character amongst themselves by discussing the diverse life skills of early farmers and herders.
- Identify diverse life skills which helped them lead an improved life.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill.

#### Learning Outcome :-

- Explains broad developments during the ancient period, and relate the developments occurring in one place with another

#### Q1. Which metal was firstly used at the beginning of settled life?

- a) Copper
- b) Zinc
- c) Iron
- d) Aluminium

**Q2. Which human inventions changed their lifestyle?**

- a) Fire
- b) Wheel
- c) Both a) and b)
- d) None of these

**Q3. When did the domestication begin?**

- a) About 12000 years ago
- b) About 8000 years ago
- c) About 6000 years ago
- d) About 4000 years ago

**Q4. \_\_\_\_\_ is the name given to process in which people grow plants and look after animals.**

- a) Domestication
- b) Flowering
- c) Plantation
- d) Agriculture

**Q5. Place where many families choose to live together for mutual cooperation and better protection:**

- a) State
- b) Village
- c) Block
- d) District

**Q6. People began using potsfor:**

- a) Preserving soil
- b) Making stones
- c) Preserving flesh of animals
- d) Cooking food

**Q7. Mehrgarhin present day is:**

- a) Bihar
- b) Pakistan
- c) Kashmir
- D) Nepal

**Q8. Which of the following were used for ploughing the land in ancient time ?**

- a) Tractors
- b) Combine
- c) Cattles
- d) Horse

**ANSWERS: 1- A, 2-C, 3- A, 4- A, 5- B, 6- D, 7- C, 8- C**



## CHAPTER 4

### IN THE EARLIEST CITIES

#### **Learning Objectives:-**

- Critically analyse how the Harappan cities were excavated.
- Develop the idea of citizenship by making them visualize how the people of Indus Valley Civilization took good care of the cities, drainage system, architecture etc. the different parts of the city like The Great Bath .
- Appreciate the planning of the Indus Valley civilization.
- Discuss the importance of Great Bath .

Student will be able to understand life of the people.

- Different kind of people.
- How the houses, streets and drains were constructed. Students will know and understand and discuss the construction style of houses.
- Appreciate the planning of the Indus Valley.
- Understand the town planning of Harappans.

Student will be able to understand the difference between citadel and lower town.

- Critically analyse various metals were used in making tools and ornaments. Appreciate the work of craft persons collaboratively.
- Discuss the importance features of Dholavira and Lothal. Appreciate the planning of these cities.
- Critically analyse how the location of these places helped the cities to become important centres for trading.
- Built character amongst themselves by discussing /communicating the importance of early cities and their life styles.
- Develop citizenship by sensitizing the students towards cleanliness and planned as people of Harappan civilization were.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill.

#### **Learning Outcome:-**

- Locate important historical sites, places on an outline map of India.

**Q1. How many storeys of houses were generally found in Harappan Cities ?**

- a) 1 or 2 storeys
- b) 4 to 5 storeys
- c) Multi storey
- d) None of these

**Q2. For what purpose the Great Bath was mainly used ?**

- a) Dancing
- b) Religious practice
- c) Swimming
- d) All of these

**Q3. What was the major feature of the city plan of high order of civilisation of the Indus Valley?**

- a) Illumination Management
- b) Drainage
- c) Wide Roads
- d) All of these

**Q4. What is the width of Harappan Roads ?**

- a) 5 metres
- b) 10 metres
- c) 20 metres
- d) 15 metres

**Q5. In how many parts the Dholavira City was divided ?**

- a) 4
- b) 2
- c) 3
- d) 5

**Q6. Where did the crafts persons make the things in the earliest cities ?**

- a) In their own homes
- b) In special workshops
- c) Both A and B
- d) None of these

**Q7. For what purpose wood was used by Harappans ?**

- a) Houses
- b) Painting
- c) Use as weapon
- d) None of these

**Q8. Which was the famous trading center at the time of civilization of Indus Valley ?**

- a) Rangpur
- b) Kalibanga
- c) Lothal
- d) Mithathal

**ANSWERS**

**1. A, 2. B, 3. D, 4. B, 5. C, 6. C, 7. A, 8. C**

## CHAPTER 5

### WHAT BOOKS AND BURIALS TELL US

#### Learning Objectives:-

- Critically analyse the social, religious and economic background of Rig Veda civilization.
- Assess and evaluate why Vedas are the foundation of modern Indian culture and religion.
- Growth and composition of early Sanskrit literature like the Vedas, importance of the Vedic rituals on social and religious life of people.
- Develop character by learning that Vedas are the most ancient texts which define truth for Hindus.
- Understand the social conditions and different social groups during early historic period.
- Acquire knowledge about social category that had grown during the early period.
- Know the role of the people belonging to different categories.
- Know the categories of people in that existed in early society.

Students will be able to understand the social and religious life of the people of ancient times, the use of megaliths in their life.

- Able to explain-
  - Different types of occupations of that time.
  - People of that time had sense of arithmetical calculation / geometrical design of the body.
  - Kinds of animals that were hunted by people for food .
  - Kinds of crops, fruits, grains that were used as food .
  - The beliefs, rituals of Brahmins that existed during that period .
- Critically analyse the belief system and rituals that existed during that period.
- Creatively generate ideas and present the religious, economic and political condition of the people.
- Appreciate that different developments were taking place in different parts of the subcontinent simultaneously.
- Develop communication skills by debating on how different social groups perform different work in the society .

- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill.

**Q1. Which of the following Veda was compiled first ?**

- a) Atharva Veda
- b) Sama Veda
- c) Yajur Veda
- d) Rig Veda

**Q2. Which of the following were the new crops of later Vedic period?**

- a) Rice and maize
- b) Rice and wheat
- c) Rice and mustard
- d) Rice and Beetroot

**Q3. The famous vedic saying “war begins in the minds of men” is contained in the :**

- a) Mundakopanishad
- b) Rig Veda
- c) Mahabharata
- d) Atharva Veda

**Q4. The Rig Veda consists of :**

- a) 1028 hymns
- b) 2000 hymns
- c) 500 hymns
- d) 1000 hymns

**Q5. Division of the Vedic society into four classes is clearly mentioned in the :**

- a) Shatapatha
- b) Upanishads
- c) Yajurveda
- d) Purusa-sukta of Riveda

**Q6. "Veda is the book of all truth", which social reformer said this word ?**

- a) Mahatma Gandhi
- b) Mahatma Buddha
- c) Swami Dayanand
- d) Mohan Rao

**Q7. Who among the following was the most popular God of the early Vedic Aryans ?**

- a) Varuna
- b) Vishnu
- c) Rudra
- d) Indra

**Q8. The Vedic economy based on:**

- a) Trade and commerce
- b) Craft and industries
- c) Agriculture and cattle rearing
- d) All of these

**Q9. Society emerges out of :**

- a) Community's existence
- b) Men's existence
- c) Problem's existence
- d) Relationship

**Q10. Stones circles or boulders on the surface were used to cover the :**

- a) House
- b) Port holes
- c) Burial places
- d) All of these

**11. Where was the birch bark found on which hymns of the Rig Veda were written;**

- a) Kashmir
- b) U.P.
- c) Bihar
- d) Maharashtra

**12. The word “Yava” mentioned in the Rig Veda is used for which agriculture product?**

- a) Barley
- b) Gram
- c) Rice
- d) Wheat

**13. The staple food of Vedic Aryans was:**

- a) barley and rice
- b) milk and its products
- c) rice and pulses
- d) vegetables and fruits

**ANSWERS**

- |             |             |              |              |              |              |             |
|-------------|-------------|--------------|--------------|--------------|--------------|-------------|
| <b>1. D</b> | <b>2. B</b> | <b>3. D</b>  | <b>4. A</b>  | <b>5. D</b>  | <b>6. C</b>  | <b>7. A</b> |
| <b>8. C</b> | <b>9. B</b> | <b>10. C</b> | <b>11. A</b> | <b>12. A</b> | <b>13. B</b> |             |

## CHAPTER 6

### KINGDOM, KING AND EARLY REPUBLIC

#### Learning Objectives:-

Student will be able to understand and appreciate the freedom to choose rulers of today and how the system differed in those times.

- Critically analyse the money involved in performing these yajnas. Example -Ashvamedha Yajna Collaboratively they will realize how varna system restricted shudras to be part of any yajnas.
- Given the content (topic) discuss the yajnas performed by the rulers to show how rich and powerful they were.
- Collaboratively they will understand the procedure of performing Ashvamedha yajnas Importance of performing yajnas by the kings /rulers to show how rich and powerful they were.
- Know the various ways of ruling in those times Types of yajnas performed.
- Know the important janapadas and mahajanapadas.
- Students will know the about the life of people living in janapadas and mahajanapadas.
- Critical think and figure out the factors that change janapadas into mahajanapadas.
- Given the content (topic) understand various political and religious conflicts with respect to ruler of those times and current times.
- Critically think the difference in the kingdom, Magadha and vajji.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill.

#### Learning Outcome :-

- Describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc.

#### Q1) How did men become rulers around 3,000 years ago?

- A) By choosing rulers by voting
- B) By ashvamedha yajna
- C) Both a) and b)
- D) None of these



**Q2) Who were considered as untouchable in varna system ?**

- A) Brahmins
- B) King
- C) Shudras
- D) Women

**Q3) Classification of society into four groups on the basis of their occupation is called :**

- A) Vajja
- B) Vasta
- C) Varna
- D) Vedas

**Q4) About 2,500 years ago what turned into Mahajanapadas ?**

- A) Important janapadas
- B) Ordinary janapadas
- C) Both (a) and (b)
- D) None of these

**Q5) The two words that constitute the word 'Janapada' mean :**

- A) Woman and foot
- B) Citizens and foot
- C) Men and hand
- D) Goats and rajas

**Q6) Which of these was usually fortified ?**

- A) All cities in mahajanapadas
- B) All cities in janapadas
- C) Capital cities of mahajanapadas
- D) The whole mahajanapadas

**Q7) About 2,500 years ago where was Kaushambi situated?**

- A) Kurukshetra in Haryana
- B) Chandigarh in Punjab
- C) Allahabad in UP
- D) None of these

## **ANSWERS**

**1. B**

**2. C**

**3. C**

**4. A**

**5. B**

**6. C**

**7. B**

## CHAPTER 7

### NEW QUESTIONS AND IDEAS

#### Learning Objectives:-

- Given the content (topic) understand the importance of religion Buddhism, its concept and life of Buddha .
- Discuss the importance of teachings of Buddha.
- Built Character and citizenship to discussing /communicating the importance of Buddha s teachings.
- Given the content (topic) explain the importance of Upanishads, what it literally means.
- Acquire information about the recording of the thoughts in those times in Upanishads. Why atman and Brahman were one?(Critical thinking)
- Given the content (topic) understand the importance of religion Jainism, its concept and life of Mahavira.
- Discuss the importance of teachings of Mahavira.
- Built Character and citizenship to discussing /communicating the importance of Mahavira' s teachings.
- To knowing about book Vinaya Pitaka and the term used for men and women who lives in sangha.
- Debate on that why men and women live separately in sangha? (critical thinking).
- Become aware of the importance of sangha.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill.

#### Learning Outcome :-

- Analyses basic ideas and values of various religions and systems of thought during ancient period.

#### Q1) When was Gautam Buddha born?

- A) About 3,000 years ago
- B) About 2,500 years ago
- C) About 1,500 years ago
- D) About 1,000 years ago

**Q2) What was the early name of Gautam Buddha?**

- A) Sidhartha
- B) Ashoka
- C) Mahavira
- D) Parsvanatha

**Q3) Where did Buddha go to teach first time?**

- A) Ringas
- B) Sikar
- C) Sarnath
- D) All of these

**Q4) Who is famous tirthankara of Jains?**

- A) Lord Krishna
- B) Lord Mahavira
- C) Lord Shiva
- D) Lord Mahesh

**Q5) What was Mahavira's teaching?**

- A) Live and let live
- B) Neither live nor to be lived
- C) Both (a) and (b)
- D) None of these

**Q6) Where did nuns and monks live?**

- A) In huts
- B) In houses
- C) In caves
- D) None of these

**ANSWERS**

**1. B    2. A    3. C    4. B    5. A    6. C**

## CHAPTER 8

### ASHOKA, THE EMPEROR WHO GAVE UP WAR

#### Learning Objectives:-

Student will be able to understand and appreciate the freedom to choose rulers of today and how the system differed in those times.

- Discuss the difference in kingdom and empire.
- Examples of some of the kingdoms and empires.
- Critically analyse the hierarchy of various dynasties.
- Appreciate the importance of this hierarchy and some of the most famous and powerful rulers in the History collaboratively .

Student will be able to understand and appreciate the kind of ruler Ashoka was and his transformation as a human being.

- Discuss the importance of having a ruler like Ashoka now.
- Appreciate the need for putting a Ban on War and no violence society.
- Critically analyse various issues that led to war of Kalinga and its outcomes.

#### Attitudes and beliefs-

- Develop Character by visualizing and observing the given scenario in day to day lives and how can we put an end to war and put Ashoka's beliefs in our lives and present it in form of a skit to sensitize others

Student will be able to understand why the lions are shown on our currency notes. Students will know and understand

- Discuss the importance of having a ruler like Ashoka now.
- Knowing about the Mughal empire and Mauryan officials.
- Collecting the tribute from the people.
- Critically analyse various information on Mughal Empire and Mauryan officials.

Student will be able to understand the inscriptions that declared his declaration.

- Critically analyse various information on Mughal empire and Mauryan officials
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill

**Learning Outcome :-**

- Lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.

**Q1) What was name of grandfather of Ashoka?**

- A) Krishna
- B) Mahavira
- C) Sidhartha
- D) Chandragupta Maurya

**Q2) In which language were the Ashoka's inscriptions written?**

- A) Dev Nagari
- B) Sanskrit
- C) Brahmi Script
- D) Tamil

**Q3) How many people were killed in the war of Kalinga?**

- A) More than 20,000
- B) More than one lakh
- C) More than 60,000
- D) More than 40,000

**Q4) What is the meaning of word Dhamma?**

- A) Environment
- B) Dharma
- C) Both (a) and (b)
- D) None of these

**Q5) Adviser of Chandra Gupta was :**

- A) Kautilya
- B) Tansen
- C) Budha
- D) Birbal

**Q6) The accounts of Kalinga War is known to us by the:**

- A) Rock Edict-XIII
- B) Rummindei Pillar Inscription
- C) Accounts of Hiuen Tsang
- D) Minor Rock Edict-1

**ANSWERS**

**1. D 2. C 3. B 4. C 5. A 6. A**

## CHAPTER 9

### VITAL VILLAGES, THRIVING TOWNS

#### Learning Objectives:-

- Explain the increased use of iron tools for the benefit of Agriculture .
- Different irrigation practices for intensification of Agricultural yield .

Students will be able to:

- Discuss the benefit of iron tools.
- Analyze the methods adopted by people to increase agricultural production
- Critically analyse various uses of iron .
- Appreciate the efforts made by people to increase the yield .
- Assess and evaluate why expansion of agriculture was important in term of revenue generation.
- Develop citizenship by visualizing and observing the need to use iron tools along with adoption of different irrigation methods for expansion of agriculture.

Student will be able to understand the Social structure in Indian villages.

- Know the categories of people in Indian villages.
- Know the role of the people belonging to different categories.
- Built character amongst themselves by discussing /communicating the importance of categorizing people based on different roles.
- Answer knowledge, understanding, application and skill-based questions based on the topic.
- Appreciate the fact that village were the source centres of food for cities.
- Students will know and understand growth of cities about 2500 years ago.
- Built character amongst themselves by discussing /communicating the importance of categorizing people based on different roles.
- Answer knowledge, understanding, application and skill-based questions based on the topic.

**Learning Outcome :-**

- Outlines India's significant contributions in culture and science
- viz. astronomy, medicine, mathematics, and knowledge of metals, etc.

**Q1) When did the use of iron begin in subcontinents?**

- A) Around 3,000 years ago
- B) Around 6,000 years ago
- C) Around 9,000 years ago
- D) Around 12,000 years ago

**Q2) What was the method of irrigation in ancient time?**

- A) Canals
- B) Wells
- C) Tanks
- D) All of these

**Q3) In which region landowners were known as Vellalars?**

- A) Maharastra region
- B) Punjab region
- C) Tamil region
- D) None of these

**Q4) People who had no land of their own and worked for others were :**

- A) Independent farmers
- B) DasaSaramakaras
- C) Herders
- D) Grihapatis

**Q5) Why were the sculptures used by the ancient cities?**

- A) To decorate railings, pillars etc.
- B) To decorate cities
- C) Both a) and b)
- D) None of these

**Q6) Why was Mathura famous for?**

- A) Religious centre
- B) Forested area
- C) Port
- D) All of these

**ANSWERS**

**1. A      2. D      3. C      4. B      5. C      6. A**



## CHAPTER 10

### TRADERS, KINGS AND PILGRIMS

#### Learning Objectives:-

- Given the content (chapter) the learners will be able to
- Introduce the idea of different contexts of contact between distant land.
- Students would be able to learn about
  - Creatively generate idea to connect the Sangam texts and long distance exchange.
  - Critically analyse trade relations with Rome.
  - Collaboratively find out the need for traders to explore the sea routes.
- Critically make judgements and decisions regarding evidences found from archeological sites related to trade of items.
- Discuss and explain trade along the coastline and the role of ruling families of southern India.
- Students will know and understand
  - New kingdoms along the coast
  - Goods traded and exchanges
  - Ruling families of south
  - Satvahanas as lords of Dakshinapath
- Compare and contrast the role of the Mauryas and Satvahanas.
- Students would be able to learn about
  - Use and manage information to communicate and create a script for roleplay for the topic.
  - Effectively interact with others in collaboration to communicate the facilitation of trade.
- Students would be able to learn about the use and manage information to communicate and create a script for role play for the topic.
- Students would be able to effectively interact with others in collaboration to communicate the facilitation of trade.
- Learners will be able to
  - Understand the significance of the name ‘ Silk Route’
  - Locate silk route in the map
- Students would be able to learn about
  - Creatively generate ideas on why kings tried to control silk route.
  - communicate effectively about Kushanas as rulers who controlled silk route

- Critically make judgements and decisions regarding advantages and problems in transporting silk by sea.
- Understand the spread of Buddhism and its relation to silk route and Kushana dynasty.
- Critically reason out why Buddhism spread far and wide.
- Communicate clearly about difference between old and new form of Buddhism.
- Develop character by participating in GO activity for compare and contrast chart related to two forms of Buddhism.
- Working in close collaboration to find out meaning of important terms in the lesson like Bodhisattva .
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill .

**Learning Outcome :-**

- Analyses basic ideas and values of various religions and systems of thought during ancient period.

**Q1) Traders carried their goods in ancient time , through :**

- A) Road by bullock cart
- B) Air route
- C) Sea route
- D) All of these

**Q2) Where did the Romans find Gold?**

- A) East India
- B) South India
- C) West India
- D) North India

**Q3) Who was the most powerful ruler of Satavahanas?**

- A) Gautamiputra Sri Satakarni
- B) Krishna
- C) Sidhartha
- D) All of these

**Q4) To whom did the Chinese rulers send gifts of silk?**

- A) Rulers of Pakistan
- B) Rulers of Iraq
- C) Rulers of Iran
- D) Rulers of Kajakistan

**Q5) Where were the statues of Buddha made?**

- A) Mathura and Taxila
- B) Mumbai and Goa
- C) Bihar and UP
- D) Delhi and Haryana

**Q6) The goddess Durga became popular by :**

- A) Ashrama
- B) Jainism
- C) Buddhism
- D) Bhakti

## **ANSWERS**

**1. C**

**2. B**

**3. A**

**4. C**

**5. A**

**6. D**

## CHAPTER 11

### NEW EMPIRES AND KINGDOMS

#### Learning Objectives:-

- To know about Gupta dynasty .
- Students will know and understand:
  1. What are Prashastis and what they tell us.
  2. Samudra Gupta's Prashasti
  3. Accounts of Gupta dynasty from description by Harishena.
- Students would be able to:
  1. Critically use system thinking and generate ideas from various sources like literary and archeological to derive information about Gupta dynasty.
  2. Communicate through information literacy tools about Genealogies of Kingdoms as mentioned in Prashastis .
  3. Critically differentiate the treatment of Samudragupta towards the rulers defeated by him (Rulers of Aryavarta, Dakshinapath, Rulers of Assam, Bengal, Nepal and few Ganasanghas and the descendants of Kushanas , Sakas and Srilanka)
- To comprehend and explain the life of Harshvardhan .
- Discuss and Explain the ThePrashasti of Ruling kings of south India.  
Students will know and understand
  1. What are Prashastis and what they tell us.
  2. Life and extent of kingdom of Harhasvardhan through Harshacharita
  3. The life and expeditions of the Pallavas, Chalukyas and Pulakesin
  4. Describe the events indicating towards the expansion in international trade, art, architecture and their contribution to the Indian history .
- Students would be able to critically use system thinking and generate ideas from various sources like literary and archeological to derive information about Harshvardhana.
- Students would be able to communicate through information literacy tools about Genealogies of Kingdoms as mentioned in Prashastis.
- Learners would be able to explain the development of different administrative systems and a new kind of army.
- Students will know and understand
  1. List all the important designations
  2. To compare and contrast their administrative systems from the earlier ones.
  3. Distinguish the key features that made the army new and different from earlier ones

- Students would be able to think creatively, develop, implement and communicate new ideas about administration and army to others effectively.
- Works in collaboration for the activity to comprehend the key features of administration and the designations. and also, revenue collection for maintenance of army.
- Critically analyse the distinguishing features between the assembly of brahmins and non-Brahmins.
- Collaborates with others to critically make judgement and decision regarding the rightful condition of common people.
- Develop citizenship by voicing opinion about how condition of common people is better in modern times as compared to earlier times.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill .

**Learning outcome:-**

- Synthesizes information related to various historical developments .

**Q1) Who was the famous ruler of a dynasty known as Guptas?**

- A) Chandragupta
- B) Samudragupta
- C) Ashoka
- D) Sidhartha

**Q2) To which language does the term ‘Prashasti’ belong?**

- A) English
- B) Hindi
- C) Tamil
- D) Sanskrit

**Q3) Who wrote the biography of Harshavardhana?**

- A) Surender Sharma
- B) Amir Khusro
- C) Banbhatta
- D) None of these

**Q4) Which was the capital of Pallavas and Chalukyas?**

- A) Kanchipuram
- B) Delhi
- C) Agra
- D) Lucknow

**Q5) Who was famous for his plays depicting life in the king's court?**

- A) Banbhatta
- B) Ravikirti
- C) Kalidasa
- D) None of these

**Q6) Who found the precious ring which the King Dushyanta had given to Sakuntala?**

- A) Fisherman
- B) Businessmen
- C) Brahmins
- D) All of these

**Q7) Who controlled assemblies in Southern Kingdoms ?**

- A) Rich and powerful Landowners
- B) Rich and powerful Merchants
- C) Both a) and b)
- D) None of these

**ANSWERS**

**1. B**

**2. D**

**3. C**

**4. A**

**5. C**

**6. A**

**7. C**

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*“Live as if you were to die  
tomorrow. Learn as if you were  
to live forever”*

*- Mahatma Gandhi*

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