

PRACTICE WORKBOOK

CLASS 10

Social Science

Six selected-topic units with original lessons, scenarios and reasoned answers. All fictional scenarios and datasets are labelled. Supplementary school practice, not a complete syllabus or official examination.



6 practice units
36 tasks with answer guidance

Name / नाम: _____

Original selected-topic practice. Use alongside school lessons and the prescribed textbook. The contents define this book's scope.

UNIT 01 / 06 · LEARN & TRY

Nationalism in India: common action, different hopes

Name: _____ Date: _____

Goal: Compare nationalist strategies and explain diversity within mass movements.

Learn

A national movement can bring people together without making their interests identical. In colonial India, peasants, workers, business groups and different communities entered collective action with particular grievances and expectations. The Non-Cooperation and Civil Disobedience movements used non-violent refusal of selected colonial institutions or laws to challenge authority. The salt campaign made an everyday necessity a political symbol. Yet participation, exclusion and disagreement must also be examined: a business demand, a tenant's demand and a demand for social equality need not be interchangeable. Analyse why a programme attracted support and why some groups hesitated or withdrew. Nationalism is therefore a process of negotiation as well as a story of shared mobilisation. Build an answer around a clear claim, then connect two relevant pieces of evidence to it. A named example earns its place only when you explain what it demonstrates. For comparison questions, use the same basis on both sides and finish with a qualified conclusion.

Worked example

Worked comparison: A fictional tenant wants rent relief; a merchant wants easier trade. Both join a salt protest. Shared action challenges colonial rule, but their immediate aims differ. A strong answer names the common political target, explains each economic interest and avoids claiming that all participants wanted exactly the same outcome.

UNIT 01 · APPLY & EXPLAIN

Nationalism in India: common action, different hopes

4. Why should an account of the 1930 Salt March explain symbolism as well as its physical route? [3 marks]

5. Original fictional source exercise: A leader calls a protest a struggle for freedom; a participant remembers a demand for debt relief. Are the accounts necessarily contradictory? Justify your answer. [4 marks]

6. A claim says that all Indians participated equally in nationalist campaigns. Give two reasons to qualify it and identify evidence needed. [4 marks]

Show your thinking with a drawing, diagram or explanation.

Pause & reflect

What can I explain now? What will I try again?

☐ I tried ☐ I explained ☐ I checked



UNIT 01 · ANSWER GUIDANCE

Nationalism in India: common action, different hopes

1. Salt was an everyday necessity used across classes. A restriction affecting it offered a widely understood symbol of colonial control, although participation still depended on organisation.
2. They share a campaign against colonial rule while seeking different economic changes. Collective action can connect interests without eliminating their differences.
3. Refusal withdraws cooperation and weakens institutional support. Breaking the law challenges the legitimacy of a specific rule and invites a public response. Both can be nonviolent.
4. The route shows how protest spread and attracted attention; salt explains why the action could represent everyday injustice. Geography alone does not explain mobilisation.
5. No. The leader describes an overarching political aim and the participant a particular motivation. Compare their dates, roles and intended audiences before judging consistency; both can illuminate the same movement.
6. Participation differed by locality, class, gender and organisation; some people disagreed with methods or felt their concerns were insufficiently addressed. Local records, participant accounts and membership or protest data would help assess extent, without treating one locality as the whole country.

Teaching note

After a day, reconstruct two shared aims and two different group interests without looking at the lesson.

Curriculum reference: https://cbseacademic.nic.in/web_material/CurriculumMain27/SecPart1/SocialScience_SecP1X_2026-27.pdf
Selected units; outcomes are publisher-defined. Practical, project and prescribed literature requirements must also be studied through school.