

TEACHER'S HANDBOOK



STELLAR LEARNING

History

9

On
Board!

BOOKS

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1

The French Revolution

Milestone

Multiple-Choice Questions

1. Jacobin club became extremely revolutionary under the leadership of
 - (a) Rousseau.
 - (b) Mirabeau.
 - (c) Louis XVI.
 - (d) Maximilian Robespierre.

Ans. (d) Maximilian Robespierre.

2. Who among the following was the king of France at the time of the Revolution?
 - (a) Louis XVI
 - (b) Louis XIV
 - (c) Marie Antoinette
 - (d) Jacques David

Ans. (a) Louis XVI

3. In which year Napoleon Bonaparte crowned himself the Emperor of France?
 - (a) 1814
 - (b) 1804
 - (c) 1806
 - (d) 1811

Ans: (b) 1804

Very Short Answer Type Questions

4. What were the voting criteria established by the Constitutional Monarchy?

Ans: Men above the age of 25 years who paid taxes equal to at least 3 days of a labourer's wage were entitled to vote.

5. Who lived in the chateaux and manors?

Ans. King or a nobleman lived in the chateaux and manors.

6. What is guillotine? Who invented it?

Ans: Guillotine was a special process of beheading the enemies of the Republic. It was invented by Dr Guillotin.

7. Which period in France is referred as 'Reign of Terror'?

Ans. The Periods between 1793 and 1794 are known in French history as the Reign of Terror.

Short Answer Type Questions

8. Napoleon's rise to power was nothing short of dramatic. Justify the statement.

Ans. Napoleon Bonaparte rose in rank under the rule of the Directory and finally in 1804, he crowned himself the Emperor of France. Napoleon saw himself as the moderniser of Europe, whose role was to spread the ideas of liberty and modern laws to the rest of Europe. He introduced laws protecting private property, uniform system of weights and measures based on the decimal system. He created an image of a liberator for the rest of Europe, liberating the people from the rule of despotic monarchs. However, very soon the Napoleonic armies came to be viewed as invaders and in 1815; he was finally defeated at a place called Waterloo in modern day Belgium, by the combined forces of Britain, Austria, Prussia and Russia.

9. 'The Constitution of 1791' could not bring about equality. Explain the statement.

Ans. The Constitution of 1791 vested the powers to make laws in the National Assembly, which was indirectly elected. All citizens did not have the right to vote. Only men above 25 years of age who paid taxes equal to at least three days of a labourer's wage were entitled to vote. All other men and women were classed as passive citizens. In order to qualify as an elector and then as a member of the Assembly, a man had to belong to the highest bracket of taxpayers.

10. Where did the French have their colonies? What did these colonies produce? How was the demand for slaves met for the colonies?

Ans. Some of the important French colonies in the Caribbean – Martinique, Guadeloupe and San Domingo were significant suppliers of goods like tobacco, indigo, sugar and coffee. The slave trade started in the 17th century. French merchants sailed to the African coast, and bought slaves from the local chieftains. The easy availability of slave labours made it possible to meet the demand in European markets for sugar, coffee, and indigo. Port cities like Bordeaux and Nantes were prosperous due to the flourishing slave trade.

Long Answer Type Question

11. What was the position of women in the pre-revolutionary years? How did it change as a result of the revolution of 1789?

Ans. Women belonging to the third estate used to work as laundresses, sold flowers, fruits and vegetables at the market, and domestic servants. Women in general did not have access to education and only daughters of nobles or richer members of the third estate could study at a convent. They were not paid wages equal to men. In the early years, the revolutionary government aid introduced laws to improve lives of women. As a result of establishing of the state schools, schooling was made compulsory for all girls. Now they could not be forced into marriage against their will. Marriage was now a contract entered with the free will and divorce was made legal. Women could now train for jobs.

Self-Assessment

Multiple-Choice Questions

1. In which of the following countries livres, a unit of currency was in circulation?

- (a) France (b) Italy
(c) Germany (d) Russia

Ans. (a) France

2. Who among the following is the author of the book 'The Social Contract'?

- (a) John Locke (b) Montesquieu
(c) Rousseau (d) Napoleon

Ans. (c) Rousseau

3. Which among the following bodies declared France a Republic?

- (a) The Directory (b) The Convention
(c) The National Assembly (d) None of these

Ans. (b) The Convention

Assertion-Reason Type Questions

For question numbers 4 to 7, two statements are given as Assertion (A) and Reason (R).

Read the statements and choose the correct option from (a), (b), (c) and (d) as given below.

- (a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true but R is not the correct explanation of A.
(c) A is true but R is false.
(d) A is false but R is true.

4. Assertion (A): In 1788, Louis XVI of the Bourbon family of kings ascended the throne of France.

Reason (R): He was 20 years old and married to the Austrian princess Marie Antoinette.

Ans. (d) Louis XVI of the Bourbon family of kings ascended the throne of France in the year 1774.

5. Assertion (A): The population of France rose from about 23 million in 1715 to 28 million in 1789.

Reason (R): This led to a rapid increase in the demand for foodgrains.

Ans. (a) Reason (R) is the correct explanation of Assertion (A), as the population of France increased from 23 million in 1715 to 28 million in 1789 it led to a rapid increase in the demand for foodgrains.

6. Assertion (A): The National Assembly completed the draft of the constitution in 1791.

Reason (R): Its main objective was to give unlimited powers to the monarch.

Ans. (c) The main objective of National Assembly was to draft the constitution to limit the powers of the monarch.

7. Assertion (A): The period from 1793 to 1794 is referred to as the Reign of Terror.

Reason (R): The guillotine is a device consisting of two poles and a blade with which a person is beheaded.

Ans. (b) The period from 1793 to 1794 is known as the Reign of Terror as Robespierre followed a policy of severe control and punishment. The guillotine was named after Dr Guillotin who invented it.

Study the Picture and Answer the Question



8. Which of the following option best signifies the above given image?
- The Declaration of the Rights of Man and Citizen.
 - The Declaration of the legal Rights of Man.
 - The Declaration of the Rights of Women and Citizen.
 - The Declaration of the Fundamental Rights.

Ans. (a)

Find the Incorrect Option

9. (a) Robespierre was convicted by a court in July 1784, arrested and on the next day sent to the guillotine.
- (b) Louis XVI was sentenced to death by a court on the charge of treason. On 21 January 1793 he was executed publicly at the Place de la Concorde.
- (c) In 1804, Napoleon Bonaparte crowned himself Emperor of France.
- (d) The Constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected.

Ans. (a)

Correct the Following Statement and Rewrite

10. The first and second estates sent 500 representatives each, who were seated in rows facing each other on two sides, while the 800 members of the third estate had to stand at the back.

Ans. The first and second estates sent 300 representatives each, who were seated in rows facing each other on two sides, while the 600 members of the third estate had to stand at the back.

Fill in the Blanks

11. The main objective of the National Assembly was to limit the powers of the **monarch**.
12. The Convention had a special way of eliminating the enemies of the state which was called **guillotine**.
13. Directory came to rule over France after the fall of the Republic and it comprised of **five** member executive.

Very Short Answer Type Questions

14. How can we say that feudalism still existed in the Old Regime?

Ans. In the eighteenth century, French society was divided into three estates. The society of estates was part of the feudal system that dates back to the middle ages. The term Old Regime is generally used to illustrate the society and institutions of

France that existed before 1789.

15. What was the significance of the Rule of the Directory?

Ans. The Directory formed a new Constitution that brought back property qualification. Once again the wealthy people had the right to vote and the rest did not.

16. Mention the most revolutionary social reform of the Jacobin regime.

Ans. Abolition of slavery in the French colonies was the most revolutionary social reforms of the Jacobin regime.

17. In which year did the women in France get the right to vote?

Ans. French women got the right to vote in the year 1946.

Short Answer Type Questions

18. Which groups of French society benefited from the revolution? Which groups had to relinquish power? What happened to the French treasury as a result of the revolution?

Ans. The people belonging to the middle class and peasants of the French society benefited from the revolution. The nobles, clergymen and the Church were the ones who had to relinquish their powers. On 4th August 1789, the Assembly passed a decree abolishing the feudal system of obligations and taxes. Members of the clergy too were forced to give up their privileges. Tithes were abolished and lands owned by the Church were confiscated. As a result, the government acquired assets worth at least two billion livres.

19. Robespierre fall victim to his own policies. What does the statement mean?

Ans. Despite creating a Republic over France, the name of Robespierre is associated with severe control, severe punishment and resultant terror. Robespierre policy of severe control turned almost every one into 'enemies of the Republic'. Ex-nobles, clergymen, members of other political parties and even members of his party, who did not agree with him or his methods, were arrested, imprisoned, tried by the revolutionary tribunal, inevitably found guilty and beheaded. Robespierre government issued laws placing a maximum ceiling or control on wages and prices. Meat and bread were rationed and peasants were forced to sell their products at prices fixed by the government.

20. Why did the members of the third estate walked out of the assembly?

Ans. Voting in the Estates General in the past had been conducted according to the principle that each estate had one vote and Louis XVI decided to

continue the same practice. Members of the third estate demanded that voting now be conducted by the assembly as a whole, where each member would have one vote. When king rejected this proposal, members of the third estate walked out of the assembly in protest.

21. What was the condition of the women at the time of France revolution?

Ans. Various political clubs and newspapers were launched in order to discuss and voice the interests of women. Around sixty women's clubs were constituted in different cities and among them the 'Society of Revolutionary and Republican Women' was the most famous. They demanded for equal political rights for women similar to men. Some of their important demands were the right to vote, to be elected to the Assembly and to hold political office. As a result of establishing of the state schools, schooling was made compulsory for all girls. Now they could not be forced into marriage against their will. Marriage was now a contract entered with the free will and divorce was made legal. Women were now free to train for jobs. Finally in 1946, women in France won the right to vote.

22. The period from 1793 to 1794 is referred to as the 'Reign of Terror.' Justify the statement.

Ans. The period from 1793 to 1794 is referred to as the Reign of Terror because Robespierre followed a policy of severe control and punishment. If he considered anyone as the enemy of the republic such as ex-nobles and clergy, members of other political parties, even members of his own party who opposed his policies. He arrested them and imprisoned and later they were tried by a revolutionary tribunal. If the court held them guilty they were guillotined.

Paragraph Based Questions

23. Read the sources given below and answer the questions that follow:

Source A – France Becomes a Constitutional Monarchy

Not all citizens, however, had the right to vote. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given the status of active citizens, that is, they were entitled to vote. The remaining men and all women were classed as passive citizens. To qualify as an elector and then as a member of the Assembly, a man had to belong to the highest bracket of taxpayers.

(a) Who all were given the right to vote and what was the criterion for a person to become a member of the Assembly?

Source B – The Outbreak of the Revolution

A resplendent hall in Versailles was prepared to host the delegates. The first and second estates sent 300 representatives each, who were seated in rows facing each other on two sides, while the 600 members of the third estate had to stand at the back. The third estate was represented by its more prosperous and educated members.

(b) How many delegates were there in the assembly of the Estates General?

Source C – France Abolishes Monarchy and Becomes a Republic

The members of the Jacobin club belonged mainly to the less prosperous sections of society. They included small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, as well as servants and daily-wage workers. Their leader was Maximilian Robespierre. A large group among the Jacobins decided to start wearing long striped trousers similar to those worn by dock workers. This was to set themselves apart from the fashionable sections of society, especially nobles, who wore knee breeches.

(c) Discuss the composition of the members of the Jacobin club.

Ans. (a) The men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were classed as active citizens. They were entitled to vote. The remaining men and all women were considered as passive citizens. In order to become a member of the Assembly, it was mandatory for a man to belong to the highest bracket of taxpayers.

(b) The first and second estates sent 300 delegates each. The third estate sent 600 delegates, they were more prosperous and educated members.

(c) The members of the Jacobin club included small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, servants and daily-wage workers. They belonged to the less prosperous section of society. They started wearing long striped trousers to set themselves apart from fashionable section of the society.

Case Based Questions

24. The eighteenth century witnessed the emergence of social groups, termed the middle class, who earned their wealth through an expanding overseas trade and from the manufacture of goods such as woollen and silk textiles that were either exported or bought by the richer members of society. In addition to merchants and manufacturers, the third estate included

professions such as lawyers or administrative officials. All of these were educated and believed that no group in society should be privileged by birth. Rather, a person's social position must depend on his merit. These ideas envisaging a society based on freedom and equal laws and opportunities for all, were put forward by philosophers such as John Locke and Jean Jacques Rousseau. In his Two Treatises of Government, Locke sought to refute the doctrine of the divine and absolute right of the monarch. Rousseau carried the idea forward, proposing a form of government based on a social contract between people and their representatives. In The Spirit of the Laws, Montesquieu proposed a division of power within the government between the legislative, the executive and the judiciary. This model of government was put into force in the USA, after the thirteen colonies declared their independence from Britain. The American Constitution and its guarantee of individual rights was an important example for political thinkers in France.

- 24.1** How did the middle class in the eighteenth century earn their wealth?
- (a) expansion of trade and manufacture of textiles
 - (b) import of spices from Asian countries
 - (c) opening education institutions
 - (d) only (a) and (b)

Ans. (d) only (a) and (b)

- 24.2** Merchants, manufacturers and the third estate people did not believe in the idea of
- (a) education and right to vote for females.
 - (b) equality of men and women.
 - (c) Christening at birth.
 - (d) privileges given by birth to social groups.

Ans. (d) privileges given by birth to social groups.

- 24.3** What did Locke seek to refute in his Two Treatises of Government?
- (a) the doctrine of the divine
 - (b) absolute right of the monarch
 - (c) access to church
 - (d) only (a) and (b)

Ans. (d) only (a) and (b)

- 24.4** The form of government where the power was divided in the legislative, the executive and the judiciary was put into force in
- (a) Britain.
 - (b) France.
 - (c) the USA.
 - (d) Germany.

Ans. (c) the USA.

25. In 1774, Louis XVI of the Bourbon family of kings ascended the throne of France. He was 20 years old and married to the Austrian princess Marie Antoinette. Upon his accession the new king found an empty treasury. Long years of war had drained the financial resources of France. Added to this was the cost of maintaining an extravagant court at the immense palace of Versailles. Under Louis XVI, France helped the thirteen American colonies to gain their independence from the common enemy, Britain. The war added more than a billion livres to a debt that had already risen to more than 2 billion livres. Lenders who gave the state credit, now began to charge 10 per cent interest on loans. So the French government was obliged to spend an increasing percentage of its budget on interest payments alone. To meet its regular expenses, such as the cost of maintaining an army, the court, running government offices or universities, the state was forced to increase taxes. Yet even this measure would not have sufficed. French society in the eighteenth century was divided into three estates, and only members of the third estate paid taxes. The society of estates was part of the feudal system that dated back to the middle ages. The term Old Regime is usually used to describe the society and institutions of France before 1789.

- 25.1** Which of the following can be said to have added to the miseries of Louis XVI? Choose the most appropriate option.
- (a) exorbitant court maintenance cost
 - (b) aiding the independence of thirteen American colonies
 - (c) increased interest percentage on loans
 - (d) all of these

Ans. (d) all of these

- 25.2** The society and institutions of France described as Old Regime refer to
- (a) France of 1774 and 1789.
 - (b) France before 1789.
 - (c) France during the reign of Louis XVI.
 - (d) France after 1789.

Ans. (b) France before 1789.

- 25.3** What was the tax payment regime during Louis XVI reign?
- (a) the taxes were paid only by the American colonies
 - (b) peasants, lawyers, merchants and artisans of the third estate paid taxes
 - (c) the nobility and the third-estate both paid taxes
 - (d) everyone except the people of the church paid taxes

Ans. (b) peasants, lawyers, merchants and artisans of the third estate paid taxes

25.4 What was the main reason behind the increase in taxes?

- (a) to pay the monarch for maintaining his palace
- (b) to clear the war debts
- (c) to maintain the army, court and running the government institutions
- (d) all of these

Ans. (d) all of these

Long Answer Type Questions

26. The reign of Robespierre reign was known for not only the terror it spread but also the reforms it introduced in the society. Discuss all the reforms introduced by him.

Ans. Robespierre immediately took charge of the situation after convicting the royal family. He also brought down the voting age from 25 to 21 years and gave voting rights to all the men of France, irrespective of their wealth and social position. Members to the National Assembly were re-elected based on the new voting age. This newly elected assembly was now called as the Convention. In September 1792, the Convention, under the orders of Robespierre, abolished the Constitutional Monarchy and declared France as a Republic. Robespierre policy of severe control turned almost every one into 'enemies of the Republic'. Ex-nobles, clergymen, members of other political parties and even members of his party, who did not agree with him or his methods, were arrested, imprisoned, tried by the revolutionary tribunal, inevitably found guilty and beheaded. A special process of beheading the enemies of the Republic was used which was called Guillotine, invented by Dr Guillotin. This was carried out publically to instil fear in the minds of the people. The government went to the ridiculous extent of forbidding the more expensive use of white flour and the citizens of France were forced to eat whole-wheat bread or equality bread. Equality was also practiced by abolition of traditional ways of addressing. Instead of Monsieur and Madam, all were to be addressed as Citoyen and Citoyenne respectively.

27. Describe the political, social and economic circumstances that led to the outbreak of the revolution in France.

Ans.

- **Political circumstances:** The kings regarded themselves as 'Representatives of God on Earth' and ruled over their subjects without any check. In 1774, Louis XVI of the Bourbon family of kings

ascended the throne of France and upon his accession he found an empty treasury. The basic cause of empty treasury was extravagant court at the immense palace of Versailles. Long years of war had drained the financial resources of France.

- **Social circumstances:** The members of the First and Second Estates were exempted from paying taxes to the state. All the taxes were paid by the members of the Third Estate. In the seventeenth century, the French society was divided into three groups called the Estates (the first estate: Clergy, the second estate: Nobility, the third estate: Common people). Although the upper two classes made up only a small fraction of the total population, yet they were the people who controlled the political and economic system of the nation. The people belonging to the Third Estate did not enjoy any political rights.
- **Economic circumstances:** The spread of industrial revolution led to the emergence of the Middle Class. It was the class of businessmen, traders, bankers, manufacturers, scholars, etc. The middle class people became the leaders of the Revolution. Production of food grains failed to keep pace with demand so price of staple diet rose rapidly. This caused a widespread anger among the masses.

28. Read the extract and answer the questions that follow:

In order to discuss and voice their interests women started their own political clubs and newspapers. About sixty women's clubs came up in different French cities. The Society of Revolutionary and Republican Women was the most famous of them. One of their main demands was that women enjoy the same political rights as men. Women were disappointed that the Constitution of 1791 reduced them to passive citizens. They demanded the right to vote, to be elected to the Assembly and to hold political office. Only then, they felt, would their interests be represented in the new government.

In the early years, the revolutionary government did introduce laws that helped improve the lives of women. Together with the creation of state schools, schooling was made compulsory for all girls. Their fathers could no longer force them into marriage against their will. Marriage was made into a contract entered into freely and registered under civil law. Divorce was made legal, and could be applied for by both women and men. Women could now train for jobs, could become artists or run small businesses. Women's struggle for equal political rights, however, continued. During the Reign of Terror, the new government issued laws ordering closure

of women's clubs and banning their political activities. Many prominent women were arrested and a number of them executed.

- (a) Discuss the steps taken by women activists to improve their status in the society.
- (b) What steps were taken by the revolutionary government to improve the condition of women?
- (c) How did the new government tried to curb the activities of women empowerment?

- Ans.** (a) The women started their own political clubs and newspapers so that their interest are taken care of. Around sixty women's clubs came up in different cities of France. Some of the famous among them were the Society of Revolutionary and Republican Women. Their demands included equal political rights as men, right to vote, to be elected to the Assembly and to hold political office.
- (b) Initially, the revolutionary government introduced many laws that helped in improving the condition of women. Along with the creation of state schools, schooling was made compulsory for all girls. They could no longer be forced by their parents to marry against their will. Divorce was made legal, and could be applied for by both women and men.
- (c) During the Reign of Terror, the new government issued various laws which ordered for the closure of women's clubs and declared all their political activities as illegal and banned. Many of the prominent women activists were arrested and a number of them were executed.

Let's Compete

Multiple-Choice Questions

1. The doctrine of division of power was propounded by
- (a) Rousseau.
 - (b) John Locke.
 - (c) Montesquieu.
 - (d) Abbe Sieyes.

Ans. (c) Montesquieu.

2. Sans-culottes wore the red cap that symbolised the
- (a) Liberty.
 - (b) Fraternity.
 - (c) Integrity.
 - (d) Equality.

Ans. (a) Liberty.

3. Who among the following responded to the ideas coming from revolutionary France?
- (a) Mahatma Gandhi and Sardar Patel
 - (b) Tipu Sultan and Raja Ram Mohan Roy
 - (c) Akbar and Aurangzeb
 - (d) Jawaharlal Nehru

Ans. (b) Tipu Sultan and Raja Ram Mohan Roy

4. Who among the following is the author of the book *The spirit of the Laws*?

- (a) Rousseau
- (b) John Locke
- (c) Montesquieu
- (d) None of these

Ans. (c) Montesquieu

5. Which term was used for the indigenous people of Africa?

- (a) Lames
- (b) Negroes
- (c) Pygmies
- (d) Gypsies

Ans. (b) Negroes

6. Members of the Jacobin Club came to be known as the

- (a) Sans-culottes.
- (b) Revolutionaries.
- (c) Conservatives.
- (d) None of these.

Ans. (a) Sans-culottes.

7. On which of the following dates France was declared a republic by the Convention?

- (a) 21 July 1792
- (b) 21 April 1789
- (c) 21 September 1792
- (d) 27 November 1791

Ans. (c) 21 September 1792

8. When was the Estates General convened?

- (a) 1647
- (b) 1614
- (c) 1681
- (d) 1604

Ans. (b) 1614

9. Which one of the following was not a French colony?

- (a) San Domingo
- (b) Guadeloupe
- (c) Martinique
- (d) Mexico

Ans. (d) Mexico

10. Who wrote the influential pamphlet called *What is the Third Estate*?

- (a) John Locke
- (b) Rousseau
- (c) Abbe Sieyes
- (d) Mirabeau

Ans. (c) Abbe Sieyes

Value-based Questions

(Optional)

1. The people of Paris rose up and decided to march on the Bastille, a state prison that stood for the absolute despotism of the Ancient Regime. This is an instance when the people attacked a symbol of authority in their own country. Can you think of instances from the French history or history of Indian National Movement when people became violent and attacked the authorities? (Try and put at least two such instances from any one country or a combination of both)

Ans. One such instance took place during the Indian National Movement. The Chauri Chaura incident, in Gorakhpur district of UP, which took place

on 5th February 1922 when peaceful protesters turned violent and set fire to the police station and killed many policemen. Another incident was the Royal Indian Navy mutiny in which the naval ratings of Indian origin serving the British navy turned against the British in demand for equal salaries and facilities enjoyed by the serving officers of British origin.

2. Imagine yourself to be a visitor from America – a country that has recently undergone a revolution, who is visiting France in the year 1789. What observations will you make about the French countryside as well as the French Royalty in terms of popular discontent and conservatism respectively? Write your observation separately for the two cases.

Ans. The French society in the eighteenth century was divided into three estates, and only members of the third estate paid taxes. The society of estates was part of the feudal system that dated back to the middle ages. Peasants made up about 90 per cent of the population but only a small number of them owned the land they cultivated. About 60 per cent of the land was owned by the nobles, the Church and other richer members of the third estate. The clergy and the nobility were exempted from paying taxes to the state. The Church too extracted its share of taxes called tithes from the peasants. The gap between the poor and the rich widened. Things worsened whenever drought or hail reduced the harvest which in turn led to a subsistence crisis.

2

Socialism in Europe and the Russian Revolution

Milestone

Multiple-Choice Questions

1. Who among the following led the Provisional Government in Russia?

- (a) Kerenskii (b) Stalin
(c) Lenin (d) None of these

Ans. (a) Kerenskii

2. Majority of the Russian population were

- (a) artisans. (b) soldiers.
(c) agriculturists. (d) factory workers.

Ans. (c) agriculturists.

3. The Russian Parliament is called the

- (a) Duma.
(b) House of Representatives.
(c) House of Commons.
(d) Reichstag.

Ans. (a) Duma.

Very Short Answer Type Questions

4. What do you understand by Lenin's April Theses?

Ans. Immediate changes brought in by Lenin, which he declared through a pamphlet called Lenin's April Theses-

- to withdraw from the war
- to give land to the peasants
- to nationalise the banks.

5. Who were these people who opposed any kind of private property?

Ans. Socialists were against any kind of private property.

6. How did the 'western front' differ from the 'eastern front' during the First World War?

Ans. During First World War, the war was fought differently in the western front and the eastern front. While the French fought mainly through trenches in the western front, the Russian soldiers advanced on foot in the eastern front incurring heavy casualties.

7. What was the Second International?

Ans. Second International was an international body of the socialists formed in the 1870s.

Short Answer Type Questions

8. Write a short note on the Bloody Sunday.

Ans. Father Gapon was the head of this massive demonstration, which had 10000 workers. When this procession reached the Winter Palace – the house of the Royal family, it was attacked by the police in which nearly 100 workers were killed and another 300 wounded. This incident came to be known as Bloody Sunday and started the 1905 Revolution in Russia.

9. Discuss the main causes of the 1905 Revolution.

Ans. Continuation of autocratic rule of the monarch while all the other countries in Europe had been subjected to law and authority of the Parliament. Both the political parties wanted a Constitution for Russia and had found support in the nationalists and the Muslim reformists known as jadidists. Price rise for essential commodities in 1904 while real wages declined by 20 per cent causing untold hardships for the workers. Dismissal of four members of the Assembly of Russian Workers, who worked at the Putilov Iron Works, led to massive strike at St Petersburg. Their demand was reduction of working hours to eight hours a day, increase in wages and better condition of work.

10. What led to a rise in the support for Bolsheviks during the civil war?

Ans. Events took a favourite turn with severe punishment meted out by the 'whites' towards those peasants who had seized land in the countryside. The Bolsheviks slowly gained power and by January 1920 it was in control of majority of Russia. They also found support from the Non-Russian nationalities and the Muslim Jadidists. In December 1922, the Bolsheviks called the new nation as Soviet Union (USSR) and gave political autonomy to the non-Russian Nationalists as the Russian colonialists, who had turned Bolsheviks had brutally massacred the nationalists in Khiva, Central Asia.

Long Answer Type Questions

11. What was the impact of the Russian Revolution of 1917 on Russia?

Ans. Some of the important impacts of the Russian Revolution of 1917 on Russia are as follows:

- Most industries and banks were nationalised in November 1917.
- Land was declared social property and peasants were permitted to seize the land of the nobles.
- Large houses were partitioned according to the family requirements in the cities.
- Use of old titles of aristocracy was banned.
- New uniforms were designed for the army and officials, where the Soviet hat called budeonovka was pioneered.
- Bolshevik Party was renamed as the Russian Communist Party.
- The party failed to summon a majority in the November 1917 elections to the Constituent Assembly got rejected by the Assembly in January 1918 and finally Lenin dismissed the Assembly altogether.
- In March 1918, the Bolsheviks made peace with Germany at Brest Litovsk and withdrew from the World War.
- Russia became a one-party state, with trade unions under the party control.
- Severe punishment was given by the secret police called the Cheka, and then renamed as OGPU and NKVD, to those who criticised the government.
- Censorship was imposed by the party.

12. Explain the ideas of Robert Owen, Louis Blanc and Karl Marx in the context of socialism in Europe.

Ans. Views of different socialists are as follows:

- **Robert Owen (1771–1858)** – he was a leading English manufacturer who sought to build a cooperative community called New Harmony in Indiana, USA.

- **Louis Blanc (1813–1882)** – he wanted the government to encourage cooperatives and replace capitalist enterprise. Further he wanted these cooperatives to be associations of people who produced goods together and divided the profit according to each worker's contribution.
- **Karl Marx (1818–1883) and Friedrich Engels (1820–1895)** – they argued that industrialisation leads to rise of capitalism and amassment of wealth in the hands of a few. As long as the profit incurred was invested back for the welfare of the workers, their condition would not improve. Thus, it was in the hands of the workers to stage a revolution by overthrowing the capitalist rule and private property. They further argued that in order to free themselves from capitalist exploitation, the workers had to create a radically socialist society where all property was socially controlled, which would then set the order of nature on the right path.

Self-Assessment

Multiple-Choice Questions

1. Which among the following parties fought for peasants' rights in Russia?
 - (a) Socialist Revolutionary Party
 - (b) Social Industrial Party
 - (c) Socialist Party
 - (d) Social Democratic Workers Party

Ans. (a) Socialist Revolutionary Party

2. Who of the following were important socialists of the nineteenth century Europe?
 - (a) Lenin and Stalin
 - (b) Rousseau and Voltaire
 - (c) Karl Marx and Engels
 - (d) None of these

Ans. (c) Karl Marx and Engels

3. Identify the ship which shelled the Winter Palace.
 - (a) Dreamer
 - (b) Aurora
 - (c) Queen
 - (d) None of these

Ans. (b) Aurora

Assertion-Reason Type Questions

For question numbers 4 to 7, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option from (a), (b), (c) and (d) as given below.

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true but R is not the correct explanation of A.
- (c) A is true but R is false.
- (d) A is false but R is true.

4. **Assertion (A):** One of the groups which looked to change society were the liberals.

Reason (R): Liberals wanted a nation which tolerated all religions.

Ans. (a) Reason (R) is the correct explanation of Assertion (A) because liberals were in favour of a nation which tolerate all religions and through this initiative they wished to make the environment better in the society.

5. **Assertion (A):** Socialists were active in the countryside through the late nineteenth century.

Reason (R): They formed the Socialist Revolutionary Party in 1925.

Ans. (c) Assertion (A) is correct but Reason (R) is wrong because socialists formed the Socialist Revolutionary Party in 1900.

6. **Assertion (A):** Russia was an autocracy.

Reason (R): The Tsar was not subject to Parliament.

Ans. (a) Reason (R) is the correct explanation of Assertion (A) because Russia was an autocracy which means that a ruler has absolute powers. No consideration was given to people's wishes or opinions.

7. **Assertion (A):** In Russia, the war was initially popular and people rallied around Tsar Nicholas II.

Reason (R): The First World War on the 'eastern front' differed from that on the 'western front'.

Ans. (b) Assertion (A) and Reason (R) are true but R is not the correct explanation of A. Initially, people supported the war efforts of Tsar Nicholas II, but he lost the people's support when Tsar refused to consult the main parties in the Duma. In the west, armies fought from trenches stretched along eastern France. In the east, armies moved a good deal and fought battles leaving large casualties.

Study the Picture and Answer the Question



8. Which of the following option best signifies the above given image?

(a) It portrays a scene from the popular uprising in Paris between March and May 1868.

(b) It portrays a scene from the popular uprising in Paris between March and May 1869.

(c) It portrays a scene from the popular uprising in Paris between March and May 1870.

(d) It portrays a scene from the popular uprising in Paris between March and May 1871.

Ans. (d) It portrays a scene from the popular uprising in Paris between March and May 1871.

Find the Incorrect Option

9. (a) Socialists took over the government in Russia through the October Revolution of 1905.

(b) The Russian empire included current-day Finland, Latvia, Lithuania, Estonia, parts of Poland, Ukraine and Belarus.

(c) About 85 per cent of the Russian empire's population earned their living from agriculture.

(d) All political parties were illegal in Russia before 1914.

Ans. (a) Socialists took over the government in Russia through the October Revolution of 1905.

Correct the Following Statement and Rewrite

10. The Russian Social Democratic Workers Party was founded in 1887 by socialists who respected Lenin's ideas.

Ans. The Russian Social Democratic Workers Party was founded in 1898 by socialists who respected Marx's ideas.

Fill in the Blanks

11. The Bolsheviks Group during Russian Revolution was led by Vladimir Lenin.

12. Petrograd had led the February Revolution that brought down the monarchy in February 1917.

13. All political parties were illegal in Russia before 1914.

Very Short Answer Type Questions

14. 'Politically Russia was far behind the other European power'. What does the statement mean?

Ans. About 85 per cent of the Russian empire's population earned their livelihood from agriculture which was higher in comparison to most of the European nations.

15. Why did the Tsarist autocracy collapse in 1917?

Ans. Shortage of food was the immediate cause for the collapse of Tsarist autocracy in 1917. It began with a demonstration by the working class women trying to purchase bread on March 7, 1917.

16. With what objective had the Duma been set up?

Ans. The Duma was established by Tsar Nicholas II, according to which it would be a representative assembly and its approval would be necessary for the enactment of any law.

17. Which foreign powers supported the pro-Tsarists and the Socialist Revolutionaries during the civil war?

Ans. The non-Bolshevik socialists, liberals and supporters of autocracy condemned the Bolshevik uprising.

Short Answer Type Questions

18. Describe the manner in which the Bolsheviks seized power from the Provisional Government in October 1917.

Ans. The Provisional Government, under Prime Minister Kerenskii, began to repress the Bolshevik Party and arrest its leaders. Sensing the threat of dictatorship, Lenin began discussing seizure of power from the Provisional Government. The plan to usurp power from Kerenskii was to be hatched on 16 October 1917 by a special body called the Military Revolutionary Committee under Leon Trotskii. On 24 October Kerenskii suspecting trouble, summoned the troops to the city, which captured two Bolshevik buildings that published newspaper and gave protection to the telephone office, telegraph office and the Winter Palace. The Military Revolutionary Committee immediately seized government officers, arrested the ministers and took over the Winter Palace after a ship named 'Aurora' shelled it down. By nightfall, the seizure of power was complete.

19. What step was taken by the newly formed state of USSR towards the non-Russian Nationalities?

Ans. Bolsheviks founded the Comintern, an international union of pro-Bolshevik socialist parties and opened it for the non-Russians. USSR's Communist University of the Workers of the East imparted education to many students globally. Thus, USSR got a global recognition by the time the Second World War broke out.

20. What was the focus of the first two five year plans? Did it lead to a change in the condition of the working classes? Discuss.

Ans. Centralised planning was introduced to assist public work and economic growth. Industrial growth was the focus of the first two Five-Year plans. During this period, prices were fixed by the government. Centralised planning led to industrial growth (particularly in oil, coal and steel industries) and coming up of new factory cities. Factory workers and peasants were extended opportunities to educate themselves through a developed schooling system. Women workers were given the benefit of crèches for keeping their children. Health care was provided to all at cheap rates. Model living quarters were set up for the workers.

21. Discuss the views of socialists on private property. Name the international body set up to spread and coordinate their efforts.

Ans. By mid-nineteenth century in Europe, socialism had become a well known body of ideas. It was against private property, wanted society not individuals to control property and to promote social good. Second International, which was an international body of the socialists, was formed in the 1870s. This was followed by the socialist parties in different countries of the world. Social Democratic Party of Germany, Labour Party in Britain and a Socialist Party in France put up the demand for workers – their better living condition, help in distress, reduction of working hours and right to vote.

22. Explain the role of Lenin in Russian Revolution.

Ans. Lenin was a socialist leader who was against the autocratic rule of Tsar. He put forward three demands, i.e. the war be brought to an end, land be transferred to the peasants, and banks to be nationalised. The Provisional Government established after the February Revolution of 1917 was controlled by the landlords, industrialists and army officers. So Lenin was against this government. The Provisional Government was overthrown by the Soviets under the leadership of Lenin. He also laid the foundation of the Communist State.

23. 'The First World War on the 'eastern front' differed from that on the 'western front'. Justify the statement.

Ans. The above given statement is true because different strategies were adopted by the armed forces on both the fronts. On the western front the armies fought from trenches stretched along eastern France. On the eastern front the armies moved a good deal and fought battles leaving large casualties. There were many shocking and demoralising defeats. Russian army lost badly in Germany and Austria between 1914 and 1916. There were more than 7 million casualties by 1917.

Paragraph Based Questions

24. Read the sources given below and answer the questions that follow:

Source A – After February

In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile. He and the Bolsheviks had opposed the war since 1914. Now he felt it was time for soviets to take over power. He declared that the war be brought to a close, land be transferred to the peasants, and banks be nationalised. These three demands were

Lenin's 'April Theses'. He also argued that the Bolshevik Party rename itself the Communist Party to indicate its new radical aims.

- (a) What do you understand by the term 'April Theses'?

Source B – The Civil War

Non-Bolshevik socialists, liberals and supporters of autocracy condemned the Bolshevik uprising. Their leaders moved to south Russia and organised troops to fight the Bolsheviks (the 'reds'). During 1918 and 1919, the 'greens' (Socialist Revolutionaries) and 'whites' (pro-Tsarists) controlled most of the Russian empire. They were backed by French, American, British and Japanese troops – all those forces who were worried at the growth of socialism in Russia.

- (b) What do the three colours red, green and white signify?

Source C – Making a Socialist Society

A process of centralised planning was introduced. Officials assessed how the economy could work and set targets for five-year period. On this basis they made the Five Year Plans. The government fixed all prices to promote industrial growth during the first two 'Plans' (1927–1932 and 1933–1938).

- (c) What were the reasons for making five year plans?

- Ans.** (a) 'April Theses' were the three demands of Lenin which he made after returning to Russia from his exile in April 1917. He realised that it was the time for soviets to take over power. So he declared that the war be brought to a close, land be transferred to the peasants, and banks be nationalised.
- (b) The Bolsheviks were called the 'reds', Socialist Revolutionaries were called the 'greens' and pro-Tsarists were called the 'whites'.
- (c) Five year plans were made to promote economic growth, industrial growth and to increase the production.

Case Based Questions

25. Some Russian socialists felt that the Russian peasant custom of dividing land periodically made them natural socialists. So peasants, not workers, would be the main force of the revolution, and Russia could become socialist more quickly than other countries. Socialists were active in the countryside through the late nineteenth century. They formed the Socialist Revolutionary Party in 1900. This party struggled for peasants' rights and demanded that land belonging to nobles

be transferred to peasants. Social Democrats disagreed with Socialist Revolutionaries about peasants. Lenin felt that peasants were not one united group. Some were poor and others rich, some worked as labourers while others were capitalists who employed workers. Given this 'differentiation' within them, they could not all be part of a socialist movement. The party was divided over the strategy of organisation. Vladimir Lenin (who led the Bolshevik group) thought that in a repressive society like Tsarist Russia the party should be disciplined and should control the number and quality of its members. Others (Mensheviks) thought that the party should be open to all (as in Germany).

- 25.1 What did the Socialist Revolutionary Party struggle for?

- (a) transfer of land belonging to nobles
(b) peasants' rights
(c) equal wages for labourers and capitalists
(d) both (a) and (b)

Ans. (d) both (a) and (b)

- 25.2 What were the two factors which did not make peasants a united group?

- (a) economic and employment status
(b) caste and race
(c) privileges at birth and religion
(d) educational qualifications and class difference

Ans. (a) economic and employment status

- 25.3 What stopped people from being a part of the socialist movement?

- (a) economic disparity and differentiation in nature of employment
(b) division of labour and status in the society
(c) regressive thought process and social hierarchy
(d) monarchical rule and monopoly of the clergy

Ans. (a) economic disparity and differentiation in nature of employment

- 25.4 The society like Tsarist Russia was not approved by the

- (a) Bolsheviks.
(b) Mensheviks.
(c) Peasants.
(d) Socialist Revolutionaries.

Ans. (a) Bolsheviks.

26. Industrialisation brought men, women and children to factories during the coming of industrial society. Work hours were often long and wages were poor. Unemployment was common, particularly during times of low demand for

industrial goods. Housing and sanitation were problems since towns were growing rapidly. Liberals and radicals searched for solutions to these issues. Almost all industries were the property of individuals. Liberals and radicals themselves were often property owners and employers. Having made their wealth through trade or industrial ventures, they felt that such effort should be encouraged – that its benefits would be achieved if the workforce in the economy was healthy and citizens were educated. Opposed to the privileges the old aristocracy had by birth, they firmly believed in the value of individual effort, labour and enterprise. If freedom of individuals was ensured, if the poor could labour, and those with capital could operate without restraint, they believed that societies would develop. Many working men and women who wanted changes in the world rallied around liberal and radical groups and parties in the early nineteenth century.

26.1 Match the following activities with their results/ impacts.

Activity	Result/Impact
1. Industrialisation	(a) Unemployment
2. Growing towns	(b) Children employed at factories
3. Decreasing demand for industrial goods	(c) Housing and sanitation problems
4. Ensured freedom of individuals	(d) Development of societies

- (a) 1 – (a); 2 – (b); 3 – (d); 4 – (c)
 (b) 1 – (b); 2 – (a); 3 – (d); 4 – (c)
 (c) 1 – (d); 2 – (a); 3 – (c); 4 – (b)
 (d) 1 – (b); 2 – (c); 3 – (a); 4 – (d)

Ans. (d) 1 – (b); 2 – (c); 3 – (a); 4 – (d)

26.2 Who were liberals and radicals?

- (a) working men and women
 (b) the third-estate people
 (c) property owners and employers
 (d) industrialists and labourers

Ans. (c) property owners and employers

26.3 What did the aristocracy enjoy?

- (a) privileges by birth
 (b) value of labour and enterprise
 (c) fruits of individuals' efforts
 (d) concession in cess

Ans. (a) privileges by birth

26.4 How were the industrial workers exploited during the beginning of industrialisation?

- (a) long working hours
 (b) poor wages
 (c) poor housing and sanitation problem
 (d) all of the above

Ans. (d) all of the above

Long Answer Type Questions

27. Explain how workers in Russia were a divided social group. Mention one unique feature about them.

Ans. In 1890s, workers were divided on the basis of society they live, skills they possess, dress they wear and on many other criterias. On the basis of society, some workers came from villages while some came from cities. On the basis of skill, workers who had knowledge in metals were given more importance among the workers. Skilled workers were paid more in comparison to the less skilled workers. They were divided into different social groups. Some of them had strong links with their ancestral villages while others had permanently settled in the cities.

28. Who was ruling over Russia during the revolution? How was he responsible for the revolution?

Ans. Prime Minister Kerenskii was ruling over Russia during the revolution. The Provisional Government, under Prime Minister Kerenskii, began to repress the Bolshevik Party and arrest its leaders. Sensing the threat of dictatorship, Lenin began discussing seizure of power from the Provisional Government. The plan to usurp power from Kerenskii was to be hatched on 16 October 1917 by a special body called the Military Revolutionary Committee under Leon Trotskii. On 24 October Kerenskii suspecting trouble, summoned the troops to the city, which captured two Bolshevik buildings that published newspaper and gave protection to the telephone office, telegraph office and the Winter Palace.

29. Read the extract and answer the questions that follow:

The period of the early Planned Economy was linked to the disasters of the collectivisation of agriculture. By 1927–1928, the towns in Soviet Russia were facing an acute problem of grain supplies. The government fixed prices at which grain must be sold, but the peasants refused to sell their grain to government buyers at these prices.

Stalin, who headed the party after the death of Lenin, introduced firm emergency measures. He

believed that rich peasants and traders in the countryside were holding stocks in the hope of higher prices. Speculation had to be stopped and supplies confiscated.

In 1928, Party members toured the grain-producing areas, supervising enforced grain collections, and raiding 'kulaks' – the name for well to-do peasants. As shortages continued, the decision was taken to collectivise farms.

- (a) What was the main problem faced by the towns in Soviet Russia?
- (b) What measures were taken by Stalin to resolve the issue of grain supplies?
- (c) Who were Kulaks?

- Ans.** (a) In 1927- 1928, the towns in Soviet Russia faced an acute problem of grain supplies. The government fixed the rate of the grains, but the peasants refused to sell their grains to government because of the low rates.
- (b) Stalin introduced various firm emergency measures in order to ensure adequate supply of grains in the market. According to him rich peasants and traders in the countryside were holding stocks in the hope of higher prices. He ordered to confiscate all the stocks.
- (c) Rich peasants and traders were known as kulaks.

Let's Compete

Multiple-Choice Questions

1. *Jadidists* in Russia were
- (a) muslim reformers within the Russian Empire.
 - (b) muslim revolutionaries.
 - (c) muslim scholars.
 - (d) buddhist revolutionaries.

Ans. (a) muslim reformers within the Russian Empire.

2. Who among the following succeeded Vladimir Lenin?
- (a) Kerenskii
 - (b) Stalin
 - (c) Leon Trotskii
 - (d) None of these

Ans. (b) Stalin

3. Collective farms in Russia were known as
- (a) junkers.
 - (b) kolkhoz.
 - (c) kulaks.
 - (d) all of these.

Ans. (b) kolkhoz.

4. Who among the following were also known as the 'Reds'?
- (a) Pro-Tsarists
 - (b) Socialists
 - (c) Bolsheviks
 - (d) Non-Bolsheviks

Ans. (c) Bolsheviks

5. International Union of Communist parties was
- (a) Comintern.

- (b) Communist International.
- (c) Petrograd Soviet.
- (d) None of these.

Ans. (a) Comintern.

6. At which of the following places did the Bolsheviks make peace with Germany?
- (a) Berlin
 - (b) Moscow
 - (c) Vienna
 - (d) Brest Litovsk

Ans. (d) Brest Litovsk

7. The secret police of Russia was
- (a) Security Service International.
 - (b) BOSS.
 - (c) Cheka.
 - (d) SWAT.

Ans. (c) Cheka.

8. Who among the following headed the Military Revolutionary Committee?
- (a) Lenin
 - (b) Stalin
 - (c) Leon Trotskii
 - (d) None of these

Ans. (c) Leon Trotskii

9. Which one of the following was the feature of Centralised Planning?
- (a) Five Year Plans
 - (b) Nationalization of Banks
 - (c) Distribution of Land
 - (d) Nationalisation of Industries

Ans. (a) Five Year Plans

10. Who among the following was the ruler of Russia during the First World War?
- (a) Lenin
 - (b) Tsar Nicholas II
 - (c) Tsar Nicholas III
 - (d) None of these

Ans. (b) Tsar Nicholas II

Value-based Questions

(Optional)

1. 'Emergence of the Soviet Union as a great power after World War I was considered a danger by many countries'. Comment.

Ans. Though the idea of creating a worker's state excited many thinkers but the manner in which the Bolsheviks had taken power in Russia was seen with skepticism. By 1950's it was clear that the style of government in USSR was not in keeping with the ideals of the Russian Revolution. Despite sudden and enormous growth, essential freedoms had been denied to the common people. However, the Revolution had global impact as many communist parties came up in different countries; the Bolsheviks encouraged the colonial people to create socialist revolutions in their countries.

2. The Russian Revolution of 1905 was a dress rehearsal of the October Revolution of 1917. Explain.

Ans. It is true to say that the Russian Revolution of 1905 was a dress rehearsal of the October Revolution of 1917. The Tsar allowed the creation of an elected consultative Parliament or Duma. Most of the trade unions and committees were

declared illegal. Severe restrictions were imposed on various political activities. The Tsar changed the voting laws, and packed the Duma with conservatives who were in favour of old traditions. The above mentioned causes played an important role in preparing the ground for the October Revolution of 1917.

3

Nazism and the Rise of Hitler

Milestone

Multiple-Choice Questions

1. In which year did Germany withdraw from the 'League of Nations'?
(a) 1932 (b) 1933
(c) 1937 (d) 1939

Ans. (b) 1933

2. On which of the following thinkers was the Hitler's idea of racialism based?
(a) Charles Darwin (b) Rousseau
(c) Voltaire (d) None of these

Ans. (a) Charles Darwin

3. Who among the following was on the top in the list of 'undesirables'?
(a) Gypsies (b) Jews
(c) Aryans (d) Blacks

Ans. (b) Jews

Very Short Answer Type Questions

4. What was the Enabling Act of 1933?

Ans. The famous Enabling Act was passed on 3rd March 1933 through which dictatorship was established in Germany and all powers were given to Hitler who ruled by decree. Except Nazi Party all political parties and trade unions were banned.

5. What terms were used by the Nazi regime for the mass killing of the Jews?

Ans. Special treatment, final solution, euthanasia, selection and disinfections were the terms used by the Nazi regime for the mass killing of the Jews.

6. Define the term 'proletarianisation'.

Ans. The term 'proletarianisation' means to become impoverished to the level of working class.

7. Who were the Axis powers?

Ans. The Axis powers included Germany, Austrian Empire and Turkey.

Short Answer Type Questions

8. In what ways did the Nazi state seek to establish total control over its people?

Ans. Nazis began by identifying the 'undesirable' from the 'desirable'. Nazis wanted a society of 'pure and healthy Nomadic Aryan'. Jews, Gypsies and blacks, Russians and Poles, socialists and liberals, mentally and physically challenged were identified as the 'undesirables'. Many Gypsies and blacks living in Nazi Germany were considered as racial 'inferiors' who threatened the biological purity of the 'superior Aryan' race. They were persecuted on large scale. Nazis also considered Russians and Poles subhuman, and hence undeserving of any humanity. The Jews were called by derogatory names like vermin, rats and pests. From 1939-1945, Nazis aimed at concentrating Jews in certain areas and eventually killing them in gas chambers in Poland.

9. How and when did the world get to know about the Nazi atrocities?

Ans. The people who witnessed and escaped from the holocaust wrote diaries and kept notebooks but after the defeat of Germany the allied armies found the description about the Nazi atrocities. Some witnesses of holocaust also used to keep some documents in milk cans and buried them with some more containers under the building cellars.

10. Write a short note on the chief sources of information about the 'Holocaust'.

Ans. Holocaust, a Greek word, means sacrifice by fire. Holocaust was the state sponsored persecution and murder of around 6 million Jews by the Nazis. The information about Nazi practices trickled out of Germany during the last years of regime. The Jews wanted the world know about the atrocities

they had endeavoured during the holocaust. Some of the ghetto inhabitants wrote diaries and kept notebooks recording the details of holocaust.

Long Answer Type Questions

11. How did the First World War end? The Treaty of Versailles was very harsh and humiliating. Support the statement by citing four terms of the treaty.

Ans. First World War ended with the defeat of Germany and Central Powers in November 1918 by the Allied Powers. Some of the important provisions of the Treaty of Versailles are as follows:

- Demilitarisation of Germany to weaken its powers.
- Germany was held responsible for the war and damages suffered by the Allies according to the War guilt clause.
- Germany was forced to pay six billion pounds in compensation to the Allies.
- Resource rich Rhineland was occupied by the Allied armies for most of 1920s.

12. Discuss the reasons for setting up an International Military Tribunal at Nuremberg at the end of the Second World War and why were the Nazis prosecuted?

Ans. In 1945, The International Military Tribunal was set up at Nuremberg after the Second World War in order to conduct trials on the Nazis for their atrocities which were considered as crimes against humanity. In this tribunal all the Allied powers had representation. The crimes against the Jews, Poles, Russians and others were condemned and many prominent Nazi leaders were punished. Some of the Nazi organisations like Gestapo and Secret Police were named as criminal organisations. Medical examinations conducted on the Jews were also condemned and conducting any such experiments without consent was declared illegal and punishable.

Self-Assessment

Multiple-Choice Questions

1. Which among the following was a war veteran's organisation?

- (a) Free Corps
- (b) Gestapo
- (c) Protection Squad
- (d) None of these

Ans. (a) Free Corps

2. Which among the following were Allied Powers in the Second World War?

- (a) Germany, Italy and Turkey
- (b) Japan, Italy and Germany
- (c) UK, France, USSR and USA
- (d) UK, France and Germany

Ans. (c) UK, France, USSR and USA

3. Which of the following was the immediate cause for the Great Depression (1929-1932)?

- (a) Collapse of Banks
- (b) Collapse of Wall Street Exchange
- (c) Economic impact of the First World War
- (d) All of these

Ans. (b) Collapse of Wall Street Exchange

Assertion-Reason Type Questions

For question numbers 4 to 7, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option from (a), (b), (c) and (d) as given below.

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true but R is not the correct explanation of A.
- (c) A is true but R is false.
- (d) A is false but R is true.

4. **Assertion (A):** Under the shadow of the Second World War, Germany had waged a genocidal war.

Reason (R): This war resulted in the mass murder of selected groups of innocent civilians of Europe.

Ans. (a) In this genocidal war, the number of people killed included 6 million Jews, 200,000 Gypsies, 1 million Polish civilians, 70,000 Germans who were considered mentally and physically disabled, besides innumerable political opponents.

5. **Assertion (A):** The peace treaty at Versailles with the Allies was a harsh and humiliating peace.

Reason (R): Germany lost its overseas colonies, a tenth of its population, 25 per cent of its territories, 55 per cent of its iron and 30 per cent of its coal to France, Poland, Denmark and Lithuania.

Ans. (c) A is correct but R is wrong because Germany lost its overseas colonies, a tenth of its population, 13 per cent of its territories, 75 per cent of its iron and 26 per cent of its coal to France, Poland, Denmark and Lithuania.

6. **Assertion (A):** Within its short life, the Weimar Republic saw twenty different cabinets lasting on an average 336 days, and a liberal use of Article 54.

Reason (R): The Weimar constitution had some inherent defects, which made it unstable and vulnerable to dictatorship.

Ans. (d) A is wrong but R is correct because within its short life, the Weimar Republic saw twenty different cabinets lasting on an average 239 days, and a liberal use of Article 48.

7. **Assertion (A):** In 1928, the Nazi Party got not more than 2.6 per cent votes in the Reichstag – the German parliament.

Reason (R): By 1932, it had become the largest party with 37 per cent votes.

Ans. (b) Both Assertion (A) and Reason (R) are true but R is not the correct explanation of A. In 1928, the Nazi Party could manage to get only 2.6 per cent votes in the elections to German parliament. However, by 1932, Nazi Party became the largest party by winning 37 per cent vote

Study the Picture and Answer the Question



8. Which of the following option best signifies the above given image?

- Hitler being greeted at the Party Congress in Berlin in 1938.
- Hitler being greeted at the Party Congress in Munich in 1938.
- Hitler being greeted at the Party Congress in Hamburg in 1938.
- Hitler being greeted at the Party Congress in Nuremberg in 1938.

Ans. (d)

Find the Incorrect Option

- On 16th January 1935, President Hindenburg offered the Chancellorship, the highest position in the cabinet of ministers, to Hitler.
- On 3 March 1933, the famous Enabling Act was passed. This Act established dictatorship in Germany.
- The Fire Decree of 28 February 1933 indefinitely suspended civic rights like freedom of speech, press and assembly that had been guaranteed by the Weimar constitution.
- Hitler pulled out of the League of Nations in 1933.

Ans. (a)

Correct the Following Statement and Rewrite

10. In September 1939, Poland invaded Germany. This started a war with France and Italy. In September 1942, a Tripartite Pact was signed between USA, Germany, Italy and England strengthening Hitler's claim to international power.

Ans. In September 1939, Germany invaded Poland. This started a war with France and England. In September 1940, a Tripartite Pact was signed between Germany, Italy and Japan, strengthening Hitler's claim to international power.

Fill in the Blanks

- In 1919, Hitler joined a small group called the **German Workers' Party**.
- Hitler assigned the responsibility of economic recovery to the economist **Hjalmar Schacht**.
- The Soviet Red Army inflicted a crushing and humiliating defeat on Germany at **Stalingrad**.

Very Short Answer Type Questions

14. Which country was not a member of the Tripartite Pact?

Ans. Russia was not a member of the Tripartite Pact.

15. What was meant by 'Evacuation' by the Nazis?

Ans. Evacuation meant deporting people to gas chambers.

16. Which country inflicted a crushing defeat on Germany at Stalingrad?

Ans. Russia inflicted a crushing defeat on Germany at Stalingrad.

17. What was the Third Reich?

Ans. Charlotte Beradt secretly recorded people's dreams in her diary and later published them in a highly disconcerting book called the 'Third Reich of Dreams'. She describes how Jews themselves began believing in the Nazi stereotypes about them.

Short Answer Type Questions

18. Discuss why Nazism became popular in Germany in 1930.

Ans. The most important reason for the popularity of Nazism in Germany in 1930 was the Great Depression. The Weimar Republic did almost nothing for the economic downfall of the country.

19. What stereotypes were used by the Nazis for the Jews?

Ans. Jews along with the Gypsies and blacks living in Nazi Germany were considered as racial 'inferiors' who threatened the biological purity of the 'superior Aryan' race.

20. Discuss the Nazi cult of motherhood.

Ans. Hitler believed that 'in my state the mother is the most important citizen'. The Nazis worshipped

the cult of motherhood but did not believe in the equality of both the genders. On one hand boys were taught to be aggressive, masculine and steel hearted and on the other girls were told to be good mothers and rear pure-blooded Aryan children.

21. Give causes for the rise of Nazism and Fascism in Europe between the two World Wars.

Ans. After a crushing defeat of Germany in the First World War, the newly constituted Weimar Republic was forced to pay for the sins committed by the old empire. Germany was forced to sign a humiliating Treaty of Versailles according to which it was forced to pay a huge amount as compensation. So the Weimar Republic was not even accepted by its own people. Germany began to print its paper currency recklessly which led to a situation known as hyperinflation. During economic depression the German people saw a great hope in Nazi Party.

22. 'The USA had resisted involvement in the war. It was unwilling to once again face all the economic problems that the First World War had caused.' Justify the statement.

Ans. The above given statement is true because, the US never wanted to engage in the Second World War as it has already faced the economic problems at the time of First World War. But it could not avoid joining the war for long because Japan was expanding its power in the east and occupied French Indo-China. It was also planning attacks on various US naval bases in the Pacific Ocean. However, when Japan extended its support to Hitler and bombed the US base at Pearl Harbor, the US decided to enter the Second World War. This war ended in May 1945 with Hitler's defeat and the US dropping of the atom bomb on Hiroshima in Japan.

Paragraph Based Questions

23. Read the sources given below and answer the questions that follow:

Source A – The Nazi Worldview

Nazi ideology was synonymous with Hitler's worldview. According to this there was no equality between people, but only a racial hierarchy. In this view blond, blue-eyed, Nordic German Aryans were at the top, while Jews were located at the lowest rung. They came to be regarded as an anti-race, the arch-enemies of the Aryans.

- (a) Write a short note on the Nazi ideology.

Source B – Youth in Nazi Germany

All schools were 'cleansed' and 'purified'. This meant that teachers who were Jews or seen as 'politically unreliable' were dismissed. Children

were first segregated: Germans and Jews could not sit together or play together. Subsequently, 'undesirable children' – Jews, the physically handicapped, Gypsies – were thrown out of schools. And finally in the 1940s, they were taken to the gas chambers.

- (b) How were schools managed under Nazism? (Give any one point)

Source C – The Art of Propaganda

The Nazi regime used language and media with care, and often to great effect. The terms they coined to describe their various practices are not only deceptive. They are chilling. Nazis never used the words 'kill' or 'murder' in their official communications. Mass killings were termed special treatment, final solution (for the Jews), euthanasia (for the disabled), selection and disinfections. 'Evacuation' meant deporting people to gas chambers.

- (c) Is it true to say that the Nazi regime used language and media with care? (Give any two points)

- Ans.** (a) Both the Nazi ideology and Hitler's worldview were synonymous to each other. According to Nazi ideology there was no equality among people but only a racial hierarchy. In their view blond, blue-eyed, Nordic German Aryans were at the top whereas the Jews were at the lowest level. They were considered as an anti-race and the arch-enemies of the Aryans.
- (b) Under the Nazi rule, all schools were purified and cleansed which means that non-German teachers or those considered politically unreliable were dismissed from their jobs. Children were segregated, Germans and Jews were not allowed to sit or play together. Later the undesirable children – Jews, physically challenged, Gypsies were thrown out of schools and finally in the 1940s they were sent to the gas chambers.
- (c) Yes, it is absolutely true to say that the Nazi regime used language and media with care, because they never used the words 'kill' or 'murder' in official communications.
- Mass killings were given some specific names, for example, special treatment, final solution (for the Jews), euthanasia (for physically challenged), selection and disinfections.
 - The term 'evacuation' was used for deporting people to the gas chambers.

Case Based Questions

24. The war had a devastating impact on the entire continent both psychologically and financially. From a continent of creditors, Europe turned

into one of debtors. Unfortunately, the infant Weimar Republic was being made to pay for the sins of the old empire. The republic carried the burden of war guilt and national humiliation and was financially crippled by being forced to pay compensation. Those who supported the Weimar Republic, mainly Socialists, Catholics and Democrats, became easy targets of attack in the conservative nationalist circles. They were mockingly called the 'November criminals'. This mindset had a major impact on the political developments of the early 1930s. The First World War left a deep imprint on European society and polity. Soldiers came to be placed above civilians. Politicians and publicists laid great stress on the need for men to be aggressive, strong and masculine. The media glorified trench life. The truth, however, was that soldiers lived miserable lives in these trenches, trapped with rats feeding on corpses. They faced poisonous gas and enemy shelling, and witnessed their ranks reduce rapidly. Aggressive war propaganda and national honour occupied centre stage in the public sphere, while popular support grew for conservative dictatorships that had recently come into being. Democracy was indeed a young and fragile idea, which could not survive the instabilities of inter-war Europe.

24.1 How did Europe's position change after the war?

- (a) it turned into a democratic continent
- (b) it turned into a battle ground between the Socialists and Catholics
- (c) it turned into a continent of debtors
- (d) it turned into a continent of creditors

Ans. (c) it turned into a continent of debtors

24.2 What was the hierarchy after the First World War?

- (a) Soldiers came to be placed above civilians
- (b) Civilians came to be placed above soldiers
- (c) Democrats came to be placed above clergy
- (d) Women came to be placed above men

Ans. (a) Soldiers came to be placed above civilians

24.3 Why couldn't democracy survive in Europe?

- (a) aggressive war propaganda and national honour occupied centre stage in the public sphere
- (b) democracy was a fairly nascent idea to make it through the instabilities of inter-war period
- (c) the media glorified trench life
- (d) the republic carried the burden of war guilt and national humiliation and was financially crippled

Ans. (b) democracy was a fairly nascent idea to make it through the instabilities of inter-war period

24.4 The war had impacted the continent in terms of and

- (a) politics; security.
- (b) liberty; freedom.
- (c) psychology; finances.
- (d) dictatorship; democracy.

Ans. (c) psychology; finances.

25. Germany, a powerful empire in the early years of the twentieth century, fought the First World War (1914–1918) alongside the Austrian empire and against the Allies (England, France and Russia.) All joined the war enthusiastically hoping to gain from a quick victory. Little did they realise that the war would stretch on, eventually draining Europe of all its resources. Germany made initial gains by occupying France and Belgium. However the Allies, strengthened by the US entry in 1917, won, defeating Germany and the Central Powers in November 1918. The defeat of Imperial Germany and the abdication of the emperor gave an opportunity to parliamentary parties to recast German polity. A National Assembly met at Weimar and established a democratic constitution with a federal structure. Deputies were now elected to the German Parliament or Reichstag, on the basis of equal and universal votes cast by all adults including women. This republic, however, was not received well by its own people largely because of the terms it was forced to accept after Germany's defeat at the end of the First World War. The peace treaty at Versailles with the Allies was a harsh and humiliating peace. Germany lost its overseas colonies, a tenth of its population, 13 per cent of its territories, 75 per cent of its iron and 26 per cent of its coal to France, Poland, Denmark and Lithuania. The Allied Powers demilitarised Germany to weaken its power. The War Guilt Clause held Germany responsible for the war and damages the Allied countries suffered. Germany was forced to pay compensation amounting to £6 billion. The Allied armies also occupied the resource-rich Rhineland for much of the 1920s. Many Germans held the new Weimar Republic responsible for not only the defeat in the war but the disgrace at Versailles.

25.1 According to Germans what was accountable for Allied powers winning the war?

- (a) demilitarisation of Germany
- (b) the Treaty at Versailles
- (c) Weimar Republic
- (d) The War Guilt Clause

Ans. (c) Weimar Republic

25.2 What did Germany lose in the war?

- (a) one-tenth of its population
- (b) twenty-six per cent of its coal

- (c) seventy-five per cent of its iron
- (d) all of these

Ans. (d) all of these

25.3 What gains did Germany make during World War I?

- (a) it occupied France and Belgium
- (b) it acquired resources of America
- (c) it defeated Austria and Russia
- (d) only (a) and (b)

Ans. (a) it occupied France and Belgium

25.4 The defeat of Imperial Germany led to which of the following **political changes** in Germany?

- (a) establishment of a democratic and federal structure
- (b) establishment of an autocratic rule
- (c) losing of German occupied territories of France and Belgium
- (d) losing half of German population and industries

Ans. (a) establishment of a democratic and federal structure

Long Answer Type Questions

26. What is meant by Economic Depression of 1920? How did it impact Germany?

Ans. Wall Street Exchange crashed in 1929. Due to fear of fall in prices, many people made anxious efforts to sell their shares. On 24 October, thirteen million shares were sold. This was the start of the Great Economic Depression. In between 1929 and 1932, the national income of the USA fell by half. Factories were shut down, exports fell to an all time low, farmers were the most badly hit and speculators withdrew their investments from the market. The effects of recession in the US economy were felt across the world. German investments and industrial recovery were totally dependent on short-term loans, largely from the USA. This support was withdrawn when the Wall Street Exchange crashed. The economy of Germany was the worst hit by the economic crisis and as a consequence by 1932, industrial production was reduced to 40 per cent of the 1929 level. Workers either lost their jobs or were paid low wages. In total the number of unemployed people touched an unprecedented number of six million. It was a common thing to see on the streets of Germany men with placards around their necks saying, 'Willing to do any work'.

27. 'In the Treaty of Versailles lay the seeds of the Second World War'. What does this statement mean?

Ans. It is true to say that 'In the Treaty of Versailles laid the seeds of the Second World War'. After Germany's crushing defeat in the First World

War it was forced to sign a humiliating Treaty of Versailles. Some of the important provisions of this treaty are as follows:

- Loss of overseas colonies, a tenth of its population, thirteen per cent of its territories, 75 per cent of its iron 26 per cent of its coal to France, Poland, Denmark and Lithuania.
- Demilitarisation of Germany to weaken its powers.
- Germany was held responsible for the war and damages suffered by the Allies according to the War guilt clause.
- Germany was forced to pay six billion pounds in compensation to the Allies.
- Resource rich Rhineland was occupied by the Allied armies for most of 1920s.

28. Read the extract and answer the questions that follow:

Children in Nazi Germany were repeatedly told that women were radically different from men. The fight for equal rights for men and women that had become part of democratic struggles everywhere was wrong and it would destroy society. While boys were taught to be aggressive, masculine and steel hearted, girls were told that they had to become good mothers and rear pure-blooded Aryan children. Girls had to maintain the purity of the race, distance themselves from Jews, look after the home, and teach their children Nazi values. They had to be the bearers of the Aryan culture and race. In 1933 Hitler said: 'In my state the mother is the most important citizen.' But in Nazi Germany all mothers were not treated equally. Women who bore racially undesirable children were punished and those who produced racially desirable children were awarded. They were given favoured treatment in hospitals and were also entitled to concessions in shops and on theatre tickets and railway fares. To encourage women to produce many children, Honour Crosses were awarded. A bronze cross was given for four children, silver for six and gold for eight or more.

- (a) According to Hitler who is the most important citizen?
- (b) How were several women treated differently?
- (c) What steps were taken to encourage women to produce more children?

Let's Compete

Multiple-Choice Questions

- 1.** In the German context what was 'holocaust'?
- (a) Nazi killing operations
 - (b) Nazi Medals
 - (c) Nazi schools
 - (d) Nazi propaganda

Ans. (a) Nazi killing operations

2. Which one of the following treaties was signed by Germany after its defeat in the First World War?

- (a) Treaty of Vienna (b) Treaty of Paris
(c) Treaty of Versailles (d) None of these

Ans. (c) Treaty of Versailles

3. Where was the International War Tribunal set up?

- (a) Rome (b) Nuremberg
(c) St. Petersburg (d) Munich

Ans. (b) Nuremberg

4. Who among the following were called the 'November Criminals'?

- (a) Socialists, Catholics and Democrats
(b) Jews and Bolsheviks
(c) Nazis and Bolsheviks
(d) All of these

Ans. (a) Socialists, Catholics and Democrats

5. Which one of the following was the leading industrial area in Germany?

- (a) Versailles (b) Berlin
(c) Alsace (d) Ruhr

Ans. (d) Ruhr

6. Which of the following parties came to be known as Nazi Party?

- (a) Nationalist Socialist German Workers Party
(b) Socialist Party
(c) Revolutionary Party
(d) German Workers Party

Ans. (a) Nationalist Socialist German Workers Party

7. Destination of all undesirables in the German empire was

- (a) Labour service. (b) Secret service.
(c) General Government. (d) Ghettos.

Ans. (c) General Government.

8. The Second World War broke out with the German invasion of

- (a) Russia. (b) Poland.
(c) UK. (d) France.

Ans. (b) Poland.

9. Who among the following is the author of the book *Mein Kampf*?

- (a) Charlotte Beradt (b) Mussolini
(c) Adolf Hitler (d) Mahatma Gandhi

Ans. (c) Adolf Hitler

10. Identify the American plan which helped bail Germany out of the economic crisis.

- (a) Dawes Plan (b) Jungvolk
(c) Paris Plan (d) Berlin Plan

Ans. (a) Dawes Plan

Value-based Questions

(Optional)

1. In two letters that Mahatma Gandhi wrote to Hitler, he implored Hitler to stop the war and follow the path of non-violence. Think of all the reasons Mahatma Gandhi might have cited to convince Hitler. What are the values displayed from the conversation of Mahatma Gandhi and Hitler?

Ans. Mahatma Gandhi was the follower and believer of non-violence. So in one of his letters written to Adolf Hitler he said that you are the only person who can prevent a war which may reduce humanity to the savage state. He also requested Hitler to consider his appeal because Gandhiji has deliberately shunned the method of war with success both in South Africa and India. This letter conveys the concern of Mahatma Gandhi for the humanity and his firm belief in non-violence.

2. In the initial page of the chapter (refer to the NCERT Book), there is a story of a little eleven-year old German boy Helmuth. Read the story aloud in the class and address these questions in the class:

- (a) Why did Helmuth stop eating at home for the next nine years?
(b) What fear plagued Helmuth's parents that forced his father to commit suicide?
(c) From the conversation between his parents what can we infer? Did the Germans know what they were actually doing with the Jews? Had they not committed unthinkable atrocities in the name of revenge and progress?

Ans.

- (a) Helmuth stopped eating at home for the next nine years because he was afraid that his mother might poison him.
(b) Helmuth overheard his parents discussing something in serious tones. His father deliberated with his wife whether the time had come to kill the entire family, or if he should commit suicide alone. His father spoke about his fear of revenge, saying 'Now the Allies will do to us what we did to the crippled and Jews'.
(c) From the conversation it can be easily inferred that now the Germans were afraid of the outcome of their atrocities committed against the Jews and others. Now the Germans realised that what they did to the Jews was inhuman. Yes, the Germans had committed many atrocities against the Jews in the name of revenge and progress.

4

Forest Society and Colonialism

Milestone

Multiple-Choice Questions

1. Which one of the following was the most essential for trade and movement of goods for the colonial powers?
(a) Railways (b) Roadways
(c) Airways (d) All of these

Ans. (a) Railways

2. Who among the following was the first Inspector General of Forests in India?
(a) Nagurunderi (b) George Yule
(c) Dietrich Brandis (d) None of these

Ans. (c) Dietrich Brandis

3. How much landmass of India was under the cultivation in 1600 CE?
(a) Two-third of India's landmass
(b) One-sixth of India's landmass
(c) Three-fourth of India's landmass
(d) One-tenth of India's landmass

Ans. (b) One-sixth of India's landmass

Very Short Answer Type Questions

4. Define the term 'Deforestation'.

Ans. The cutting down of trees in a large area or the destruction of forests by people.

5. Define the *blandongdiensten* system in Java.

Ans. Blandongdiensten system, an extremely exploitative system imposed by the Dutch according to which the Dutch first imposed rents on land being cultivated in the forest and then exempted some villagers from these rents if they worked collectively to provide free labour and buffaloes for cutting and transporting timber.

6. Enlist the produces obtained from the forest both by the tribes as well as colonisers.

Ans. Fruits and tubers, herbs for medicine, wood, bamboo, etc.

7. Who was the tribal leader in Chhotanagpur region who led the rebellion against the British?

Ans. Birsa Munda was a tribal leader in Chhotanagpur region who led a rebellion against the British.

Short Answer Type Questions

8. Describe the types of forests created by the Forest Act 1878.

Ans. The Forest Act of 1878 divided forests into three categories:

- **Reserved forests:** Famous for best quality timber, entry to forest people was not allowed, it was dark and densely forested land.
- **Protected forests:** Surrounding area of reserved forests was called protected forest, entry allowed with permit/passes or ID proof.
- **Village forests:** These forests were situated at the extreme outskirts of the main forest. They were sparse and thinly forested areas, contained mostly bad quality timber and grazing grounds and were used by villagers to take wood for house building or fuel.

9. What was the fate of the Kalangs when the Mataram kingdom in Java collapsed? How did the Dutch try to make use of them?

Ans. The Kalangs were important because without their expertise it was difficult to harvest teak. In 1755 when the Mataram kingdom of Java split, the 6000 Kalang families were equally divided between the two kingdoms. When the Dutch gained control of Javanese forests in the eighteenth century they tried to make the Kalangs' work under them, to exploit timber of the forest. The Kalangs resisted by attacking the Dutch fort at Java but the uprising was suppressed.

10. Write any two uses of the forests. Why did the people of Bastar rise in revolt against the British?

Ans. Some of the important uses of the forests for the people are as follows:

Fruits and tubers are nutritious to eat. Herbs are used for medicine, wood for agricultural implements like yokes and ploughs, bamboo makes excellent fences and is also used to make baskets and umbrellas. A dried scooped-out gourd can be used as a portable water bottle. The rebellion of Bastar people took place in 1910. The tribals of Bastar were for long plagued by the policies of the British. The terrible famines in 1899-1900 and again in 1907-1908 with the British proposal of reservation in 1905 proved the last straw.

Long Answer Type Questions

11. Write the causes of deforestation. How can wars be held responsible for deforestation?

Ans. Important causes of deforestation are as follows:

- Increase in population lead to growth in demand for food.
- The colonial government thought that forests were unproductive because they brought no revenue.
- The British encouraged production of commercial crops like jute, sugar, coffee.
- Demand for timber increased due to expansion of railways. Forest wood was needed to make sleepers to hold the tracks together and as fuel for locomotives.
- By the early nineteenth century, Oak forests in England started disappearing. This created problem of timber supply for building ships for the Royal Navy.

It is true to say that wars can be held responsible for deforestation for following reasons:

- In order to meet the war needs forests were cut indiscriminately.
 - Fearing the capture of forest areas by the enemy, sometimes the government themselves cut down forests, destroyed saw mills and burnt huge piles of logs. This policy was followed by the Dutch in Java.
 - At times the occupying forces recklessly cut down trees for their own ends. During the World War II, after Java fell into Japanese hands, the Japanese exploited the forests for their ends.
12. Who was Dietrich Brandis? What changes did he bring about in the management of forests in India?

Ans. Dietrich Brandis was a German expert invited by the British for advice. He was the first

Inspector General of Forests in India. Some of the important changes brought about by him in the management of forests in India are as follow:

- Need for training people in the science of conservation.
- Legal sanction and rules about use of forest resources to be framed.
- Anyone cutting tree from sections called 'reserved' or 'protected' to be punished.
- Setting up of Indian forest service in 1864.
- Formulation of Indian Forest Act of 1865, which was amended twice, once in 1878 and again in 1927.
- Imperial Forest Research Institute was set up in Dehradun in 1906 where a new system for forest management was taught called scientific forestry.

Self-Assessment

Multiple-Choice Questions

1. In which of the following years was the Forest Act enacted?

- (a) 1878 (b) 1898
(c) 1921 (d) 1873

Ans. (a) 1878

2. Why did colonists needed durable timber?

- (a) For the construction of bridges
(b) For constructing homes
(c) For the construction of ships for the Royal Navy
(d) For furniture

Ans. (c) For the construction of ships for the Royal Navy

3. Which of the following species of trees was best suited for building ships and railways?

- (a) Deodar and Teak (b) Teak and Sal
(c) Sal and Deodar (d) All of these

Ans. (b) Teak and Sal

Assertion-Reason Type Questions

For question numbers 4 to 7, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option from (a), (b), (c) and (d) as given below.

- (a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true but R is not the correct explanation of A.
(c) A is true but R is false.
(d) A is false but R is true.

4. **Assertion (A):** A lot of diversity found in the forests is fast disappearing.

Reason (R): Between 1700 and 1995, the period

of industrialisation, 13.9 million sq km of forest or 9.3 per cent of the world's total area was cleared for industrial uses, cultivation, pastures and fuelwood.

Ans. (a) Both A and R are true and R is the correct explanation of A because a lot of diversity disappeared in between 1700 and 1995 during the period of industrialisation. Around 13.9 million sq km or 9.3 per cent of the world's total forest area was cleared for cultivation, fuel wood and other purposes.

5. Assertion (A): In 1750, approximately one-sixth of India's landmass was under cultivation.

Reason (R): Now that figure has gone up to about half.

Ans. (d) Assertion (A) is wrong because in 1600, approximately one-sixth of India's landmass was under cultivation.

6. Assertion (A): The spread of railways from the 1850s created a new demand.

Reason (R): Railways were essential for colonial trade and for the movement of imperial troops.

Ans. (b) For running the locomotives, wood was needed as fuel, and to lay railway lines sleepers were essential to hold the tracks together. Each mile of railway track required between 1,760 and 2,000 sleepers. Trees were being felled on a massive scale and vast quantities of timber were being exported from India.

7. Assertion (A): The British were worried that the use of forests by local people and the reckless felling of trees by traders would destroy forests.

Reason (R): Britishers decided to invite a French expert, Dietrich Brandis, for advice, and made him the first Inspector General of Forests in India.

Ans. (c) Reason (R) is wrong because Dietrich Brandis was a German expert and not a French.

Study the Picture and Answer the Question



8. Which of the following option best signifies the above given image?

- (a) The Imperial Forest School, Nainital
- (b) The Imperial Forest School, Dehra Dun
- (c) The Imperial Forest School, Shimla
- (d) The Imperial Forest School, Srinagar

Ans. (b)

Find the Incorrect Option

- 9.** (a) In shifting cultivation, parts of the forest are cut and burnt in rotation.
 (b) In shifting cultivation, the seeds are sown in the ashes after the first monsoon rains.
 (c) In shifting cultivation, the crop is harvested by October–November.
 (d) In shifting cultivation, plots are cultivated for a couple of years and then left fallow for 5 to 10 years for the forest to grow back.

Ans. (d)

Correct the Following Statement and Rewrite

10. Over 40,000 tigers, 1,20,000 leopards and 1,00,000 wolves were killed for reward in the period 1800–1825.

Ans. Over 80,000 tigers, 1,50,000 leopards and 2,00,000 wolves were killed for reward in the period 1875–1925.

Fill in the Blanks

- 11.** In 1600, approximately **one-sixth** of India's landmass was under cultivation.
12. The Maharaja of **Sarguja** shot 1,157 tigers and 2000 leopards up to 1957.
13. If people from a village want to take some wood from the forests of another village, they pay a small fee called **devsari, dand or man** in exchange.

Very Short Answer Type Questions

- 14.** Why did the wide diversity of forests disappear under the British rule?
Ans. The British exploited the forest resources of India in a number of ways for their economic development. Their excessive use of the resources was a factor in deforestation in India.
15. Which colonial power ruled Java? After the Second World War what happened to them?
Ans. The Dutch were the colonial power which ruled Java. After Dutch, the Japanese occupied the region and exploited the forests recklessly for their own war industries.
16. What is scientific forestry?
Ans. The Dutch enacted forest laws in Java in order to restrict the villager's access to forests. With the implementation of these laws, wood could now be cut only for specific purposes like making river boats or constructing houses under the close

supervision of colonial rulers. In order to manage forests for ship building and railways forest services were introduced in Java.

17. In which year, the Imperial Forest Research Institute was set up?

Ans. In 1906 the Imperial Forest Research Institute was set up in Dehradun.

Short Answer Type Questions

18. Write a short note on the new changes that came in forestry since 1980s.

Ans. Since 1980s government's policies have undergone a sea change. In place of scientific forestry and the policy of keeping forest communities away from forests, conservation of forests, and not collection of wood, has become the most important aim. Governments instead of being in a conflict situation or ousting the local people, e.g. tribals, have realised that cooperation of the local people and their participation in policies and actions are essential ingredient for success in conservation and development of forests. Local forest communities and environmentalists today are thinking of different forms of forest management.

19. What methods were used by the forest people of Bastar in their uprising against the British? Discuss its outcome.

Ans. In 1910 mango boughs, a lump of earth, chillies and arrows began circulating between villages. These were actually messages inviting villagers to rebel. Every village contributed something to the expenses of the rebellion. Bazaars were looted, houses of officials, traders, schools and police stations were burnt and robbed and the grain redistributed. Most of those who were attacked were in some way or another associated with the exploitative policies of the colonial state. Some of the important outcomes were as follows:

- In a major victory for the rebels work on reservation was temporarily suspended.
- The area to be reserved was reduced to half of that planned before 1910.
- Despite heavy repression, Gunda Dhur could not be captured.

20. Why did cultivation expand rapidly under the colonial rule?

Ans. The cultivation expanded rapidly under the colonial rule due to following reasons:

- To increase revenue and income of the state.
- According to the colonists forests were unproductive. They were considered to be wilderness.
- To increase the production of commercial crops like tea, coffee, indigo and rubber for

export to Europe.

- Expansion of cultivation was considered as a sign of progress.

- In order to meet the growing need of its industries back home for raw materials like cotton, etc.

21. Write a short note on shifting cultivation.

Ans. Shifting cultivation or Swidden agriculture is a traditional agricultural practice in many parts of Asia, Africa and South America. It has many local names such as lading in Southeast Asia, milpa in Central America, chitemene or tavy in Africa, and chena in Sri Lanka. In India, dhya, penda, bewar, nevad, jhum, podu, khandad and kumri. In this part, the forests are cut and burned in rotation, then the seeds are sown in the ashes after the first monsoon and the crop is harvested by October. These plots are cultivated for a couple of years and then left fallow for 12 to 18 years so that the soil can gain back its fertility and the forest can re-grow.

22. 'In forest areas, people use forest products.' Justify the statement.

Ans. Fruits and tubers are very nutritious for human beings. Various types of herbs are used for medicine, wood for agricultural implements like yokes and ploughs. Bamboo is used for making fences and is also used to make baskets and umbrellas. A dried scooped-out gourd can be used as a portable water bottle. Leaves can be stitched together to make disposable plates and cups. The siadi (*Bauhinia vahlii*) creeper is used for making ropes, and the thorny bark of the semur (silk-cotton) tree is used to grate vegetables. Oil for cooking and to light lamps can be pressed from the fruit of the mahua tree.

Paragraph Based Questions

23. Read the sources given below and answer the questions that follow:

Source A – Land to be Improved

From the 1860s, the railway network expanded rapidly. By 1890, about 25,500 km of track had been laid. In 1946, the length of the tracks had increased to over 765,000 km. As the railway tracks spread through India, a larger and larger number of trees were felled. As early as the 1850s, in the Madras Presidency alone, 35,000 trees were being cut annually for sleepers.

(a) What was the impact of increase in railway network in India?

Source B – The Rise of Commercial Forestry

Brandis set up the Indian Forest Service in 1864 and helped formulate the Indian Forest Act of 1865. The Imperial Forest Research Institute was

set up at Dehra Dun in 1906. The system they taught here was called 'scientific forestry'. Many people now, including ecologists, feel that this system is not scientific at all.

- (b) Name the first forest institute of India. Where is it located?

Source C – How did Forest Rules Affect Cultivation?

One of the major impacts of European colonialism was on the practice of shifting cultivation or swidden agriculture. This is a traditional agricultural practice in many parts of Asia, Africa and South America. It has many local names such as *lading* in Southeast Asia, *milpa* in Central America, *chitemene* or *tavy* in Africa, and *chena* in Sri Lanka. In India, *dhya*, *penda*, *bewar*, *nevad*, *jhum*, *podu*, *khandad* and *kumri* are some of the local terms for swidden agriculture.

- (c) By which names is the shifting cultivation known across the world?

- Ans.** (a) The length of the tracks in 1946 increased to over 765,000 km. It resulted in deforestation in many areas. In Madras Presidency alone, 35,000 trees were cut annually for railway sleepers.
- (b) The imperial Forest Research Institute is the first forest institute of India. It was set up in 1906. It is located in Dehradun.
- (c) Shifting cultivation has many local names such as *lading* in Southeast Asia, *milpa* in Central America, *chitemene* or *tavy* in Africa, and *chena* in Sri Lanka. In India, shifting cultivation is called by various local names like *dhya*, *penda*, *bewar*, *nevad*, *jhum*, *podu*, *khandad* and *kumri*.

Case Based Questions

24. By the early nineteenth century, oak forests in England were disappearing. This created a problem of timber supply for the Royal Navy. How could English ships be built without a regular supply of strong and durable timber? How could imperial power be protected and maintained without ships? By the 1820s, search parties were sent to explore the forest resources of India. Within a decade, trees were being felled on a massive scale and vast quantities of timber were being exported from India. The spread of railways from the 1850s created a new demand. Railways were essential for colonial trade and for the movement of imperial troops. To run locomotives, wood was needed as fuel, and to lay railway lines sleepers were essential to hold the tracks together. Each mile of railway track required between 1,760 and 2,000 sleepers. From

the 1860s, the railway network expanded rapidly. By 1890, about 25,500 km of track had been laid. In 1946, the length of the tracks had increased to over 765,000 km. As the railway tracks spread through India, a larger and larger number of trees were felled. As early as the 1850s, in the Madras Presidency alone, 35,000 trees were being cut annually for sleepers. The government gave out contracts to individuals to supply the required quantities. These contractors began cutting trees indiscriminately. Forests around the railway tracks fast started disappearing.

- 24.1 To run locomotives, was needed as fuel.

- (a) coal
(b) petroleum
(c) wood
(d) iron

Ans. (c) wood

- 24.2 What created a problem of timber supply for the Royal Navy?

- (a) disappearing oak forests
(b) export of timber from India
(c) trees being cut for sleepers
(d) the spread of railways

Ans. (a) disappearing oak forests

- 24.3 Why were trees being cut in India especially in the Madras Presidency?

- (a) the trees were being cut for printing press
(b) the trees were being cut for ship and port building
(c) the trees were being cut for export
(d) the trees were being cut for sleepers

Ans. (d) the trees were being cut for sleepers

- 24.4 What were sleepers essential for?

- (a) holding tracks together
(b) providing comfort to passengers
(c) building steam engines
(d) fuelling fire in the trains

Ans. (a) holding tracks together

25. In 1600, approximately one-sixth of India's landmass was under cultivation. Now that figure has gone up to about half. As population increased over the centuries and the demand for food went up, peasants extended the boundaries of cultivation, clearing forests and breaking new land. In the colonial period, cultivation expanded rapidly for a variety of reasons. First, the British directly encouraged the production of commercial crops like jute, sugar, wheat and cotton. The demand for these crops increased in

nineteenth-century Europe where foodgrains were needed to feed the growing urban population and raw materials were required for industrial production. Second, in the early nineteenth century, the colonial state thought that forests were unproductive. They were considered to be wilderness that had to be brought under cultivation so that the land could yield agricultural products and revenue, and enhance the income of the state. So between 1880 and 1920, cultivated area rose by 6.7 million hectares. We always see the expansion of cultivation as a sign of progress. But we should not forget that for land to be brought under the plough, forests have to be cleared.

25.1 How has India's landmass cultivation changed over the years?

- (a) it has increased from one-sixth to about half
- (b) it has decreased by one-third
- (c) it has remained unchanged
- (d) it has increased by fifty per cent

Ans. (a) it has increased from one-sixth to about half

25.2 Why were forests being cleared for cultivation?

- (a) due to rising demands in Europe
- (b) due to the increasing population of India
- (c) they were otherwise considered unproductive
- (d) all of the above

Ans. (d) all of the above

25.3 Why can't expansion of cultivation be considered as a sign of progress?

- (a) because it was done only for trade purposes
- (b) because it was done at the cost of forest cover
- (c) because it was done to meet the rising demands of Britishers
- (d) because it led to exploitation of the Indian peasants

Ans. (b) because it was done at the cost of forest cover

25.4 Wheat, sugar, cotton, and jute fell under which category of crops?

- (a) Commercial crops
- (b) Plantation crops
- (c) Horticulture crops
- (d) All of these

Ans. (a) Commercial crops

Long Answer Type Questions

26. Who was Dietrich Brandis? What contribution did he make towards the development and preservation of forests?

Ans. Dietrich Brandis was a German expert invited by the British for advice. He was the first Inspector General of Forests in India. Some of the important changes brought about by him in the management of forests in India are as follow:

- Proper system had to be introduced to manage the forests and people had to be trained in science of conservation. Legal sanctions were needed for forest management.
- Felling of trees and grazing had to be restricted so that forests could be preserved for timber production.
- One of his important achievements in India was setting up the Indian Forest Service in 1864 and helped in formulating the Indian Forest Act 1865. In 1906, the Imperial Forest Research Institute was set up in Dehradun.

27. Discuss the provisions of Forest laws passed by the Dutch in Java.

Ans. Similar to British in India, the Dutch in Java managed the forests because they wanted to exploit the forests of colonial territories for their ship-building and railways.

- The forest laws enacted in Java restricted the access of villagers to forests.
- Now wood could be cut only for a specific purpose for example, making boats, etc.
- Villagers were punished if they grazed their cattle, transported wood without permit.
- Blandongdiensten system, an extremely exploitative system imposed by the Dutch according to which the Dutch first imposed rents on land being cultivated in the forest and then exempted some villagers from these rents if they worked collectively to provide free labour and buffaloes for cutting and transporting timber.

28. Read the extract and answer the questions that follow:

In 1600, approximately one-sixth of India's landmass was under cultivation. Now that figure has gone up to about half. As population increased over the centuries and the demand for food went up, peasants extended the boundaries of cultivation, clearing forests and breaking new land. In the colonial period, cultivation expanded rapidly for a variety of reasons. First, the British directly encouraged the production of commercial crops like jute, sugar, wheat and cotton. The demand for these crops increased in nineteenth-century Europe where foodgrains were needed to feed the growing urban population and raw materials were required for industrial production. Second, in the early nineteenth century, the colonial state thought that forests were unproductive. They were considered to be wilderness that had to be brought under cultivation so that the land could yield agricultural products and revenue, and enhance the income of the state.

- (a) What was the impact of increase in population?
- (b) The production of which commercial crops was encouraged by the British?
- (c) What was the view of colonial state about the forests?

- Ans.** (a) With the increase in population the demand for food went up due to which peasants extended the boundaries of cultivation, cleared forests in search of new lands for agriculture.
- (b) The British encouraged the production of commercial crops like jute, sugar, wheat and cotton.
- (c) According to the colonial state forests were unproductive and were considered to be wilderness which needed to be brought under cultivation for agricultural purposes. This would result in revenue generation and enhancement in the income of the government.

———— Let's Compete ————

Multiple-Choice Questions

1. What was the local name for 'Swidden' agriculture in India?

- (a) *Kumri* (b) *Milpa*
- (c) *Chena* (d) All of these

Ans. (a) *Kumri*

2. Birsa Munda belonged to

- (a) Jharkhand. (b) Maharashtra.
- (c) Chhotanagpur. (d) Andhra Pradesh.

Ans. (c) Chhotanagpur.

3. The people of Bastar believed that each village was given its land by the

- (a) Gods. (b) Earth.
- (c) Nature. (d) None of these.

Ans. (b) Earth.

4. Which one of the following was the local name for shifting cultivation in Southeast Asia?

- (a) *Lading* (b) *Podu*
- (c) *Jhum* (d) *Tavy*

Ans. (a) *Lading*

5. Fee paid by people from one village to another was called

- (a) Dand. (b) Mand.
- (c) Grazing tax. (d) None of these.

Ans. (a) Dand.

6. *Blandongdiensten* system in Java was followed by

- (a) the French. (b) the British.
- (c) the Dutch. (d) the Japanese.

Ans. (c) the Dutch.

7. The 'scorched earth' policy was followed by
- (a) the British in India. (b) the Dutch in Java.
 - (c) the French in Africa. (d) all of these.

Ans. (b) the Dutch in Java.

8. Who among the following was the leader of the forest revolt in Bastar?

- (a) Birsa Munda (b) Siddhu
- (c) Kanu (d) Gunda Dhur

Ans. (d) Gunda Dhur

9. What is Java now famous for?

- (a) Rice production (b) Famines
- (c) Cheap labour (d) All of these

Ans. (a) Rice production

10. Which one of the following is the common name for shifting cultivation in Central America?

- (a) *Chena* (b) *Milpa*
- (c) *Chitemene* (d) *Podu*

Ans. (b) *Milpa*

———— Value-based Questions ———— (Optional)

1. 'Chipko Movement or Chipko Andolan began in the 1970's in Uttarakhand when villagers, particularly women, began protecting the trees and forests by hugging or clinging to them. It was aimed at protecting the trees from the logging companies that had sought access to the region's vast forests. At the end, the government had to cancel the company's logging permit. The movement spread far and wide, roping many villages and resulting in saving of the forests'. What is the greatest inspiration that we get from this excerpt?

- Ans.** It is advised to the students to read further about the Chipko Movement which took place in Uttarakhand. Collect articles from the magazines, newspapers and some authentic internet sources. This will help them in developing an understanding about the whole movement.
2. In 2002, Vedanta Resources – a London-listed mining company run by billionaire Anil Agarwal – announced plans to set-up a ₹ 4,000-crore bauxite refinery and bauxite mining project in the district's Niyamgiri Hills giving rise to speculations that Kalahandi's agonizing woes might be coming to an end soon. What role was played by the Dongria Kondhs against this? What do you learn from this?
- Ans.** This activity needs to be performed in the class room under the guidance of the concerned teacher.

5

Pastoralists in the Modern World

Milestone

Multiple-Choice Questions

1. Who among the Maasai society defended the community?
- (a) Warriors (b) Elders
(c) Youngsters (d) None of these

Ans. (a) Warriors

2. Identify the statement that is true regarding nomadism.
- (a) Nomadism is an unsustainable way of life.
(b) Droughts affect life of pastoralists.
(c) Nomadism allows pastoralists to survive in odd times.
(d) All of these

Ans. (c) Nomadism allows pastoralists to survive in odd times.

3. The Criminal Tribes Act was passed in which year?
- (a) 1764 (b) 1784
(c) 1871 (d) 1857

Ans. (c) 1871

Very Short Answer Type Questions

4. What did the British do to administer the affairs of the Maasai?

Ans. With an aim to administer the affairs of the Maasai, the British colonists introduced a series of measures that had significant implications. Chiefs were appointed for different sub-groups of Maasai and they were responsible for the affairs of the tribe.

5. What duties were assigned to the Maasai warriors?

Ans. The warriors consisted of younger people, primarily responsible for the protection of the tribe. They defended the community and organised cattle raids.

6. Who were the Banjaras? Where did they live?

Ans. Banjaras were a group of pastoralists found in the villages of Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra. They roam around long distances in search of good pasture while selling plough cattle and other goods to villagers in exchange for grain and fodder.

7. With which territory did Tanganyika join to form the country of Tanzania?

Ans. Tanganyika united with Zanzibar to form Tanzania in 1964.

Short Answer Type Questions

8. Pastoral life revolved around their animals. What does the statement mean?

Ans. It is true to say that the pastoral life revolved around their animals. They mostly domesticate livestock such as cattle, sheep, or horses. Pastoral communities are highly mobile and never settle at one place, as they follow their herds. They keep moving from one grazing area and water source to another according to the seasons or as they exhaust local food sources. Pastoralist communities do not practice any agriculture, and their herds are their only source of food.

9. Describe the various occupations that are undertaken by the pastoralists.

Ans. Due to the changes introduced by the colonists, some pastoralists reduced the number of cattle in their herds because there was not enough pasture to feed large numbers. Others discovered new pastures when movement to old grazing grounds became difficult. For example, after partition in 1947, the camel and sheep herding Raikas, could no longer move into Sindh and graze their camels on the banks of the Indus. They started migrating to Haryana where sheep can graze on agricultural

fields after the harvests are cut. Pastoralists who were rich began buying land and settling down. Some started cultivating land whereas others took to more extensive trading. Further the poor pastoralists borrowed money from moneylenders to survive.

10. Name the different pastoral communities that lived in Africa. What was their occupation?

Ans. Some of the pastoral communities of Africa are Bedouins, Berbers, Maasai and Turkana. Most of them are found in semi-arid grasslands and arid deserts where agricultural conditions are unfavourable. Some of them are involved in the pastoral activities along with agriculture, i.e. raise cattle, camels, goats and sell products like meat and milk. Others do a variety of odd jobs, related to trade and transport to supplement their meagre incomes.

Long Answer Type Questions

11. How did the life of the pastoralists change during the colonial period in Africa? Evaluate.

Ans. Before the colonial rule the African, pastoralists were free to move over vast areas in search of pastures. With the colonial rule the pastoral groups were forced to live in special reserves. Their movement was restricted to the boundaries of these reserves. Further they were not allowed to move their stock without special permits and these permits were not issued easily. Pastoralists who denied these rules were severely punished. Not only this, they were not allowed to enter the markets in white areas. Colonists considered the pastoralists as savage and dangerous people with whom all contacts needed to be minimised. The new territorial boundaries consequent to the slicing of Africa among the European colonists and restrictions imposed on them adversely affected both their pastoral and trading activities.

12. Elaborate, with examples, the factors that are responsible for cyclic movement of the nomadic pastoralists.

Ans. The Gujjar Bakarwals of Jammu and Kashmir are herders of goat and sheep. During winters, when the high mountains are covered with snow, they live with their herds in the low hills of the Siwalik range. By the end of April they start their northwards march for their summer grazing grounds. By the end of September the Bakarwals are again on the move but this time on their downward journey, back to their winter base. When the high mountains are covered with snow, the herds are again grazed in the low hills. Gaddi shepherds of Himachal Pradesh follow a similar cycle of seasonal movement. During winter

season, they stay in the low hills of Siwalik range and graze their flocks in scrub forests. By the month of April they move northwards and spend the summers in Lahul and Spiti. When the snow melts down and the high passes are clear, most of them move on to higher mountain meadows and by the end of September they start their return journey. On the way they stop once again in the villages of Lahul and Spiti, reaping their summer harvest and sowing their winter crop.

Self-Assessment

Multiple-Choice Questions

1. In which one of the following states of India is Raikas community found?

- (a) Rajasthan (b) Haryana
(c) Himachal Pradesh (d) Uttar Pradesh

Ans. (a) Rajasthan

2. By which of the following pastoralists sustain themselves?

- (a) Cultivation (b) Trade
(c) Herding (d) All of these

Ans. (d) All of these

3. The Gaddi shepherds are a pastoral community of

- (a) Madhya Pradesh. (b) Andhra Pradesh.
(c) Himachal Pradesh. (d) Punjab.

Ans. (c) Himachal Pradesh.

Assertion-Reason Type Questions

For question numbers 4 to 7, two statements are given as Assertion (A) and Reason (R). Read the statements and choose the correct option from (a), (b), (c) and (d) as given below.

- (a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true but R is not the correct explanation of A.
(c) A is true but R is false.
(d) A is false but R is true.

4. Assertion (A): The Gujjar and Bakarwals of Jammu and Kashmir are great herders of goat and sheep.

Reason (R): Many of them migrated to this region in the 20th century in search of pastures for their animals.

Ans. (c) Reason (R) is wrong because, many of them migrated to this region in the nineteenth century in search of pastures for their animals.

5. Assertion (A): Dhangars were an important pastoral community of Rajasthan.

Reason (R): In the early twentieth century their population in this region was estimated to be 467,000.

Ans. (d) Assertion (A) is wrong because, Dhangars were an important pastoral community of Maharashtra.

6. Assertion (A): By the mid-nineteenth century, various Forest Acts were also being enacted in the different provinces.

Reason (R): Through these Acts some forests which produced commercially valuable timber like deodar or sal were declared 'Reserved'.

Ans. (a) Reason (R) is the correct explanation of Assertion (A) because Forest Acts enacted in the mid-nineteenth century declared the forests as 'Reserved' which produced commercially valuable timber like deodar or sal.

7. Assertion (A): Even today, over 52 million Africans depend on some form of pastoral activity for their livelihood.

Reason (R): They include communities like Bedouins, Berbers, Maasai, Somali, Boran and Turkana.

Ans. (d) Assertion (A) is wrong because even today, over 22 million Africans depend on some form of pastoral activity for their livelihood.

Match the Following

8. Match the following items given in Column A with those in Column B. Choose the correct answer from the options given below:

Column A (States)	Column B (Pastoral Communities)
A Maharashtra	1 Dhangars
B Himachal Pradesh	2 Gaddis
C Rajasthan	3 Raikas
D Arunachal Pradesh	4 Monpas

Codes:

A	B	C	D
(a) 1	2	3	4
(b) 2	4	1	3
(c) 4	1	2	3
(d) 3	2	1	4

Ans. (a)

Find the Incorrect Option

- 9.** (a) In 1871, the colonial government in India passed the Criminal Tribes Act.
 (b) In the deserts of Rajasthan lived the Raikas.
 (c) In the early nineteenth century, Buchanan visited the Gollas during his travel through Mysore.
 (d) In the decades between the 1750s and 1780s the right to collect the tax was auctioned out to contractors.

Ans. (d)

Correct the Following Statement and Rewrite

10. The Dhangar shepherds stayed in the central plateau of Maharashtra during winters.

Ans. The Dhangar shepherds stayed in the central plateau of Maharashtra during the monsoon.

Fill in the Blanks

11. In 1885, Maasailand was cut into half with international boundary between **British Kenya** and **German Tanganyika**.

12. In the decades between the 1850s and 1880s the right to collect the tax was auctioned out to **contractors**.

13. Dhangars were an important pastoral community of **Maharashtra**.

Very Short Answer Type Questions

14. Define the Waste Land Act that was created in the mid nineteenth century by the British colonial masters.

Ans. Waste Land Rules were enacted in various parts of the country. By these Rules uncultivated lands were taken over and given to selected individuals. These individuals were granted various concessions and encouraged to settle these lands.

15. What is a *kafila*?

Ans. Several households came together for a journey, forming what is known as a kafila.

16. Name the pastoral communities of Africa.

Ans. Pastoral communities of Africa include Bedouins, Berbers, Maasai, Somali, Boran and Turkana.

17. Gaddis, a pastoral community, is found in which state of India?

Ans. Gaddi shepherds are found in Himachal Pradesh.

Short Answer Type Questions

18. How did the colonial laws come to disregard the Customary Laws of the pastoralists?

Ans. By the mid-nineteenth century, various Forest Acts were enacted in the different provinces and these Acts declared some forests as 'Reserved', which produced commercially valuable timber. Pastoralists were not allowed access to these forests. While some other forests were classified as 'Protected', in which some customary grazing rights of pastoralists were granted but with restricted movements. These Forest Acts had a long lasting impact on the lives of pastoralists. They were not allowed to enter many forests that had earlier provided valuable forage for their cattle, and even in the areas they were allowed to enter they needed a permit for entry.

19. Why were the British suspicious of the nomadic people? What did they do to restrict their movements?

Ans. The British officials were apprehensive of nomadic people. They never trusted the craftsmen and traders, and pastoralists who changed their places of residence. The colonial government wanted to rule over a settled population as it was easy to identify and control them. The nomads were considered to be criminal. The Criminal Tribes Act was passed by the British in 1871 through which many communities of craftsmen, traders and pastoralists were classified as Criminal Tribes. They were not allowed to move out without a permit.

20. How the introduction of the Grazing Tax further created problem for the nomadic people? What did they do to tackle the situation?

Ans. According to the provisions of the grazing tax, pastoralists had to pay a tax on every animal they grazed on pastures. The colonial government imposed this tax in order to increase its revenue income and control grazing rights of the pastoralists. In between 1850s and 1880s, the tax collection was auctioned to private contractors and they tried to extract as high a tax as they could to recover the money they had paid to the government so that they can make as much profit as they could do in a financial year. However, by the 1880s the government started collecting it directly from the pastoralists. So the cattle herder had to seek a permit in order to enter a grazing area to graze his cattle and pay tax on the basis of per head cattle. With an aim to tackle this situation, the poor pastoralists took various measures. As the tax had to be paid in cash so the pastoralists started selling their animals. The heavy burden of taxes had an adverse impact on the economic status. Now most of the pastoralists started taking loans from the moneylenders.

21. 'Not all pastoralists operated in the mountains'. Justify the statement.

Ans. It is not important that pastorals are only found in mountains. In this chapter we have studied about the pastoralist found in plateaus, plains and deserts. Some of the main Pastorals are as follows:

- Dhangars are found in Maharashtra, they mainly herd buffaloes and sheeps.
- Kurumas and kurubas are found in Karnataka, they mainly herd sheep and goats.
- Banjaras are found in Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra.
- Raikas are found in Rajasthan, they mainly herd camels, sheep and goat.

Paragraph Based Questions

22. Read the sources given below and answer the questions that follow:

Source A – On the Plateaus, Plains and Desert

Dhangars were an important pastoral community of Maharashtra. In the early twentieth century their population in this region was estimated to be 467,000. Most of them were shepherds, some were blanket weavers, and still others were buffalo herders. The Dhangar shepherds stayed in the central plateau of Maharashtra during the monsoon.

(a) What was the occupation of Dhangars and where did they stay?

Source B – Colonial Rule and Pastoral Life

The Forest Acts changed the lives of pastoralists. They were now prevented from entering many forests that had earlier provided valuable forage for their cattle. Even in the areas they were allowed entry, their movements were regulated. They needed a permit for entry. The timing of their entry and departure was specified, and the number of days they could spend in the forest was limited.

(b) What was the impact of Forest Acts on the lives of pastoralists?

Source C – Pastoralism in Africa

Even today, over 22 million Africans depend on some form of pastoral activity for their livelihood. They include communities like Bedouins, Berbers, Maasai, Somali, Boran and Turkana. Most of them now live in the semi-arid grasslands or arid deserts where rainfed agriculture is difficult. They raise cattle, camels, goats, sheep and donkeys; and they sell milk, meat, animal skin and wool.

(c) Name the African communities which were dependent on pastoral activities and what was their main occupation?

Ans. (a) Most of the Dhangars were shepherds, some were blanket weavers and others were buffalo herders. They used to stay in the central plateau of Maharashtra during the monsoon.

(b) With the enactment of the Forest Acts, the pastoralists were not allowed to move freely in the forests earlier which had provided forage for their cattle. Moreover, the areas in which they were allowed to move their movement was regulated. Permit was mandatory for entry and the timing of entry and departure was specified.

(c) The African communities like Bedouins, Berbers, Maasai, Somali, Boran and Turkana were dependant on pastoral activities. Their

main occupation was to rear cattle, camels, goats, sheep and donkeys. They also used to sell milk, meat, animal skin and wool.

Case Based Questions

23. Even today the Gujjar Bakarwals of Jammu and Kashmir are great herders of goat and sheep. Many of them migrated to this region in the nineteenth century in search of pastures for their animals. Gradually, over the decades, they established themselves in the area, and moved annually between their summer and winter grazing grounds. In winter, when the high mountains were covered with snow, they lived with their herds in the low hills of the Siwalik range. The dry scrub forests here provided pasture for their herds. By the end of April they began their northern march for their summer grazing grounds. Several households came together for this journey, forming what is known as a *kafila*. They crossed the Pir Panjal passes and entered the valley of Kashmir. With the onset of summer, the snow melted and the mountainsides were lush green. The variety of grasses that sprouted provided rich nutritious forage for the animal herds. By end September the Bakarwals were on the move again, this time on their downward journey, back to their winter base. When the high mountains were covered with snow, the herds were grazed in the low hills.

23.1 Where did the herders move to during winters?

- (a) Pir Panjal
- (b) lower hills of the Siwalik
- (c) valley of Kashmir
- (d) Bakarwals pastures

Ans. (b) lower hills of the Siwalik range

23.2 How did a *kafila* access the valley of Kashmir?

- (a) Through lower Himalayas
- (b) Through Siwalik range
- (c) Through dry scrub forests
- (d) Through Pir Panjal passes

Ans. (d) Through Pir Panjal passes

23.3 Why did Gujjar Bakarwals migrate to Jammu and Kashmir?

- (a) They were looking for pastures for their animals
- (b) They were looking for an alternative livelihood
- (c) The unfavourable climatic conditions had forced them to move
- (d) It was a potential trade route for traders

Ans. (a) They were looking for pastures for their animals

23.4 The northern march was aimed at reaching the

- (a) winter grazing grounds.
- (b) low hills.
- (c) April scrub forests.
- (d) summer grazing grounds.

Ans. (d) summer grazing grounds.

24. Not all pastoralists operated in the mountains. They were also to be found in the plateaus, plains and deserts of India. Dhangars were an important pastoral community of Maharashtra. In the early twentieth century their population in this region was estimated to be 467,000. Most of them were shepherds, some were blanket weavers, and still others were buffalo herders. The Dhangar shepherds stayed in the central plateau of Maharashtra during the monsoon. This was a semi-arid region with low rainfall and poor soil. It was covered with thorny scrub. Nothing but dry crops like bajra could be sown here. In the monsoon this tract became a vast grazing ground for the Dhangar flocks. By October the Dhangars harvested their bajra and started on their move west. After a march of about a month they reached the Konkan. This was a flourishing agricultural tract with high rainfall and rich soil. Here the shepherds were welcomed by Konkani peasants. After the kharif harvest was cut at this time, the fields had to be fertilised and made ready for the rabi harvest. Dhangar flocks manured the fields and fed on the stubble. The Konkani peasants also gave supplies of rice which the shepherds took back to the plateau where grain was scarce. With the onset of the monsoon the Dhangars left the Konkan and the coastal areas with their flocks and returned to their settlements on the dry plateau. The sheep could not tolerate the wet monsoon conditions.

24.1 What was the main occupation of the pastoral people of Maharashtra?

- (a) Shepherds
- (b) Buffalo herders
- (c) Blanket weavers
- (d) All of the above

Ans. (d) All of the above

24.2 The Dhangars moved towards west in October to reach Konkan after harvesting

- (a) cotton.
- (b) rice.
- (c) bajra.
- (d) sunflower seeds.

Ans. (c) bajra.

24.3 What problem did the people of the plateau face?

- (a) Shortage of grain
- (b) Extremely moist spoil

- (c) Harsh weather conditions
- (d) Excess of rainfall

Ans. (a) Shortage of grain

24.4 Why did the people of the plateau leave Konkan despite facing a shortage of grain in plateau?

- (a) The wet conditions did not suit the sheep
- (b) They could not grow any crops there
- (c) A permanent settlement was not allowed in Konkan
- (d) They had to grow bajra for the next season

Ans. (a) The wet conditions did not suit the sheep

Long Answer Type Questions

25. Elaborate the symbiotic relationship shared by the Dhangars of Maharashtra and the Konkani peasants. What does it tell us about the relationship between the nomadic people and the settled communities?

Ans. The Dhangar shepherd, a pastoral community of Maharashtra, used to stay in the central plateau of Maharashtra during the monsoon. The central plateau was a semi-arid region with low rainfall and poor soil which was covered with thorny scrub. Only bajra could be sown here. During the monsoon this area became a vast grazing ground for the Dhangar flocks. By the month of October, the Dhangars harvested their bajra and started to move in the westward direction and after a march of about one month they reached the Konkan which was a flourishing agricultural land with high rainfall and rich soil. The Dhangar shepherds were welcomed by Konkani peasants. After the kharif harvest was cut at this time, the fields had to be fertilised and made ready for the rabi harvest. Dhangar flocks manured the fields and fed on the stubble. The Konkani peasants also gave supplies of rice which the shepherds took back to the plateau where grain was scarce. With the onset of the monsoon the Dhangars left the Konkan and the coastal areas with their flocks and returned to their settlements on the dry plateau.

26. Who are the pastoral nomads? Explain in detail with appropriate examples.

Ans. Pastoral nomads are People who move from one place to another, primarily in search of pastures for their cattle. Various pastoral communities in India are as follows:

- Gujjar Bakarwals of Jammu and Kashmir.
- Gaddi Shepherds of Himachal Pradesh.
- Bhotias of Uttrakhand.
- Manpas of Arunachal Pradesh.
- Raikas of western Rajasthan.
- Banjaras of Eastern Rajasthan and Madhya Pradesh.

- Maldharis of Gujarat.
- Dhangars of central Maharashtra.
- Gollas of south west Andhra Pradesh and Karnataka.
- Kurumas of South-West Andhra Pradesh and Karnataka.
- Kurubas of South-West Andhra Pradesh and Karnataka.

27. Read the extract and answer the questions that follow:

One of the problems the Maasais have faced is the continuous loss of their grazing lands. Before colonial times, Maasailand stretched over a vast area from north Kenya to the steppes of northern Tanzania. In the late nineteenth century, European imperial powers scrambled for territorial possessions in Africa, slicing up the region into different colonies. In 1885, Maasailand was cut into half with an international boundary between British Kenya and German Tanganyika. Subsequently, the best grazing lands were gradually taken over for white settlement and the Maasai were pushed into a small area in south Kenya and north Tanzania. The Maasai lost about 60 per cent of their pre-colonial lands. They were confined to an arid zone with uncertain rainfall and poor pastures. Large areas of grazing land were also turned into game reserves like the Maasai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania. Pastoralists were not allowed to enter these reserves; they could neither hunt animals nor graze their herds in these areas. Very often these reserves were in areas that had traditionally been regular grazing grounds for Maasai herds. The Serengeti National Park, for instance, was created over 14,760 km of Maasai grazing land.

- (a) What was the area of Serengeti National Park?
- (b) Discuss the territorial extent of Maasailand before and after the colonial period.
- (c) How did Maasai suffer when land was acquired for white settlement?

Ans. (a) The Serengeti National Park covers an area of about 14,760 km. of Maasai grazing land.
 (b) Before colonial times, the territorial extent of Maasailand stretched from north Kenya to the steppes of northern Tanzania. However in the late nineteenth century, colonial powers scrambled for territorial possessions in Africa, and sliced up the region into different colonies. In 1885, Maasailand was cut into half with an international

boundary between British Kenya and German Tanganyika.

- (c) The best grazing lands were acquired for white settlement and the Maasai were pushed into a small area in south Kenya and north Tanzania. They lost around 60 per cent of their pre-colonial lands and they were confined to an arid zone with uncertain rainfall and poor pastures.

Let's Compete

Multiple-Choice Questions

1. The Gujjar Bakarwals are great herders of goat and sheep. Where are they found in India?
(a) Manipur (b) Jammu & Kashmir
(c) Telangana (d) Gujarat

Ans. (b) Jammu & Kashmir

2. The cyclical movement of the mountain pastoralists is defined by which of the following factors?
(a) Dry season (b) Onset of monsoon
(c) Cold and snow (d) None of these

Ans. (c) Cold and snow

3. How did Raikas cope with changes in season?
(a) Migrated to Haryana
(b) Migrated to Uttar Pradesh
(c) Migrated to Madhya Pradesh
(d) Reduced the number of camels

Ans. (a) Migrated to Haryana

4. The Maasais are cattle herders of
(a) North Africa (b) South Africa
(c) East Africa (d) West Africa

Ans. (c) East Africa

5. Samburu National Park is located in which of the following countries?
(a) Egypt (b) Namibia
(c) South Africa (d) Kenya

Ans. (d) Kenya

6. Droughts affect life of pastoralists across the world because
(a) when rain fails pastures dry
(b) forage is available
(c) pastoralists live on fertile lands
(d) none of these

Ans. (a) when rain fails pastures dry

7. Which of the following were years of severe drought in Maasailand?
(a) 1937 and 1938 (b) 1924 and 1925
(c) 1933 and 1934 (d) 1941 and 1942

Ans. (c) 1933 and 1934

8. Colonial government imposed restrictions on the movement of African pastoralists from
(a) late 19th century (b) mid-19th century
(c) early 19th century (d) late 18th century

Ans. (a) late 19th century

9. Which group of Raikas herded camels?
(a) Kuruba (b) Kuruma
(c) Gollas (d) Maru

Ans. (d) Maru

10. Which one of the following was not a reason for Maasai community's loss of grazing lands?
(a) Colonial powers scramble for colonies
(b) Game reserves
(c) Cultivated fields were converted into pasturelands
(d) All of these

Ans. (c) Cultivated fields were converted into pasturelands

Value-based Questions

(Optional)

1. Large areas of grazing land were turned into game reserves. This also had a negative impact on nomads of Africa'. Justify the statement with appropriate examples.

Ans.

- Grazing lands were turned into game reserves like the Maasai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania.
 - The colonists did not allow the pastoralists to enter these reserves; further they were not allowed to hunt animals or graze their herds in these areas.
 - For example, The Serengeti National Park was created over 14,760 km of Maasai grazing land. The loss of the finest grazing lands and water resources created pressure on the small area of land.
 - As a result of continuous grazing within a small area deteriorated the quality of pastures. Fodder was always in short supply.
2. The lifestyle of the nomadic people is not easy. To make it further difficult, there are many stereotypes attached to the way they look, the way they talk or dress up. As a conscious student of today, and a responsible citizen of the future, make a 2-3 minute presentation on life of any pastoral community of your country or locality. Write the points you would like to include in this presentation.

Ans. This is a class room activity and the concerned teacher needs to guide the students in preparing the presentation.