

PRACTICE WORKBOOK

CLASS 12

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: _____

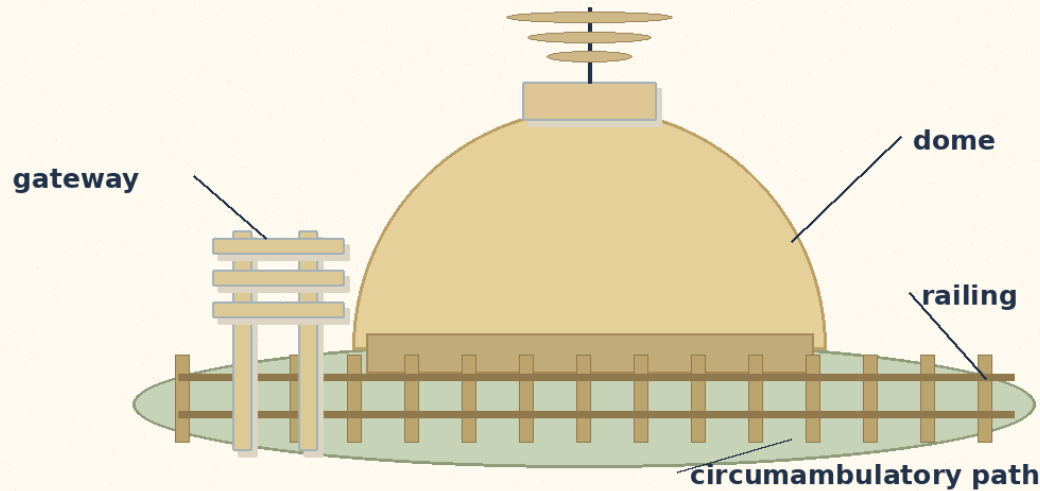
Original selected-topic practice. Use alongside school lessons and the prescribed textbook. The contents define this book's scope.

UNIT 04 · LOOK & EXPLAIN

Beliefs, buildings and Buddhist evidence

A stupa: recognise architecture before interpreting its use

Generic architectural schematic; not one monument or a dated construction phase



Materials, inscriptions and joins can identify phases; one neat drawing cannot establish them.

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

Harappan cities: archaeology and cautious inference

- 4.** Why should the find location of an artefact be recorded before interpreting it? [3 marks]

- 5.** Original fictional evidence: One burial has ornaments and another does not. Give an interpretation and two cautions. [4 marks]

- 6.** Original fictional claim: Every building with a large room was a palace. Evaluate and suggest checks. [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

Harappan cities: archaeology and cautious inference

1. The script is not conclusively deciphered. A seal's presence may suggest administration or exchange, but its inscription cannot be assumed to be a translated contract.
2. Shared building conventions or standards are plausible. Similarity alone does not identify a single ruler or explain how standards spread.
3. Multiple stages and tools fit a production process. A lone finished bead could have been acquired elsewhere and deposited through use or exchange.
4. Context links the object to associated materials, activities and chronology. Removing it without records weakens interpretations of use and relationships.
5. Different treatment may reflect social distinctions. Preservation and burial customs can also affect what remains; two graves are too small a sample to establish a civilisation-wide hierarchy.
6. Room size alone does not establish royal residence. Compare layout, access, associated objects, location and similar buildings; consider storage, assembly or other uses. State palace as a hypothesis until stronger evidence supports it.

Teaching note

Label claims “observed”, “inferred” or “uncertain” before turning notes into an answer.

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.