

PRACTICE WORKBOOK

CLASS 11

History

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: _____

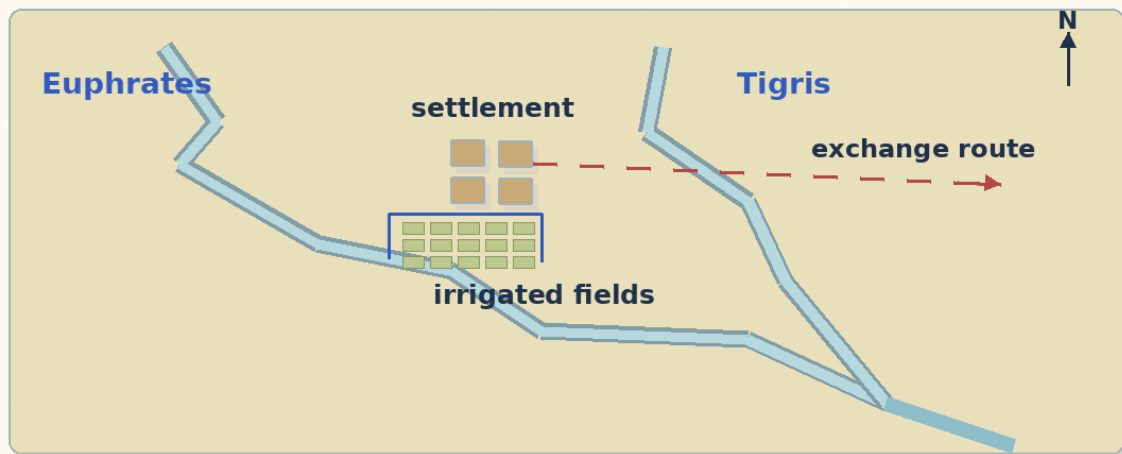
Original selected-topic practice. Use alongside school lessons and the prescribed textbook. The contents define this book's scope.

UNIT 01 · LOOK & EXPLAIN

Writing and city life: reading urban evidence

Mesopotamian city and hinterland

Geographical schematic: river relationships, not exact locations or boundaries



Tigris lies east of Euphrates; rivers flow towards their southern confluence. Features are schematic.

Use the labels and worked example to explain the idea. The diagram is schematic unless a scale is given.

Look, annotate and explain

Identify the parts or values that matter. Add a label or annotation to show a connection. Explain how the diagram supports the worked example, then use it with the practice on the next page.

UNIT 01 · APPLY & EXPLAIN

Writing and city life: reading urban evidence

4. Original fictional excavation: Tools for bead making appear in one neighbourhood and grain stores elsewhere. What urban relationship might this suggest? [3 marks]

5. Compare a merchant's transaction tablet and a household rubbish deposit as historical sources. Give one strength and one limit of each. [4 marks]

6. Original fictional argument: A student says irrigation inevitably creates a city. Revise this into a reasoned explanation using two additional factors. [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

Writing and city life: reading urban evidence

1. Craft workers need food while concentrating on other tasks. Agricultural surplus and exchange allow specialised urban work to continue.
2. It could track receipt, storage or distribution of wool. The list supports accounting, but its precise purpose needs context such as find location and related records.
3. Records may have been produced by a small trained scribal group serving institutions. Survival of their writing reveals record keeping, not literacy rates across the population.
4. It suggests occupational specialisation linked through exchange and distribution. Location alone cannot establish ownership, workers' status or the exact system of payment.
5. The tablet can give names and quantities but reflects recorded transactions. Rubbish can reveal everyday consumption and material use but rarely names consumers or explains motives. Using both can broaden understanding.
6. Irrigation can increase food supply, but urban growth also requires arrangements for labour and distribution and networks supplying materials or trade. Surplus is an enabling condition, not an inevitable cause of city formation.

Teaching note

For every inference, write one sentence about what the source cannot establish.

Curriculum reference: https://cbseacademic.nic.in/web_material/CurriculumMain27/SecPart2/History_SecP2_2026-27.pdf

Selected units; outcomes are publisher-defined. Practical, project and prescribed literature requirements must also be studied through school.