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| --- | --- |
| **Concepts** | **Questions** |
| Text Features | 1,2,3,4,6, 14, 16 |
| Summarizing | 5, 7, 8, 9, 10, 11, 12, 13, 15  |

Answer Key

8. Write a brief summary of Section 2: India’s History. Use information from the text to support your answer.

|  |  |
| --- | --- |
| 2 | This response is an adequate summary that shows *satisfactory* understanding of the main ideas in section 2, supported with relevant information from the text. |
| 1 | This response is a limited summary that shows *partial* understanding of the main ideas in section 2, supported with general information from the text. |
| 0 | The response is totally incorrect or irrelevant. |

Sample responses may include:

In section 2, India went through many changes. First the British took them over and then they won their independence (with Ghandi’s help). Then the country was divided into Pakistan and India due to the Hindus and Muslims each wanting their own separate country.

1. C

2. C

3. C

4. C

5. D

6. D

7. D

8. CR

9. CR

10. CR

11. B

12. B

13. D

14. D

15. A

16. A

9. Why is the subheading, “Anti-British” Protest, effective? Use information from the passage to explain your answer.

|  |  |
| --- | --- |
| **Score** | **Description** |
| 2 | This response has an *adequate* explanation that shows *satisfactory* understanding of why the subheading is effective, supported with *relevant* information from the passage. |
| 1 | This response has a *limited* explanation that shows *partial* understanding of why the subheading is effective, supported with *general* information from the passage. |
| 0 | The response is totally incorrect or irrelevant. |

Sample responses might include:

The subheading is effective because it summarizes the big ideas of that section. In this section, we learn that Ghandi led nonviolent protests against the British.

10. Why might the author include the “Reading Check?” Use information from the passage to explain your answer.

|  |  |
| --- | --- |
| **Score** | **Description** |
| 2 | This response has an *adequate* explanation that shows *satisfactory* understanding of why the author might have included the reading check, supported with *relevant* information from the passage. |
| 1 | This response has a *limited* explanation that shows *partial* understanding of why the author might have included the reading check, supported with *general* information from the passage. |
| 0 | The response is totally incorrect or irrelevant. |

Sample responses might include:

The author included the Reading Check to help his/her readers. By encouraging the reader to answer the question, it forces them to summarize what they read or pull out central ideas and supporting details. For example, “how did India come under British control? To answer that you need to know the details that led to that event happening, which kind of summarizes that most of that section.

# Directions: Read the following selection. Then answer the questions that follow.

# SECTION 2:

**Reading Focus**

**Key Terms:** **Key Places:**

sepoys Delhi

boycott Calcutta

 Mumbai

* **What outside groups affected India’s history?**
* **What was the Mughal Empire like?**
* **How did Great Britain gain control of India?**
* **Why was India divided when it became independent?**



*Coat of arms of the East India Company*

YOU BE THE GEOGRAPHER

*India has been invaded several times by outside groups. These groups added new a added new customs and beliefs to India’s diverse culture. Besides through inva*

*through invasion, how do ideas spread from country to country?*

**EARLY INDIAN CIVILIZATIONS**

The first civilization on the Indian subcontinent was centered around the Indus River valley. Its territory was mainly in present-day Pakistan but also extended into India. Scholars call this the Harappan civilization after one of its cities, Harappa. By about 2500 B.C. the people of this civilization were living in large, well-planned cities. Scholars believe the Harappans traded with the peoples of Mesopotamia. The Harappans has a system of writing, but scholars have not been able to read it. Very little is known about Harappan religion and customs. ![MC900195466[1]]()

*Mohenjo Daro was one of the largest cities of the Harappan civilizations.*

THE BRITISH

The Mughal Empire reigned from the 1500’s and had achieved great prosperity in the 1600’s. During this time, India enjoyed great cultural and economic prosperity as well as religious harmony. The famous Taj Mahal was also built. During the 1700s and 1800s the British slowly took control of India. At first this was done by the English East India Company. This company won rights to trade in the Mughal Empire. The East India Company first took control of small trading posts. Later, the British gained more Indian territory.



The Taj Mahal is one of the most famous buildings in the world.

 

**Company Rule**  As the Mughal Empire grew weaker, the English East India Company expanded its political power. The company also built up its own military force. This army was made up mostly of **sepoys**, Indian troops commanded by British officers. The British used the strategy of backing one Indian ruler against another in exchange for cooperation. By the mid 1800s the company controlled more than half of India. The rest was divided into small states ruled by local princes.

**Interpreting the Visual Record**



How did the Indian Mutiny lead to a change in the way India was governed?



*In September 1857, British and loyal Sikh troops stormed the gate of* ***Delhi,*** *defended by rebel* ***sepoys****. Bloody fighting continued until late 1858.*

The British changed the Indian economy to benefit British industry. India produced raw materials, including cotton, indigo-a natural dye- and jute. These materials were then shipped to Britain for use in British factories. Spices, sugar, tea, and wheat were also grown in India for export. Railroads were built to ship the raw materials to **Calcutta**, Bombay (now **Mumbai**), and other port cities. India also became a market for British manufactured goods. Indians, who had woven cotton cloth for centuries, were now forced to buy British cloth.

![MC900435410[1]]()

**Anti-British Protest**

After World War I more and more Indians began demanding the end of British rule. A lawyer named Mohandas K. Gandhi became the most important leader of this Indian Independence movement.

*Ghandi was known to*

*his followers as Mahatma,*

*or the “great soul.”*

 **Gandhi and Nonviolence**

Gandhi reached out to the millions of Indian peasants. He used a strategy of nonviolent mass protest. He called for Indians to peacefully refuse to cooperate with the British. Gandhi led protest marches and urged Indians to **boycott**, or refuse to buy, British goods. Many times the police used violence against marchers. When the British jailed Gandhi, he went on hunger strikes. Gandhi’s determination and self-sacrifice attracted many followers. Pressure grew on Britain to leave India.

![MC900441310[1]]()

**READING CHECK**: Do you know how India came under British control?

**INDEPENDENCE AND DIVISION**

After World War II the British government decided to give India independence. The British government and the Indian national congress wanted India to become one country. However, India’s Muslims demanded a separate Muslim state. Anger and fear grew between Hindus and Muslims. India seemed on the verge of civil War.

Finally, in 1947 the British divided their Indian colony into two independent countries, India and Pakistan. India was mostly Hindu. Pakistan, which then included what is today Bangladesh, was mostly Muslim. However, the new boundary left millions of Hindus in Pakistan and millions of Muslims in India. Masses of people rushed to cross the border. Hundreds of thousands were killed in rioting and panic.

1. The Reading Focus section is mainly for−
2. previewing needed map skills.
3. reviewing the last unit of study.
4. preparing readers to look for answers.
5. allowing readers to skip unnecessary parts.
6. The boldface line is used primarily to —
7. teach students to reread
8. separate the graphic aids
9. separate the main sections
10. help read the subheadings
11. The author uses bold font to emphasize—
12. key dates
13. famous people
14. important words
15. significant opinions
16. The maps of India add to your understanding by−
17. highlighting various trade routes and opportunities.
18. providing directions to visit locations highlighted in the unit.
19. allowing readers to skip the atlas and continue reading the chapter.
20. assisting students in memorizing the important places they read about.
21. Ghandi had success because he−
22. was a famous lawyer in India.
23. went to jail to prove his point.
24. asked people to go on hunger strikes.
25. worked for nonviolent protest of British rule.
26. The author used the photo of the British and Sikh troops in order to−
27. develop a fear of fighting.
28. prepare for Ghandi’s leadership.
29. showcase the changed market in Delhi.
30. provide a visual to show the unrest in India.
31. The central idea of the section entitled, “The British,” can best be described as−
32. The British used nonviolent methods.
33. The British built their own military force.
34. The British did not have a well-planned strategy.
35. The British involvement in India created great change.
36. Write a brief summary of Section 2: India’s History. Use information from the text to support your answer.
37. Why is the subheading, “Anti-British” Protest, effective? Use information from the passage to explain your answer.
38. Why might the author include the “Reading Check?” Use information from the passage to explain your answer.
39. Why were Indians forced to buy British cloth?
40. It was cheaper.
41. It supported the British economy.
42. Cotton plants weren’t growing well.
43. The British cloth was of better quality.
44. Why might Ghandi have encouraged people to boycott British goods?
45. to protect the police
46. there is strength in numbers
47. only legal thing he could do
48. people were afraid to do anything else
49. Information on India’s split into two countries could be found under which subheading?
50. Company Rule
51. Early Indian Civilization
52. Ghandi and Nonviolence
53. Independence and Division
54. How does the information on the Taj Mahal connect to the text’s purpose?
55. explains the resources available in India
56. persuades us to visit the historical Taj Mahal
57. tells the reasons why the Mughal empire built it
58. shows the strength of India before the British invasion
59. What is the central idea of the section entitled “Independence and Division?”
60. Religion divided the Indian people.
61. Britain gave India its independence.
62. Fighting broke out on the border.
63. Hindus and Muslims were peaceful.
64. How does the picture of Mohenjo Daro add to your understanding of Harrapan cities?
65. It shows their organization.
66. It expresses their customs.
67. It identifies their struggles.
68. It illustrates religious practices.