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CLASS X · SOCIAL SCIENCE (087) · HISTORY · CBSE BOARD EXAMINATION 2027

HISTORY · CHAPTER 3

The Making of a Global World

1492
1929
1944

Chapter Practice Booklet · Questions only

18 note blocks + timeline | 24 keyword cards + link chain | Board part marked | 87 practice questions | Model Answer Booklet

INSIDE THIS BOOKLET

1	**Chapter Notes** 18 note blocks, timeline, who's who, terms + exam snapshot	2
2	**Key Words & Links** 24 keyword cards, link chain, cross-chapter links, 16 drills	12
A	**Textbook Check** 18 questions	16
B	**Objective Practice** 20 MCQ and assertion–reason	17
C	**Board Pattern Practice** 18 questions, with frequency stars	19
D	**Source-Based Questions** 5 sources	20
E	**Board PYQ Index** Real board questions by topic	22
F	**My Mistakes** Your error log	23

STUDENT DETAILS

NAME _____

CLASS & SECTION _____

ROLL NO. _____

BOOKLET STARTED ON _____

CHAPTER TEST SCORE ____ / 20

1

READ THIS FIRST

Chapter Notes

The whole chapter in short-note form, from the silk routes to Bretton Woods. Sections 1–1.3 (the pre-modern world) are the board part; the rest is for school tests. Revise from here – you should not need the textbook again.

1 What 'making of a global world' means

Globalisation is the process by which the economies and societies of the world become closely linked through trade, migration of people and flow of money (capital). It is usually discussed as something of the last 50 years – but the world has been getting connected for thousands of years.

- From ancient times **travellers, traders, priests and pilgrims** travelled vast distances for knowledge, opportunity, spiritual fulfilment or to escape persecution. They carried **goods, money, values, skills, ideas, inventions – and even germs and diseases**.
- As early as **3000 BCE** an active **coastal trade** linked the **Indus valley civilisation** with present-day **West Asia**.
- For more than a thousand years, **cowries** (sea shells used as money) from the **Maldives** reached **China and East Africa**.
- The long-distance spread of **disease-carrying germs** can be traced back to the **7th century**; by the 13th century it had become an unmistakable link between regions.

2 The silk routes (board topic 1.1)

- The **silk routes** are a vivid example of pre-modern trade and cultural links between distant parts of the world. The name comes from the importance of **Chinese silk** cargoes carried along them.
- Historians have found several silk routes, **over land and by sea**, knitting together vast regions of **Asia** and linking Asia with **Europe and northern Africa**.
- They existed **before the Christian Era** and thrived almost till the **15th century**.
- **Goods:** Chinese **pottery**, and **textiles and spices from India and Southeast Asia**, travelled along the routes. In return, **precious metals – gold and silver** – flowed from Europe to Asia.
- **Culture:** trade and cultural exchange went hand in hand. Early **Christian missionaries** almost certainly travelled this route to Asia, as did early **Muslim preachers** a few centuries later. Much before all this, **Buddhism**, which emerged from eastern India, spread in several directions through the intersecting points on the silk routes.
- **Marco Polo**, the Venetian traveller of the 13th century, reached China along these routes; his account of the journey is known as the **Book of Marvels** (asked in 2025).

3 Food travels: spaghetti and potato (board topic 1.2)

- Food offers many examples of long-distance cultural exchange. Traders and travellers brought new crops to the lands they visited; even 'ready' foodstuffs in distant parts of the world may share common origins.
- **Noodles and spaghetti:** it is believed that noodles travelled west from **China** to become spaghetti; perhaps **Arab traders** took pasta to **Sicily** (now part of Italy) in the 5th century. Or similar foods were known in India and Europe – the exact origin is uncertain.
- **From America:** many common foods – **potatoes, soya, groundnuts, maize, tomatoes, chillies, sweet potatoes** – were unknown to our ancestors until about five centuries ago. They were introduced in Europe and Asia only after **Christopher Columbus** accidentally reached the continent later called the **Americas**; many of them came from the original inhabitants, the **American Indians**.
- **Life-and-death effects:** Europe's poor began to **eat better and live longer** with the humble potato. Ireland's poorest peasants became so dependent on it that when disease destroyed the potato crop in the **mid-1840s**, hundreds of thousands died of starvation.

Irish Potato Famine (1845–1849): around **1,000,000** people died of starvation in Ireland and **double that number** emigrated in search of work.

4 Conquest, disease and trade (board topic 1.3)

- The pre-modern world shrank greatly in the **16th century** after European sailors found a **sea route to Asia** and crossed the western ocean to **America**.
- For centuries before, the **Indian Ocean** had known a bustling trade – goods, people, knowledge and customs criss-crossed its waters. The **Indian subcontinent was central** to these flows and a crucial point in their networks. The entry of the Europeans helped expand or redirect some of these flows towards Europe.
- Before its 'discovery', America had been **cut off from regular contact** with the rest of the world for millions of years. From the 16th century its vast lands, abundant crops and minerals began to transform trade and lives everywhere.
- **Precious metals**, particularly **silver**, from mines in present-day **Peru and Mexico** enhanced Europe's wealth and financed its trade with Asia. Legends spread in 17th-century Europe about South America's fabled wealth; many expeditions set off in search of **El Dorado**, the fabled city of gold.
- The **Portuguese and Spanish** conquest and colonisation of America was decisively under way by the **mid-16th century**.

5 Germs as a weapon; why Europeans left for America

- European conquest was **not just a result of superior firepower**. The most powerful weapon of the Spanish conquerors was not a conventional military weapon at all – it was the **germs such as those of smallpox** they carried on their persons.
- Because of their long isolation, America's original inhabitants had **no immunity** against these diseases from Europe. **Smallpox** proved a deadly killer; once introduced, it spread deep into the continent, ahead even of any Europeans reaching there, and **killed and decimated whole communities**, paving the way for conquest.
- Guns could be bought or captured and turned against the invaders; **diseases could not** – against them the conquered had no defence.

Why Europeans migrated to America (until the 19th century):

- **Poverty and hunger** were common in Europe.
- Cities were **crowded** and **deadly diseases** were widespread.
- **Religious conflicts** were common, and **religious dissenters were persecuted**.
- Thousands therefore fled to America. By the 18th century, **plantations** there, worked by **slaves captured in Africa**, grew **cotton and sugar** for European markets.

6 The centre of world trade moves west

- Until well into the **18th century**, **China and India** were among the world's **richest countries** and pre-eminent in Asian trade.
- From the **15th century**, China is said to have **restricted overseas contacts** and retreated into isolation.
- China's reduced role and the **rising importance of the Americas** gradually moved the centre of world trade **westwards**. **Europe** now emerged as the centre of world trade.

Board link: 2026 papers set assertion–reason questions on exactly this – the Indian Ocean trade, India's central position, and how sea routes shrank the world after the 16th century.

7 The nineteenth century (1815–1914): three flows

- The world changed profoundly in the 19th century. **Economic, political, social, cultural and technological** factors interacted to transform societies and reshape external relations.

Three types of movement (flows) in international economic exchange:
1. **Trade** – largely in goods such as cloth or wheat.
2. **Labour** – migration of people in search of employment.
3. **Capital** – movement of money for short-term or long-term investment over long distances.
All three were closely interwoven; sometimes the interconnections broke (e.g. labour migration was more restricted than goods or capital).

8 A world economy takes shape: the Corn Laws

- In the late 18th century Britain's **population grew** → demand for food grains rose; urban centres expanded and industry grew → higher demand for agricultural products, pushing up food prices.
- Under pressure from **landed groups**, the government had restricted the import of corn through the **Corn Laws**.
- Unhappy with high food prices, **industrialists and urban dwellers** forced the **abolition of the Corn Laws**.

Effects of abolition:

- Food could be imported into Britain **more cheaply** than it could be produced there.
- **British agriculture could not compete**; vast areas of land were left uncultivated and thousands of men and women were thrown out of work. They flocked to the cities or **migrated overseas**.
- As food prices fell, **consumption rose** in Britain; faster industrial growth raised incomes and **demand for food imports**.
- Around the world – in **Eastern Europe, Russia, America and Australia** – lands were cleared and food production expanded to meet British demand.

9 Capital, railways and migration

- To bring food to Britain, **railways** were needed to link agricultural regions to ports; **new harbours** had to be built and old ones expanded; people had to settle the new lands – so **homes and settlements** were built.
- All this needed **capital and labour**. Capital flowed from financial centres such as **London**. Labour came from migrants.
- Nearly **50 million** people emigrated from **Europe to America and Australia** in the 19th century. All over the world some **150 million** are estimated to have left their homes in search of a better future.
- By **1890** a **global agricultural economy** had taken shape, with complex changes in labour movement, capital flows, ecologies and technology. Food no longer came from a nearby village but from **thousands of miles away**.
- **India – canal colonies:** in **west Punjab** the British Indian government built a network of irrigation canals to turn semi-desert wastes into fertile land growing **wheat and cotton for export**. The **canal colonies** were settled by peasants from other parts of Punjab.
- Cotton cultivation expanded worldwide to feed British textile mills; **rubber** was grown in Malaya.

10 Role of technology: the meat trade

- **Railways, steamships and the telegraph** were important inventions without which the 19th-century world could not have changed so much. But technological advances were often the **result of larger social, political and economic factors**.
- **Meat before the 1870s:** animals were shipped **live** from America to Europe and slaughtered on arrival. Live animals took up a lot of ship space; many died on the voyage, fell ill, lost weight or became unfit to eat. Meat was an **expensive luxury** beyond the reach of the European poor.
- **Refrigerated ships** made it possible to carry perishable food over long distances. Animals were now slaughtered at the starting point – in **America, Australia or New Zealand** – and transported to Europe as **frozen meat**.

Effects:

- Shipping costs fell and **meat prices fell** in Europe.
- The **poor in Europe** could now eat a more varied diet: meat (and butter and eggs) joined bread and potatoes.
- Better living conditions promoted **social peace within the country** and **support for imperialism abroad**.

11 Late-19th-century colonialism and rinderpest in Africa

- Trade flourished and markets expanded – but there was a darker side: in many parts of the world it meant **loss of freedoms and livelihoods**. In **1885** the big European powers met in **Berlin** to complete the carving up of Africa among themselves. Britain and France made vast additions to their overseas territories; **Belgium and Germany** became new colonial powers; the **US** became a colonial power in the late 1890s by taking over some colonies held by Spain.
- **Africa before:** abundant land and a small population; land and livestock sustained livelihoods. People rarely worked for a wage.
- **Europeans** came to set up **plantations and mines**, but faced a **shortage of labour** willing to work for wages.
- **Methods to force labour:** heavy **taxes payable only in cash** (by working for wages); **inheritance laws** changed so that only one family member could inherit land, pushing others into the labour market; **mineworkers confined in compounds** and not allowed to move about.

Rinderpest (cattle plague): arrived in Africa in the **late 1880s** with infected cattle imported from British Asia to feed the **Italian soldiers invading Eritrea** (East Africa). It moved west 'like forest fire', reached Africa's **Atlantic coast in 1892** and the **Cape** five years later, killing **90 per cent of the cattle**. Africans lost their livelihoods; planters, mine owners and colonial governments **monopolised the scarce cattle** and forced Africans into the labour market.

12 Indentured labour migration from India

Indentured labourer: a bonded labourer under contract to work for an employer for a specific period, to pay off the passage to a new country or home. Indian indentured workers were promised **return travel after five years** on the plantation.

- **Where from:** mostly present-day **eastern Uttar Pradesh, Bihar, central India and the dry districts of Tamil Nadu**.
- **Why:** decline of **cottage industries**, rising **land rents**, and lands cleared for mines and plantations → the poor fell into debt and were forced to migrate in search of work.
- **Where to:** the **Caribbean** islands (mainly **Trinidad, Guyana and Surinam**), **Mauritius and Fiji**; closer home, Tamil migrants went to **Ceylon and Malaya**; others were recruited for **tea plantations in Assam**.
- **Recruitment:** by agents paid a small commission, who gave **false information** about destinations, travel, work and living conditions; sometimes migrants were even **forcibly abducted**.
- **Conditions:** harsh living and working conditions and **few legal rights**. In the 19th century it was described as a **'new system of slavery'**.

13 How indentured workers survived; Indians abroad

- Workers found their own ways of surviving, blending old and new cultural forms:

Hosay (Trinidad)	the annual Muharram procession became a riotous carnival in memory of Imam Hussain, joined by workers of all races and religions
Rastafarianism	a protest religion, made famous by the Jamaican singer **Bob Marley**, reflecting social and cultural links with Indian migrants to the Caribbean
Chutney music	popular in Trinidad and Guyana – a creative expression of the post-indenture experience

- Most workers **stayed on** after their contracts ended. Descendants include the Nobel Prize-winning writer **V.S. Naipaul** and West Indies cricketers **Shivnarine Chanderpaul and Ramnaresh Sarwan**.
- From the **1900s** India's nationalist leaders opposed the system as abusive and cruel; it was **abolished in 1921**.

- **Indian entrepreneurs abroad: Shikaripuri shroffs** and **Nattukottai Chettiars** – bankers and traders who financed export agriculture in **Central and Southeast Asia**, using their own funds or money borrowed from European banks. **Hyderabadi Sindhi traders** went beyond the colonies; by the **1860s** they had busy **emporia at ports worldwide**, selling local and imported curios to tourists.

14 Indian trade, colonialism and the global system

- Historically, **fine cottons from India** were exported to Europe. With industrialisation, British cotton manufacture expanded and industrialists pressed the government to **restrict cotton imports**; **tariffs** were imposed on cloth imports into Britain, and the inflow of fine Indian cotton declined.
- From the early 19th century British manufacturers also sought **overseas markets** – Indian textiles faced stiff competition there too.

India's exports	Change
Cotton textiles (share of exports)	about **30%** around 1800 → **15%** by 1815 → **below 3%** by the 1870s
Raw cotton	rose from **5%** to **35%** between 1812 and 1871
Indigo	another important export, used for dyeing cloth
Opium	shipments to China grew from the 1820s to become the **single largest export**; the money paid for tea and other imports from China

- **Trade surplus:** India supplied raw materials and bought British manufactures, so the value of British exports to India was much higher than British imports from India. Britain used this surplus to **balance its trade deficits** with other countries.
- The surplus also paid the **'home charges'**: private remittances home by British officials and traders, **interest on India's external debt**, and **pensions** of British officials in India.

15 The inter-war economy: war and recovery

- **First World War (1914–1918):** the **Allies** (Britain, France, Russia; later the US) against the **Central Powers** (Germany, Austria-Hungary, Ottoman Turkey). The first **modern industrial war** – machine guns, tanks, aircraft, chemical weapons. **9 million dead, 20 million injured**; most were men of working age, so household incomes fell. Women stepped into jobs; industries were restructured for war goods.
- Britain borrowed large sums from **US banks and the US public**. The war turned the **US from an international debtor into an international creditor**.

Post-war problems:

- **Britain** lost its pre-eminent position in the **Indian market** to Indian industries and in other markets to **Japan**; it had huge **external debts** to the US. The war-led boom was followed by falling production and rising unemployment – in **1921 one in every five British workers** was out of work.
- **Agriculture:** before the war, Eastern Europe was a major wheat supplier. During the war Canada, America and Australia expanded wheat output; when Eastern Europe revived, there was a **glut**, grain prices fell, rural incomes declined and farmers fell deeper into debt.

16 Mass production and consumption in the US

- The US economy recovered quickly. A key feature was **mass production**, pioneered by car maker **Henry Ford**.
- Ford adapted the **assembly line** of a **Chicago slaughterhouse** to his car plant in **Detroit**: each worker repeated one task, at a pace set by the conveyor belt. The **T-Model Ford** was the world's first mass-produced car.
- Output rose and costs fell. To keep workers despite the tiring work, Ford **doubled the daily wage to $5** (January 1914) – and banned trade unions in his plants.
- Mass production lowered prices of engineered goods. Many people could buy cars, **refrigerators, washing machines, radios and gramophones** through **hire purchase** – credit repaid in weekly or monthly instalments. A **housing and construction boom** was also fuelled by loans.

- In **1923** the US resumed exporting capital and became the **largest overseas lender**; its imports and exports also boosted European recovery and world trade.

17 The Great Depression (1929 to mid-1930s) and India

- Catastrophic declines in **production, employment, incomes and trade**. Agricultural regions were worst hit, as farm prices fell further and for longer.
- **Cause 1 – agricultural overproduction:** falling prices → farmers produced more to keep incomes up → bigger glut → prices fell further; farm produce rotted for lack of buyers.
- **Cause 2 – US loans withdrawn:** in the mid-1920s many countries financed investment through **US loans**. At the first sign of trouble US lenders panicked and pulled out; countries dependent on them faced an acute crisis – major **banks failed** in Europe and currencies such as the **British pound sterling** collapsed. The US also **doubled import duties**, another blow to world trade.
- **In the US:** banks called back loans; farmers could not sell harvests; by **1933** over **4,000 banks** had closed and between 1929 and 1932 about **110,000 companies** had collapsed.

India and the Depression:

- India's **exports and imports nearly halved** between 1928 and 1934; **wheat prices fell 50 per cent**.
- **Peasants** suffered more than town dwellers, but the colonial government **refused to reduce revenue demands**. Bengal's **jute** growers were hit hard: as gunny-bag exports collapsed, raw jute prices crashed by **more than 60 per cent**.
- Peasants used up savings, **mortgaged land** and sold jewellery – India became an exporter of **gold**; the economist **J.M. Keynes** thought Indian gold exports helped global recovery.
- Rural unrest grew – Gandhiji began **Civil Disobedience** at the height of the Depression. For town dwellers on **fixed incomes** (landowners living on rent, salaried middle class) prices fell, so life was easier; industrial investment grew as the government gave **tariff protection** to industries under nationalist pressure.

18 Rebuilding the world economy after 1945

- **Second World War (1939–1945): Axis** (mainly Nazi Germany, Japan, Italy) against the **Allies** (Britain, France, Soviet Union, US). At least **60 million** people (about 3% of the world's 1939 population) were killed – more civilians than soldiers.
- Reconstruction was shaped by the rise of the **US** as the dominant Western power and of the **Soviet Union**.
- **Lessons of the inter-war years:** mass production needs **mass consumption**, which needs high, stable incomes and **steady employment**; markets alone cannot guarantee full employment, so **governments must intervene**; and full employment needs control over flows of goods, capital and labour.
- **Bretton Woods (July 1944, New Hampshire, USA):** the UN Monetary and Financial Conference set up the **IMF** (to deal with external surpluses and deficits of members) and the **IBRD / World Bank** (to finance post-war reconstruction) – the **Bretton Woods twins**. They began work in **1947**. Decisions are controlled by Western industrial powers; the **US has an effective veto**.
- **Fixed exchange rates:** national currencies (e.g. the rupee) were pegged to the **dollar**; the dollar was anchored to gold at **$35 per ounce**.
- **Results:** 1950–1970 world trade grew over **8%** a year and incomes nearly **5%**; unemployment stayed below 5% in most industrial countries.
- **Decolonisation:** most Asian and African colonies became free but poor. Former colonial powers and big corporations still controlled their **minerals and land**. Developing countries formed the **Group of 77 (G-77)** to demand a **New International Economic Order (NIEO)**: real control over natural resources, more development aid, fairer prices for raw materials, and better access for their manufactures in developed markets.
- **End of Bretton Woods:** from the 1960s rising costs of overseas involvement weakened the US; the dollar could not hold its value against gold → **fixed rates collapsed** and **floating exchange rates** came. From the mid-1970s developing countries borrowed from Western commercial banks → **debt crises**, lower incomes, more poverty (Africa, Latin America).

- **Globalisation begins:** unemployment in the industrial world from the mid-1970s; **MNCs** shifted production to **low-wage Asian countries**; **China** (cut off since its 1949 revolution) re-entered the world economy with cheap goods. **India, China and Brazil** grew rapidly, changing the world's economic geography.

Key terms

1- and 2-mark answers

Globalisation – close linking of the world's economies through trade, migration and capital flows

Silk routes – land and sea trade routes linking Asia with Europe and North Africa, named after Chinese silk

Cowries – sea shells used as money

El Dorado – the fabled city of gold in South America

Dissenter – one who refuses to accept established beliefs and practices

Corn Laws – British laws restricting the import of corn

Canal colonies – irrigated areas of west Punjab settled by peasants to grow wheat and cotton

Rinderpest – a fast-spreading, deadly cattle plague

Indentured labour – bonded labour under contract for a fixed period

Tariff – a tax on imports, charged at the border

Trade surplus – value of exports greater than value of imports

Home charges – remittances, debt interest and pensions sent from India to Britain

Assembly line – a conveyor system where each worker repeats one task

Hire purchase – buying on credit, repaid in weekly or monthly instalments

Great Depression – the world economic slump, 1929 to the mid-1930s

Bretton Woods twins – the IMF and the World Bank, set up in 1944

Exchange rate – rate at which one currency is exchanged for another – fixed or floating

MNC – multinational corporation – a company operating in several countries at once

G-77 / NIEO – group of developing countries / their demand for a fairer world economic order

Veto – the right to reject a decision alone

Timeline to memorise

Chronology MCQs come from here

Year	Event
c. 3000 BCE	Coastal trade: Indus valley – West Asia
Before CE – 15th c.	Silk routes thrive
7th c.	Germs begin to travel long distances
13th c.	Marco Polo reaches China
15th c.	China restricts overseas contacts
1492	Columbus reaches the Americas
Mid-16th c.	Portuguese and Spanish conquest of America
c. 1800	Cotton cloth = 30% of India's exports
1815–1914	The 19th-century world economy
1845–1849	Irish potato famine
1870s	Refrigerated ships; cotton cloth below 3%
1885	Berlin: Europe carves up Africa
Late 1880s–1897	Rinderpest from Eritrea to the Cape

Year	Event
1890	A global agricultural economy exists
Jan 1914	Ford's $5-a-day wage
1914–1918	First World War
1921	Indenture abolished; 1 in 5 Britons jobless
1923	US resumes lending abroad
1929	Great Depression begins
1928–1934	India's trade halves; wheat prices –50%
1939–1945	Second World War
July 1944	Bretton Woods conference
1947	IMF and World Bank start work
1949	Chinese revolution
1950–1970	World trade grows over 8% a year
Mid-1970s	MNCs move to Asia; debt crises

Who's who and what's what

Match-the-following MCQs come from here

Person / body	Remember for
Marco Polo	Venetian; reached China; Book of Marvels
Christopher Columbus	Reached the Americas, 1492
American Indians	Original people of America; potato, maize
Henry Ford	Assembly line; T-Model; $5 a day
J.M. Keynes	Indian gold helped global recovery
Bob Marley	Made Rastafarianism famous
V.S. Naipaul	Nobel writer; indentured ancestry
Chanderpaul, Sarwan	West Indies cricketers of Indian descent
Shikaripuri shroffs	Bankers financing export farming abroad

Person / body	Remember for
Nattukottai Chettiars	Bankers/traders in SE Asia
Hyderabadi Sindhi traders	Emporia at world ports, 1860s
Italian army, Eritrea	Infected cattle → rinderpest
Allies / Central Powers	Sides in the First World War
Axis / Allies	Sides in the Second World War
IMF	External surpluses and deficits
World Bank (IBRD)	Post-war reconstruction
G-77	Developing countries; NIEO
MNCs	Shifted production to low-wage Asia

Exam snapshot

What the board asks, and how to prepare

SYLLABUS 2026–27

- **Board exam (sections 1–1.3):** the pre-modern world – silk routes, food travels, conquest, disease and trade
- **School tests (2–4):** the 19th century (1815–1914), the inter-war economy, rebuilding the world economy after 1945

BOARD WEIGHTAGE

20 / 80

In recent CBSE curricula only the **pre-modern world** (sections 1–1.3) is set in the board paper; the rest is for periodic/school tests. In both 2026 papers we read, this chapter gave **Q2** (assertion–reason) and **Q5** (2 marks – both choices) = **3 marks**; 2025 gave two 1-mark MCQs. Expect **2–3 marks** in the board; the school chapter test covers the whole chapter.

MOST ASKED IN BOARD PAPERS, 2025–2026 (3 PAPERS READ IN FULL)

How often	Topic / question type	Marks	Papers
★★★	Conquest, disease and trade: germs, smallpox	2	2 of 3
★★★	Why Europeans migrated to America	1–2	2 of 3
★★★	Indian Ocean trade; sea routes after the 16th century (A–R)	1	2 of 3
★★★	Silk routes; globalisation before the 16th century	2	1 of 3
★★☆	Marco Polo / pre-modern travellers	1	1 of 3
★★☆	Food travels: potato, Irish famine	1–3	NCERT core
★☆☆	19th century, inter-war, post-war (school tests)	3–5	not board

ANSWER-WRITING RULES FOR SOCIAL SCIENCE (CBSE 2026–27)

2 marks
Very short answer · up to 40 words · 2 clear points

3 marks
Short answer · up to 60 words · 3 points

4 marks
Case / source based · up to 100 words in all · answer from the source

5 marks
Long answer · up to 120 words · 5 points, with an intro line

Write in points, underline key words, and give one example or date wherever you can. Read every "OR" choice before you start, and attempt only one.

MISTAKES THAT COST MARKS

- Writing about the 19th century or the Depression in a **board** answer on globalisation – the board part ends at **1.3 (16th–18th centuries)**.
- Saying the Spanish won mainly by guns – NCERT's point is that **germs (smallpox)** were their most powerful weapon.
- Calling silk the only good on the silk routes – also **pottery, textiles, spices** eastwards-westwards, and **gold and silver** to Asia.
- Mixing the **Corn Laws** (which restricted imports) with their **abolition** (which allowed cheap imports).
- Writing 'indentured workers were slaves' – they were under **contract** (5 years), but conditions made it a **'new system of slavery'**.
- Confusing the **IMF** (external surpluses/deficits) with the **World Bank** (reconstruction and development).
- Listing facts without links – use **because, as a result, this led to** (Part 2).

HOW TO USE THIS BOOKLET

1. **Day 1:** Read the Chapter Notes twice; learn the key terms and the timeline.
2. **Day 2:** Part 2 Key Words & Links – learn the cards, read the link chain aloud, do the drills.
3. **Next day:** Parts A and B. **Then:** Parts C and D – MUST DO questions first.
4. Check every answer against the **Model Answer Booklet**: same points, same keywords, within the word limit.
5. Write every mistake on the My Mistakes page and redo it after 3 days.

2

READ THIS SECOND · THE THREAD THAT JOINS THE CHAPTER

Key Words & Links

Good students lose History marks because they know the words but not how one topic leads to the next. Learn each word's meaning, its example and its link – then use the link words in every answer.

24 keyword cards

Means · Example · Link →

Silk routes — BEFORE CE – 15TH C.
MEANS land and sea routes linking Asia, Europe and North Africa
EXAMPLE silk, pottery, spices west; gold, silver east
LINK → trade carried RELIGIONS AND IDEAS too

Columbus — 1492
MEANS European who reached the Americas by accident
EXAMPLE potato, maize, tomato, chilli spread worldwide
LINK → opened the AMERICAS to Europe

Smallpox — AMERICA, 16TH C.
MEANS deadly disease carried by the conquerors
EXAMPLE spread ahead of the Spanish
LINK → germs, not guns, made CONQUEST easy

Silver — PERU, MEXICO
MEANS precious metal from American mines
EXAMPLE financed Europe's trade with Asia
LINK → made EUROPE the centre of world trade

Indian Ocean trade — BEFORE 16TH C.
MEANS busy trade linking East Africa, Arabia, India and Southeast Asia
EXAMPLE India at the centre
LINK → Europeans REDIRECTED it towards Europe

Canal colonies — WEST PUNJAB
MEANS irrigated new settlements
EXAMPLE wheat and cotton for export
LINK → India drawn into the WORLD MARKET

Rinderpest — AFRICA, 1880S–90S
MEANS cattle plague killing 90% of cattle
EXAMPLE spread from Eritrea to the Cape
LINK → forced Africans into WAGE LABOUR

Hosay — TRINIDAD
MEANS Muharram procession turned carnival
EXAMPLE joined by all races
LINK → workers built NEW CULTURES

Assembly line — DETROIT
MEANS conveyor where each worker does one task
EXAMPLE T-Model Ford
LINK → MASS PRODUCTION → mass consumption

Cowries — MALDIVES
MEANS sea shells used as money
EXAMPLE reached China and East Africa
LINK → proof of VERY OLD long-distance trade

Potato — EUROPE, IRELAND
MEANS an American crop that fed Europe's poor
EXAMPLE Irish famine, 1845–49
LINK → shows how one food could mean LIFE OR DEATH

El Dorado — SOUTH AMERICA
MEANS the fabled city of gold
EXAMPLE expeditions set out to find it
LINK → drew Europeans to AMERICAN WEALTH

Dissenter — EUROPE
MEANS one who refuses accepted religious belief
EXAMPLE fled persecution to America
LINK → a PUSH FACTOR for migration

Corn Laws — BRITAIN
MEANS laws restricting corn imports
EXAMPLE abolished under pressure from industrialists
LINK → cheap imports → GLOBAL FARMING

Refrigerated ship — 1870S
MEANS ship carrying frozen food
EXAMPLE frozen meat from Australia
LINK → TECHNOLOGY lowered food prices

Indentured labour — 1830S–1921
MEANS contract labour for five years abroad
EXAMPLE Trinidad, Fiji, Mauritius
LINK → a 'NEW SYSTEM OF SLAVERY'

Home charges — COLONIAL INDIA
MEANS money sent from India to Britain
EXAMPLE pensions, debt interest, remittances
LINK → drained India's TRADE SURPLUS

Hire purchase — US, 1920S
MEANS buying on instalments
EXAMPLE cars, fridges, radios
LINK → credit boom → COLLAPSE in 1929

Great Depression — 1929–MID-1930S
MEANS world collapse in prices, jobs and trade
EXAMPLE 4,000 US banks closed
LINK → hit INDIAN PEASANTS hard

Bretton Woods — JULY 1944
MEANS conference that created the IMF and World Bank
EXAMPLE dollar fixed at $35 an ounce of gold
LINK → STABLE post-war growth

G-77 / NIEO — 1960S–70S
MEANS group of developing countries and their demand
EXAMPLE fair raw-material prices
LINK → former colonies sought REAL INDEPENDENCE

Jute — BENGAL
MEANS fibre for gunny bags
EXAMPLE prices fell over 60%
LINK → peasants fell into DEBT

Fixed exchange rate — 1944–1970S
MEANS currencies pegged to the dollar
EXAMPLE rupee pegged to dollar
LINK → collapse → FLOATING RATES

MNC — FROM MID-1970S
MEANS company producing in many countries
EXAMPLE factories moved to low-wage Asia
LINK → start of today's GLOBALISATION

The link chain – the whole chapter as one story

Read top to bottom; the orange line is the link

Before 1800: the pre-modern world (board part)

c. 3000 BCE **Indus valley** trades with West Asia; cowries travel

▼ *long-distance links grow*

to 15th c. **Silk routes** carry goods, faiths and ideas

▼ *the old routes are joined by sea routes*

16th c. Europeans reach Asia by sea and **America**

▼ *new crops and silver flow*

16th c. **Smallpox** destroys America's people

▼ *conquest and settlement*

16th–18th c. Poor and persecuted Europeans **migrate**; slave plantations

▼ *China withdraws*

18th c. Centre of world trade moves to **Europe**

1815–1975: from world economy to globalisation

1815–1914 **Corn Laws** abolished → global farming; capital and migrants flow

▼ *technology speeds it*

1870s–1890s **Refrigerated ships**; colonies in Africa; indentured labour

▼ *a world war breaks out*

1914–1918 **First World War**: Britain in debt, US a creditor

▼ *boom in the US*

1920s **Mass production** and hire purchase in the US

▼ *overproduction and loans withdrawn*

1929–1930s **Great Depression**; Indian peasants ruined

▼ *another world war*

1944–1970s **Bretton Woods**: IMF, World Bank, fixed rates

▼ *dollar weakens*

From mid-1970s **Floating rates, MNCs** in Asia – globalisation

Cross-chapter links

Words that come back in other chapters

Board answers score higher when you connect chapters. Learn these 12 bridges.

Key word	In this chapter	Comes back in	A link sentence for your answer
Depression and protest	Great Depression hit Indian peasants	**Nationalism in India**: peasants joined Civil Disobedience	*"The world slump pushed peasants into the national movement."*
Indentured labour	Indians sent to Fiji, Trinidad, Assam	**Nationalism in India**: Baba Ramchandra had worked in Fiji	*"A former indentured labourer led the Awadh peasants."*
Plantations	Assam tea, Caribbean sugar	**Nationalism in India**: Inland Emigration Act (1859)	*"Plantation workers were tied to the gardens."*
Cotton exports	Indian cloth exports fell below 3%	**Age of Industrialisation**: weavers lost markets	*"British tariffs and machine cloth ruined Indian weavers."*
Mass production	Ford's assembly line	**Age of Industrialisation**: the factory system	*"Machines replaced handwork, first in cloth, then in cars."*
Print travels	Marco Polo on the silk routes	**Print Culture**: Marco Polo took woodblock printing to Italy	*"Ideas, like silk, travelled along the routes to Europe."*
Globalisation today	MNCs shift to Asia	**Globalisation and the Indian Economy**: MNCs and liberalisation	*"Today's globalisation began with MNCs moving to Asia."*
Trade and tariffs	US doubled import duties in the Depression	**Globalisation**: trade barriers and WTO	*"Tariffs protect home industry but cut world trade."*
Development gap	G-77 and NIEO	**Development**: comparing rich and poor countries	*"Former colonies stayed poor even after freedom."*
Credit	hire purchase in the US	**Money and Credit**: the role of credit	*"Credit can fuel growth – or debt traps."*
Food and land	canal colonies grew wheat for export	**Agriculture**: commercial farming	*"Colonial canals made Punjab a wheat region."*
Nations and empires	1885 Berlin conference	**Nationalism in Europe**: nationalism and imperialism	*"European nationalism turned into a race for colonies."*

Drill 1 · Explain how X led to Y

2 marks each · 40 words

Use a chain: **cause → what changed → result**. Join the steps with link words:

as a result · this led to · because · therefore · in turn · this made it possible to · on the other hand · however

L1. Explain how the **silk routes** led to **cultural exchange**. [2]

L2. Explain how America's **isolation** led to its **conquest**. [2]

L3. Explain how **American silver** led to the **shift of world trade** to Europe. [2]

L4. Explain how **abolishing the Corn Laws** led to **migration**. [2]

L5. Explain how **rinderpest** led Africans into **wage labour**. [2]

L6. Explain how the **First World War** made the **US a creditor**. [2]

L7. Explain how **overproduction** led to the **Great Depression**. [2]

L8. Explain how the **weak dollar** led to the **end of Bretton Woods**. [2]

Drill 2 · Use all three words in one answer

3 marks each · 60 words

Underline the three words in your answer. Each must be used with its correct meaning.

L9. Write a 60-word answer using: **potato · Ireland · 1845**. [3]

L10. Write a 60-word answer using: **Trinidad · Hosay · indenture**. [3]

L11. Write a 60-word answer using: **Ford · assembly line · $5**. [3]

L12. Write a 60-word answer using: **IMF · World Bank · 1944**. [3]

Drill 3 · Fill the missing link

1 mark each

L13. Write the missing step: [1]

Europeans find a sea route to Asia (16th century) → ? → Old Indian Ocean trade redirected towards Europe

L14. Write the missing step: [1]

US lenders panic and withdraw loans → ? → European banks fail; the pound collapses

L15. Write the missing step: [1]

Rising overseas costs weaken the US → ? → Fixed exchange rates collapse

Drill 4 · Odd one out

1 mark each

L16. Find the odd one out and give the link that joins the other three: **Trinidad · Fiji · Mauritius · Detroit** [1]

A

PART A · NCERT PRACTICE

Textbook Check

Every section of the chapter and every NCERT exercise idea, asked in new words. Model answers for all of these are in the Model Answer Booklet.

The pre-modern world (board part)

A1. Give two examples to show that the world was connected long before the 16th century. [2] MUST DO

A2. What were the silk routes? Why were they important? MUST DO [3]

A3. Explain with two examples how food travelled across continents. [2]

A4. How did the potato change the lives of Europe's poor? What happened in Ireland? MUST DO [3]

A5. "Germs were the most powerful weapon of the Spanish conquerors." Explain. MUST DO [3]

A6. Why did thousands of Europeans flee to America until the 19th century? MUST DO [2]

A7. How did the discovery of America change Europe's trade with Asia? [2]

The nineteenth century (school tests)

A8. Name the three flows of international economic exchange, with an example of each. MUST DO [3]

A9. Explain three effects of the abolition of the Corn Laws. MUST DO [3]

A10. How did refrigerated ships change the meat trade? MUST DO [3]

A11. How did Europeans use rinderpest and new laws to obtain African labour? [3]

A12. Why did Indians become indentured labourers? Where did they go? MUST DO [3]

A13. How did Britain use its trade surplus with India? [2]

The inter-war years and after (school tests)

A14. How did the First World War turn the US into a creditor nation? [2]

A15. Explain mass production as introduced by Henry Ford. MUST DO [3]

A16. Give two causes of the Great Depression. MUST DO [2]

A17. How did the Great Depression affect Indian peasants? MUST DO [3]

A18. What were the Bretton Woods twins? Why were they set up? MUST DO [3]

B

PART B · SECTION A STYLE

Objective Practice

The MCQ types used in the board paper: statements, matching, chronology, combinations and assertion–reason.

ASSERTION–REASON: HOW TO ANSWER

(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.

Multiple choice

1 mark each

B1. Which of these was carried from Europe to Asia along the silk routes? [1]

(a) Chinese pottery **(b)** Indian spices **(c)** Gold and silver **(d)** Silk

B2. Arrange in chronological order: [1]
I. Columbus reaches the Americas II. Silk routes at their peak III. Irish potato famine IV. Spanish conquest of America decisively under way

(a) II, I, IV, III **(b)** I, II, IV, III **(c)** II, IV, I, III **(d)** I, IV, II, III

B3. The most powerful weapon of the Spanish conquerors of America was: [1]

(a) cannon **(b)** cavalry
(c) steel swords **(d)** the germs of smallpox

B4. Which food reached Europe and Asia only after Columbus? [1]

(a) Wheat **(b)** Rice **(c)** Maize **(d)** Barley

B5. Read the statements: [1]
I. China restricted its overseas contacts from the 15th century.
II. Europe became the centre of world trade as the Americas grew in importance.
Choose the correct option.
(a) Only I is correct
(b) Both I and II are correct
(c) Only II is correct
(d) Neither I nor II is correct

B6. Which of these were reasons for Europeans to migrate to America till the 19th century? [1]
a. Poverty and hunger b. Persecution of religious dissenters c. Abolition of the Corn Laws
d. Crowded cities and deadly diseases
(a) Only a and b (b) Only b and c (c) Only a, b and d (d) All of these

B7. Silver that financed Europe's trade with Asia came mainly from mines in: [1]
(a) Peru and Mexico
(b) Brazil and Chile
(c) Spain and Portugal
(d) South Africa

B8. The Venetian traveller who reached China in the 13th century and whose account is called the 'Book of Marvels' was: [1]
(a) Ibn Battuta (b) Vasco da Gama (c) Columbus (d) Marco Polo

B9. Match the columns: [1]
(a) Rinderpest (b) Corn Laws (c) Hosay (d) Canal colonies
(i) Trinidad (ii) Punjab (iii) Africa (iv) Britain
(a) a-iii, b-iv, c-i, d-ii
(b) a-iv, b-iii, c-i, d-ii
(c) a-iii, b-iv, c-ii, d-i
(d) a-i, b-iv, c-iii, d-ii

B10. Indian indentured workers were promised return travel after working on a plantation for: [1]
(a) two years (b) five years (c) seven years (d) ten years

B11. Shikaripuri shroffs and Nattukottai Chettiars were: [1]
(a) indentured labourers
(b) bankers and traders financing export agriculture
(c) plantation owners in Fiji
(d) British officials

B12. By the 1870s, cotton textiles formed what share of India's exports? [1]
(a) About 30% (b) About 15% (c) Below 3% (d) About 35%

B13. Which of these was NOT a part of the 'home charges'? [1]
(a) Pensions of British officials
(b) Interest on India's external debt
(c) Private remittances by British officials
(d) Payments for Indian cotton cloth

B14. Henry Ford adapted the assembly line from: [1]
(a) a Chicago slaughterhouse
(b) a Manchester cotton mill
(c) a Detroit shipyard
(d) a Japanese steel plant

B15. The Bretton Woods conference was held in: [1]
(a) 1929 (b) 1939 (c) 1947 (d) 1944

B16. Under the Bretton Woods system, the dollar was anchored to gold at: [1]

(a) $25 an ounce (b) $30 an ounce (c) $35 an ounce (d) $50 an ounce

Assertion–Reason

1 mark each

B17. ASSERTION–REASON [1]

Assertion (A): The Indian subcontinent was central to the Indian Ocean trade before the 16th century.

Reason (R): Its location linked the trade networks of the east and the west.

B18. ASSERTION–REASON [1]

Assertion (A): The pre-modern world shrank greatly in the 16th century.

Reason (R): European sailors found a sea route to Asia and crossed the western ocean to America.

B19. ASSERTION–REASON [1]

Assertion (A): Ireland suffered a terrible famine in the 1840s.

Reason (R): The silk routes declined after the 15th century.

B20. ASSERTION–REASON [1]

Assertion (A): Indentured labour was described as a 'new system of slavery'.

Reason (R): Indentured workers had no contracts.

C

PART C · BOARD PATTERN

Board Pattern Practice

Written-answer questions grouped by topic. ★★★ = asked in the board papers read · ★★ = NCERT core for the board part · ★ = school-test (periodic) topic, not in the board part.

The pre-modern world

★★★ Asked in both 2026 papers · 2–3 marks

C1. "The silk routes are a good example of pre-modern trade and cultural links." Explain. [3] MUST DO

C2. How did trade and travel spread diseases in the pre-modern world? Give two points. MUST DO [2]

C3. Why did many Europeans migrate to America after the 16th century? Give two reasons. [2] MUST DO

C4. Explain how the 'discovery' of America transformed trade and lives in the 16th century. [3] MUST DO

C5. "The pre-modern world shrank greatly in the 16th century." Explain with five points. MUST DO [5]

C6. Why did the centre of world trade shift westwards after the 15th century? [2]

C7. Explain with examples how food helps us understand long-distance cultural exchange. [3]

The nineteenth century, 1815–1914

★☆☆ School tests · 3–5 marks

C8. Explain the role of technology in transforming the 19th-century world. Use the example of meat. MUST DO [5]

C9. Why was indentured labour called a 'new system of slavery'? MUST DO [3]

C10. How did indentured workers create new forms of culture? Give three examples. [3]

C11. Explain how India's trade changed under colonial rule in the 19th century. MUST DO [5]

C12. How did the abolition of the Corn Laws lead to a global agricultural economy? [3]

The inter-war economy

★☆☆ School tests · 3–5 marks

C13. Explain the problems Britain faced after the First World War. MUST DO [3]

C14. Explain the causes of the Great Depression. MUST DO [5]

C15. Explain the impact of the Great Depression on India. MUST DO [5]

Rebuilding the world economy

★☆☆ School tests · 3–5 marks

C16. What lessons did economists draw from the inter-war years for the post-war economy? [3]

C17. Why did developing countries organise themselves as the G-77? What did they demand? [3]
MUST DO

C18. Explain how the Bretton Woods system ended and globalisation began. [5]

D

PART D · SOURCE-BASED (Q8 STYLE)

Source-Based Questions

Each source carries 4 marks (1 + 1 + 2), as in Q8 of the board paper. D1–D3 come from the board part of the chapter.

D1. Source-Based · Roads of Silk [4]

Long before ships sailed round Africa, caravans and boats carried bales of a shining Chinese fabric westwards across deserts, mountains and seas. Along with it went pottery from China and spices and cloth from India and Southeast Asia, while gold and silver moved the other way. Traders were not the only travellers: monks spreading a faith born in eastern India, and later Christian and Muslim preachers, used the same paths.

(i) Name the routes described. [1]

(ii) Which faith from eastern India spread along these routes? [1]

(iii) Give two reasons why these routes were important to the pre-modern world. [2]

D2. Source-Based · The Humble Potato [4]

A vegetable that had come from across the Atlantic changed the diet of Europe's poor: they ate better and lived longer. In one island country, the poorest families came to depend on it almost entirely. When a disease rotted the crop in the mid-1840s, hunger followed. Around a million people died, and twice as many left their homes in search of work.

(i) Which crop and which country are referred to? [1]

(ii) From which continent did this crop reach Europe? [1]

(iii) What does the source show about the effects of food crossing continents? Give two points. [2]

D3. Source-Based · Invisible Soldiers [4]

The conquerors who reached the New World in the sixteenth century carried muskets and swords, but their deadliest weapon was one they could not see. The people of the continent had lived apart from the rest of the world for ages. A disease marked by fever and blisters raced ahead of the conquerors themselves and emptied whole villages.

(i) Which disease is described? [1]

(ii) Why did the people of America have no defence against it? [1]

(iii) How did this 'weapon' help European conquest? Give two points. [2]

D4. Source-Based · Carnival in Trinidad [4]

Workers brought from Bihar and eastern Uttar Pradesh to the sugar estates of a Caribbean island turned a solemn religious procession into a colourful street festival. People of every race and faith joined in. A new style of music, mixing old village songs with island rhythms, became popular too.

(i) What were such workers called? [1]

(ii) Name the festival and the music referred to. [1]

(iii) How do these show the workers' response to their hard life? Give two points. [2]

D5. Source-Based · Jute Growers in Trouble [4]

A Bengal farmer had borrowed to grow more jute, hoping for good prices. Then the world slump came. Factories abroad stopped buying gunny bags, and the price of raw jute fell by more than half. The government still demanded its full revenue. To pay, the family sold its jewellery and mortgaged its fields.

(i) Which world event is referred to? [1]

(ii) Why did the price of raw jute crash? [1]

(iii) Give two effects of this event on Indian peasants. [2]

PART E · REAL BOARD QUESTIONS

E Board PYQ Index

Real questions from recent Social Science board papers, by topic. Open the official paper and attempt the listed questions.

Frequency	Topic	Marks	Where asked (year: paper code, question number)	Practise here
★★★	**Conquest and disease: how germs spread**	2	**2026:** 32/1/1 Q5(B) (how trade spread diseases); 32/5/1 Q5(B) (trade and travel spread diseases)	A5, C2, D3, L2
★★★	**Migration of Europeans to America**	1–2	**2026:** 32/5/1 Q5(A) (why Europeans migrated after the 16th century) · **2025:** 32/1/1 Q2 (MCQ: reasons for migration)	A6, B6, C3
★★★	**Indian Ocean trade; sea routes (A–R)**	1	**2026:** 32/1/1 Q2 (India's location linking east and west); 32/5/1 Q2 (sea routes shrank the world)	B17–B18, C5, L13
★★★	**Silk routes; globalisation before the 16th century**	2	**2026:** 32/1/1 Q5(A)	A1–A2, B1, C1, D1, L1
★★☆	**Pre-modern travellers**	1	**2025:** 32/1/1 Q3 (author of the Book of Marvels – Marco Polo)	B8
★★☆	**Food travels; the potato**	1–3	Not asked in the papers read – NCERT core for the board part.	A3–A4, B4, C7, D2, L9
★☆☆	**19th century, inter-war, post-war**	3–5	School/periodic tests only in recent curricula – not in the board papers read.	A8–A18, B9–B16, C8–C18, D4–D5, L4–L8, L10–L12

Papers read in full for this index (3): 2026 – 32/1/1, 32/5/1 · 2025 – 32/1/1. Sets of one code family share most questions. Check the 2026–27 syllabus for the board portion of this chapter. Download official papers from cbse.gov.in → Previous Year Question Papers, and the Sample Paper 2026–27 from cbseacademic.nic.in.

F

PART F · YOUR RECORD

My Mistakes

Write down each mistake from this chapter, including the Sunday Chapter Test.

Every wrong answer is a free lesson. Write it here, find the point you missed, and redo the question after three days.

Date	Part & Q No.	What went wrong	Correct point or fact	Redone ✓