

National School Curriculum

INSTRUCTIONAL GUIDE FOR HISTORY AND CITIZENSHIP EDUCATION

CLASSES VII & VIII



Department of Curriculum and Professional Development
Ministry of Education, Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- His Majesty Jigme Khesar Namgyel Wangchuck

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Foreword

The erstwhile Royal Education Council (REC) developed an Adapted and Prioritized curricula for schools so that students can continue learning during the disruptions caused by the COVID 19 pandemic since March 2020. With the commencement of the 2021 academic session, the new normal curriculum, later renamed as the National School Curriculum (NSC), was embraced as a paradigm shift of education from the conventional knowledge-based learning to competency based, open source and experiential learning leveraged on digital technologies. In order to facilitate the effective implementation of the curriculum change, Instructional Guides were developed in all subjects, and the teachers were oriented through virtual and short contact modes as per the prevailing pandemic situations. The curricula were aimed at minimizing the learning loss for learners as it was designed for implementation in different situations - during school closure or during regular contact instructional hours.

While these measures served as a solution to problems brought about by the pandemic and the global changing trend in education, a resilient and more dynamic curricula and instructions remain the current priority of the Government. In cognizance of some the shortfalls in the provisional edition of Instructional Guides (IG), the Department of Curriculum and Professional Development reviewed and revised the existing Instructional Guides across all subjects with the aim of enforcing the competency-based learning, and making teaching-learning happen 'anytime anywhere' commensurate to an inclusive education, so that all learners are provided the opportunity to learn at their pace and situation.

The revised Instructional Guides have drawn ideas and inspiration from various educational philosophies and principles, particularly the Delors Report, *Learning: The Treasure Within* (1996). The report prioritizes the development of the whole person and not just academic knowledge through the four pillars: "learning to know", "learning to do", "learning to be", and "learning to live together". Therefore, the New Curriculum and the Instructional Guide is an attempt to transform education from the teaching of "what" to learning of "how" and "why" towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners.

The National School Curriculum is, not just a mere response to the pandemic, but a culmination of the curriculum reform work for the last four years by Department of Curriculum and Professional Development. It is an attempt to transform education from the teaching of 'what to learn, what to do, what to value', perspective learning to 'how to learn, how to do, how to value', to the competency based learning towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. Thus, this initiative is envisaged to orient our educational process towards nurturing 'nationally rooted and globally competent' citizens.

With this guide, we are optimistic that our learners and teachers are ushered through a life enriching experiential teaching and learning.

Tashi Delek



Tashi Namgyal
Director

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Introduction

History curriculum has been predominantly knowledge based and examination centred teaching and learning. The 21st Century Education framework stipulates the emphasis on thematic based learning areas with a comprehensive support system. With the advancement in ICT, the world is flooded with plethora of information, which is widely read by all at their leisure. In this context, the emphasis of the History curriculum is to engage learners in the process of analysis, interpretation and articulation of information from multiple sources into meaningful and life enriching knowledge and skills.

History curriculum is adapted and grounded on the principle of competency-based learning cognizant of the reality of the immediate environment. It signals a major paradigm shift from the conventional textbook based learning to open source and experiential learning as is stipulated in the History Curriculum Framework. The History Curriculum Framework is perceived as means in the translation of the educational philosophy and the core standards of the National School Curriculum Framework. It envisages that the roles of teachers are transformed from knowledge transmitter to facilitation, guide, evaluator, researcher and motivator. Therefore, competency-based History curriculum empowers learners with the knowledge and skill necessary in realising their potential to be socially responsible and productive individuals and contribute to the nation building processes – economic, social, political development.

Learning is facilitated through the “Instructional Guide” with learners taking responsibility for their learning; teachers facilitate and guide learners in the due course of their active engagement and assess their performance for improvement in their learning through formative assessment. The Instructional Guide (IG) as the means of delivering the History curriculum framework is built on the four strands namely, Historiography, Evolving Civilisation, Governance and Peace, and Identity, Spirituality & Culture, which run consistently with a logical flow of learning across different levels of key stages. The competencies to be acquired and demonstrated by learners at each stage of learning are outlined as Competencies and Learning Objectives. In essence, the IG informs teachers and stakeholders about the set of related knowledge, skills and values expected to be achieved by learners at various stages of education. Thus, the instructional guide is aimed at understanding about the intent of the curriculum and equip learners with the set of competencies needed to master as mandated by the framework. Learning objectives are organised and aligned to strand and competencies, which inform the selection of topics, learning experiences and the assessment protocols.

The learning experiences, sample activities, assessment rubrics, resources given in the guide are suggestive in nature. Teachers can negotiate to design and adapt their own that best suit their learners and their environment. What is non-negotiable is the teaching of the competencies that the learners must acquire at each class before they move on to the next class. Various assessment approaches, tools and rubrics are to be used consistently and meaningfully to assess learners and report to stakeholders at various levels. Further, the focus of assessment should be for learning rather than assessment of learning, so that learners are facilitated to reflect on their learning continuum in the learning process.

Purpose of Instructional Guide

The Instructional Guide provides a sequence of planned learning experiences which learners practice and achieve the proficiency in applying the learning experiences in the real life scenarios. These proficiencies, in the curriculum framework have been stated as “competencies” for each themes or topics for all classes. In keeping with the principle, ‘less is more’ as stated in the National School Curriculum, the contents of the curriculum have been reduced so that learners can be engaged more in activities that can lead to the development of competencies and skills rather than having them ‘cover the syllabus’. This instructional Guide believes that the classroom teachers, as professional individuals, can make the most authentic and reliable judgment about each learner’s learning needs, and the learning experiences are adapted and designed to inspire and motivate them to endeavour to achieving the desired learning outcomes.

With these beliefs and principles as the background, the following are the purposes of this document:

- i. Strengthen blended learning, including flipped classroom with multimedia, digital pedagogies and ICT devices and websites as tools to share the responsibility of learning amongst the learners, teachers, the parents and other stakeholders.
- ii. Facilitate the use of Continuous Formative Assessment for learning using diverse appropriate assessment techniques and tools commensurate with individual differences in learning, and gather evidence to guide planning of educational programmes and activities for learners.
- iii. Promote inclusive learning through the blended learning which facilitates learning anywhere, any time with the learner being responsible for the learning.
- iv. Provide suggestive means of teaching skills by building interrelationship among, and through, the integration of the four strands of the curriculum.
- v. Help teachers assume the roles of facilitator, guide, motivator and evaluator.
- vi. Guide teachers, parents and other stakeholders in helping learners achieve their potential.
- vii. Empower teachers to design their own ‘course of study’ or ‘class curriculum’ for their students in line with the National School Curriculum Framework.

In this age of advanced communication and information technology, contents are widely available from a number of sources; therefore, the contents of the curriculum have been kept flexible enough for teachers to select, structure and sequence them to best suit the learners’ needs while maintaining coherence and consistency. In other words, while the contents of the curriculum are negotiable, competencies and objectives are not. While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies rather than covering of the syllabuses. The teaching learning materials are used as means to create a learning environment that is competency-based where the learners need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task.

The assessment is competency-based wherein the teachers assess the learners’ mastery of the skills stated as competencies and objectives for each class. Teachers use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners are clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher continuously assesses and provides feedback and, if necessary, modify instructions. Efforts

have to be made to ensure that every learner has the opportunity to demonstrate one's mastery of knowledge and skills vital for diverse competencies.

Class VII

Bhutan History and Civics & Citizenship Education

STRAND: EVOLVING CIVILISATION

ANCIENT BHUTAN: TRACING THE COUNTRY'S EARLIEST ROOTS

Chapter I: Ancient Bhutan

Topic 1: Features of Ancient Bhutan

Bhutan, the land blessed by Guru Padmasambhava and Zhabdrung Ngawang Namgyal has a unique belief systems, diverse cultures and traditions which is inherited from the generations. These key features of ancient Bhutan the present generation embraces and practices are the social binding forces that make our country unique with its distinctive belief and cultural practices.

Competency

- Use the collection of artefacts, records, proofs and evidence to infer some of the key features of ancient Bhutan and practice the basic conventions of historical inquiry (written and oral history).

Learning Objective

- Explain some of the key features of ancient Bhutan.
- Analyse the artefacts, records, proofs and evidence of the ancient Bhutan.
- Justify why Bhutan is a unique country.

Learning Experience

In the ancient time like other countries in the world, Bhutan existed as a sovereign country with diverse cultural practices and belief system. The existence of diverse ethnic groups and culture can be attributed to many numerous factors. In order to develop better understanding of the ancient times that explains our existence in this beautiful country, learners explore further by engaging in the following learning activities.

- Teacher draws curiosity in learners by asking questions such as; who do you think were the early inhabitants in Bhutan?
- Explain who could be the first person to settle in your village?
- Teacher displays pictures of artefacts such as *Namchag* and *Doring* to explain the existence of early inhabitants in Bhutan. (Refer The History of Bhutan by Karma Phuntsho, p.g., 67).
- Learners make presentation with models, illustrations and power point presentation.
- Learners explore from elders in the community and narrate the story of Prince Drimed Kuenden to prove the existence of early inhabitants in Bhutan. (Refer A History of Bhutan, Course Book Class IX, p.g., 2).
- Make presentation through dramatization or in any other feasible forms.
- Through historical inquiry skills, learners narrate local history. Learners make a timeline of the local history.

Reflective Questions

- How has the ancient time of Bhutan influenced the evolution of diverse culture and belief system across the country?
- Account the factors responsible for the emergence of Modern Bhutan.

Assessment

- Assess students' historical inquiry skills by asking them to narrate local history. The learners should be made aware of the rubric for assessment.

Resources

- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.
- Karma Phuntsho (Dr), The History of Bhutan, 2013.

Topic 2: Ancient Names of Bhutan

Bhutan was known by numerous names and not all of them were used for the same place and the same time. Even today, one can find a rich tradition of keeping the toponyms to express its historical and religious narratives. Bhutan had many ancient names, each with an underlying intention. They do display us some specific insights into how Bhutanese and their neighbours perceived the country, which we call today 'Bhutan'.

Competency

- Explain the various ancient names of Bhutan to understand their origin and the underlying meanings.

Learning Objective

- Explain the various ancient names of Bhutan.
- Relate how the places in Bhutan were named.

Learning Experience

Bhutan has been known with different names as justified in many History texts. Similarly, different places in our country are named with purpose and meaning. Do you sometimes wonder, how are our places named?

- Teacher displays a map of Bhutan containing descriptive features such as mountains, passes, cypress trees, medicinal herbs and Dragon.
- Learners suggest possible names of the country from the images with justification.
- Teacher connects the learner's response by presenting different names of the country. (Refer The History of Bhutan by Dr. Karma Phuntsho, p.g., 1-10).
- Learners read text about the derivation of the name 'Bhutan'. (Refer A History of Bhutan, course book for class IX, p.g., 5). Make presentation to the class by using ICT facilities.
- Explore through internet how places in other countries are named. Make presentation to the class.
- Analyse how different is Bhutan's system of naming of places from that of other countries.

Reflective questions

- What are the advantages of Bhutan being known by different names?
- How places in Bhutan are generally named?

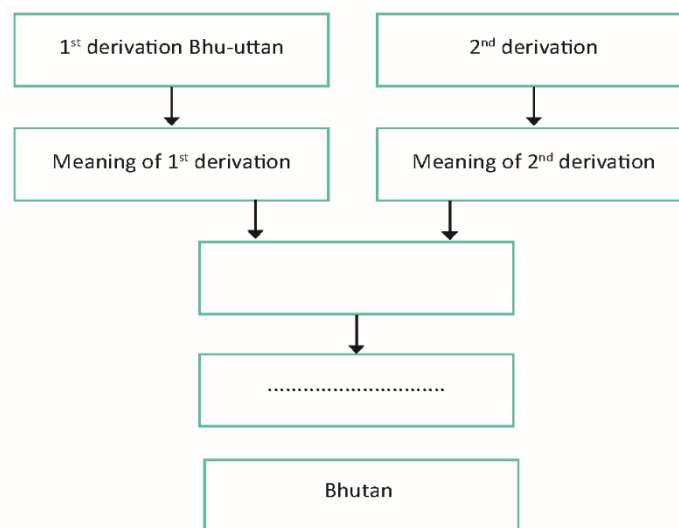
Assessment

- Teacher assigns project work to the learners about the derivation of their village names and its significance. Assess on authenticity of derivations and significance of the names and its significance of their village.
- Teacher uses a template to evaluate the derivation of the name 'Bhutan'. (Refer Annexures for a sample).

Resources

- Royal Education Council, A History of Bhutan, Course book for class IX, 2019.
- Karma Phuntsho (Dr), The History of Bhutan, 2013.

Sample assessment flowchart rubric



Topic 3: Socio Economic life of Bhutan's Early Inhabitant

Civilisations in different countries are greatly influenced by natural factors, political, spiritual and cultural belief system and opportunities of sustenance. The geographical and climatic features of our country greatly influenced the social organisation of our early inhabitants. The high mountain ranges, steep cliffs and torrential rivers prevented regular contacts among groups living in different valleys. Each valley was isolated from the others by these natural barriers.

Competency

- Analyse primary sources like artefacts to make inferences and draw conclusions on the socio-economic life of Bhutan's early inhabitants.

Learning Objective

- Describe the socio-economic life of Bhutan's early inhabitants.
- Analyse the changing trend of socio-economic life of Bhutanese people.

Learning Experience

Early inhabitants of Bhutan survived depending on several forms of socio-economic lifestyles. Owing to the geographical features and climatic conditions, settlements were scattered and divided, thus making the communications impossible. Did your ancestors

share you about the hardships they faced in meeting the necessities when they had no vehicles?

- Teacher prepares handout-containing images, depicting the different cultures, dress code, food habits, settlements, and climatic and geographical features of ancient Bhutan. (Refer A History of Bhutan, Course Book for class IX, p.g., 2-4).
- Learners fill up the evidence log referring to the handouts. (Refer Annexures for sample). The group discusses on the work done.
- Discuss how geographical and climatic conditions influenced the development of diverse culture and tradition.
- Analyse the hardships that the people in the past would have faced. Narrate how would have ancient Bhutanese earned their living.
- In groups, learners analyse the changing trend in the socio-economic life of Bhutanese people. Present the work to the class.
- Suggest how they can bring changes in the socio-economic life in their communities. Present their ideas to the class.

Reflective questions

- Reflect on how would have people in the past communicated with other communities or villages.
- Explain how Bhutan has progressed through the time in the area of education.

Assessment

- Learners identify at least three artefacts used in ancient Bhutan and list things that have replaced them. One may use checklist to assess the performance of learners.

Resources

- Royal Education Council, A History of Bhutan, Course Book for class IX, 2019.

Sample Evidence Log

Sl.No.	Geographical and Climatic Factors	Social Organisation	Economic Life

CULTURAL HERITAGE: MAKING SENSE OF BHUTANESE NATIONAL EXPRESSIONS

STRAND: IDENTITY, SPIRITUALITY, AND CULTURE

Chapter 2: Cultural Heritage: Making Sense of Bhutanese National Expressions

Topic 1: The origin of Bhutanese Art, Architecture and Craft

Bhutan has a unique Art, Architecture and Craft. These arts and architectures have root to the inspiration from Buddhist doctrine, philosophy and mythology. They are mostly subjective and symbolic and are highly attractive and decorative in their representation. Bhutanese art and craft, particularly those that are religious in their thematic content follow strict iconographic rules. Merit can be earned only if the prescribed rules are strictly followed.

Competency

- Explain the origin of Bhutanese arts, crafts and architecture to equip with essential knowledge and appreciation of indigenous knowledge and practises.

Learning Objectives

- Explain Bhutanese arts and crafts.
- Investigate the origin of Bhutanese arts and crafts.
- Analyse the origin of Bhutanese architecture.

Learning Experience: 5 E's Learning Cycle

The origin and introduction of Bhutan's artistic heritage can be traced to the great 15th century native Tertoen Pema Lingpa, who was an accomplished painter, sculptor and architect. It was further advanced under the instructions of Zhabdrung Ngawang Namgyel and the institution of the school of Zorig Chusum (thirteen types of Bhutanese arts and crafts) by the Fourth Druk Desi Tenzin Rabgye in the year 1680.

In order to help learners a deeper understanding on the topic, teacher and learners may explore further through the 5E process.

- *Engage*: Learners, in groups, are engaged to find out the origin of Bhutanese arts, crafts, and the architecture (Refer A History of Bhutan, p.g., 85-86).
- *Explore*: Learners, in groups, further carry out research to find out additional information on Bhutanese arts, crafts and architecture by watching YouTube videos on Art – the Bhutanese way and Bhutanese Architecture.
- *Explain*: Each group presents their task to the whole class.
- *Elaborate*: Learners, individually, list things they find in their locality into arts, craft and architecture. They make models of their favourite arts or crafts.
- *Evaluate*: Teacher then explains the central idea of arts, crafts, and architecture.
- Learners make presentation with illustrations and description to present to the class.

Reflective Questions

- What are the salient features of Bhutanese arts?
- What significance do arts and crafts have for the country?
- Suggest ways to preserve this knowledge and practices for the future generation.

Assessment

- Learners are assessed through brochure development on the theme: Bhutanese arts, crafts, architecture- our pride. The brochure must focus on assessing the competency. Teacher may use rubrics to assess the brochure.

Resources

- Royal Education Council, Bhutan History and Civics and Citizenship Education Class VII, 2021.
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Art – the Bhutanese way :https://www.youtube.com/watch?v=tdE_fr3M5zg
- Bhutanese Architecture :<https://www.youtube.com/watch?v=1Tm6OfukQxo>

Topic 2: The types of Bhutanese Art, Architecture and Craft

The thirteen Arts and Crafts that are rooted in Buddhism were believed to have been introduced by Tertoen Pema Lingpa in the 15th century and categorized in the 17th century by Tenzin Rabgay the 4th Druk Desi.

Bhutanese Architecture is one of the most visible distinctive and exotic features. From the ordinary houses to the most impressive and commanding public structures like Dzongs, Lhakhangs, and Chortens, all architectural styles are strictly based on the unique architectural designs of Bhutan. It is also heavily influenced by the religious beliefs and stand as witness to domestic structure over the centuries.

Competency

- Explain the types of Bhutanese arts and crafts to understand and appreciate the indigenous knowledge and practices.

Learning Objective

- Categorise the types of Bhutanese arts and crafts.
- Categorise the types of Bhutanese architecture.
- Analyse the significance of Bhutanese architecture for the security of the nation.

Learning Experience

Bhutan is a unique country endowed with rich cultural practices as informed by different belief system that existed across the country. The belief held by people are articulated and manifested in diverse Bhutanese arts, architecture and crafts. We understand that they have high stake to the peace and security of our country. Despite the influence of the large world, the arts and crafts without the time.

- Learners explore to understand about the ‘types of Bhutanese Art, Architecture and Craft’ (Refer A History of Bhutan, p.g., 88-93). Present their ideas to discuss in detail on the Bhutanese arts, crafts and architecture.
- Learners explore to find out about arts, craft and architecture in their locality. Collect photos or notes as evidence. Make presentation in the class.

- Create a picture gallery from the evidence collected from field trips and categorise them into different types of Bhutanese arts, crafts, and architecture.
- Analyse factors that may pose risk to the preservation of them. Accordingly, suggest ways to preserve them.

Reflective questions

- What might be some of the plausible reasons that help Bhutan to preserve its arts, crafts and architecture?
- How are these features significant to any Bhutanese?

Assessment

- Assess learners' picture gallery using a rubric to check:
 - ✓ engagement in field trip
 - ✓ understanding of the lesson

Resources

- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Royal Education Council, Bhutan History and Civics and Citizenship Education Class VII, 2021.

Topic 3: The Salient Features of Bhutanese Art, Architecture and Craft

An art remains an essential part of daily life that retains the purity and sanctity of the nation. It also preserves the internal and external spirituality. Some of the features are the thirteen arts which are rooted in Buddhism. Each work of the art contains the principles, symbolisms and ideologies; however, one important aspect of the Bhutanese art is that it is always anonymous. If a work of art bears a name, it is usually the name of the person who commissioned it, not the artists. It is believed that the importance of the craft lies in the craft itself, not in those who produce it.

Competency

Describe the salient features of Bhutanese arts, crafts and architecture to raise awareness and create ideas in preserving the culture in the modern context.

Learning Objectives

- Describe the salient features of Bhutanese arts and crafts.
- Describe the salient features of Bhutanese architecture.
- Analyse their significance to the sovereignty of the nation.

Learning Experience: Research-based Learning

Bhutanese Arts and Crafts are guided by the philosophy of Buddhism and one can accumulate merit only if one follows strict iconographic rules. These objects are also used to decorate every home, temple, and street. Colours permeate every aspect of the paintings, woodwork, sculptures, and embroideries that depict deities, sacred animals and other relevant imagery. To know more about the features, teacher:

- Instruct learners to research on the features of arts, crafts, and architecture in general and then compare it with the salient features of Bhutanese arts, crafts and architecture (Refer History of Bhutan, Class X, p.g., 93-94).

- Learners then develop a concept map on the salient features of Bhutanese arts, crafts, and architecture. Present the work to the class or share in Google doc
- In groups, learners analyse the significance of Bhutanese arts, crafts and architecture to suggest ways to conserve them.
- Explore further to analyse the salient features of arts and crafts in other few countries. Make a report with texts and illustrations.

Reflective Questions

- What are the salient features of Bhutanese arts and crafts?
- Describe how Bhutanese architecture is different from western architecture.

Assessment

- Teacher assesses students' work, concept map, using criteria.

Resources

- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Royal Education Council, Bhutan History and Civics and Citizenship Education Class VII, 2021

Chapter 3: Tertoen Pema Lingpa

Topic 1: Tertoen

Tertön is a term referred to a person who is a discoverer of ancient hidden texts or *terma*. Guru Padmasambhava and his consort Yeshe Tsogyal concealed the teachings to be revealed in the future to benefit sentient beings. The *termas* are sometimes objects like statues, and can also exist as *dharma* texts and experiences. *Termas* are found in rocks, water and the minds of incarnations of Guru Rinpoche's students. Tertoen discover the texts at the right time and place as indicated in prophecy.

Competency

- Explain concept and the origin of Tertoenpa to understand the importance and appreciate Tertoenpa Tradition.

Learning objectives

- Explain the concept of Tertoenpa.
- Explain the origin of the Tertoen Tradition.
- Analyse the significance of Tertoen Tradition in the Bhutanese society.

Learning Experience

In the Nyingma school of Buddhism, the tradition of concealment and revelations of teachings materials of religious value through the mystical power of enlightened beings is most prevalent by far. The one who make a mystical discovery of *terma* is called Tertoen. To understand more about Ter and Tertoen:

- The teacher displays the images of various treasures such as Phurpa (ritual draggers) bells, religious texts, and scrolls. The concept of Tertoenpa is presented.
- Learners name the treasures and explore to understand their features and significance.
Refer Class VII Bhutan History and Civic and Citizenship Education.
- Discuss the origin of Tertoen tradition.
- Learners write three-line poems (Haiku) about Tertoen Tradition and the way they empathise about it.
- In groups, learners explore how this belief has influenced the social life of Bhutanese people even in this modern world.

Assessment

- Teacher may assess the learner's ability to empathise Tertoenpa through Haiku. Use appropriate tool based on the lesson and its method.

Resources

- Royal Education Council, A History of Bhutan, Course Book, class VII, 2019
- Royal Education Council, A H History of Bhutan, Course Book, class IX, 2019
- Karma Phuntsho, (Dr), History of Bhutan

Topic 2: Early life of Tertoen Pema Lingpa

Pema Lingpa was born in Chel Baridrang, in the Tang valley in the district of Bumtang to father Dondrub Zangpo of Sumtrang and mother Pema Drolma in 1450. His parents named him Dondrub Gyelpo. While still young, he was sent to live with his maternal grandfather Yonten Jangchub, a blacksmith. His grandfather brought him to Lama Choeyingpa, son of the famous tertoen Dorje Lingpa, who gave him the name Orgyen Pema Lingpa. At the age of twenty five, with the prophetic dream, he revealed several treasures from a lake now called Mebar Tsho (Burning Lake) in Bumthang.

Competency

- Narrate the life of Pema Lingpa as a child and a young man and his mythical power to reveal the hidden religious treasures as in the sacred prophecy, and empathise and appreciate him as an extraordinary Bhutanese figure.

Learning Objectives

- Explain the prophecy leading to the birth of Pema Lingpa.
- List the extraordinary characteristics of Pema Lingpa as a child and a young man.
- Analyse the significance of his contribution to Bhutanese social life and the belief system.

Learning Experience: Activity Based Learning

At nine, Pema Lingpa became the apprentice of a blacksmith. Over the years, he made iron millstones and iron pots. He also made swords, chain mails and knives. As he grew older, although he continued as a blacksmith, he developed a liking for religion.

- In groups, learners explore to find out information on the birth of Pema Lingpa and his life as youth and religious figure. Refer Class VII Bhutan History Textbook.p.g.,1-3.
- Further, learners watch selected portion of the YouTube video clip titled Pema Lingpa and his Treasures Revelation (mins3-5) on <https://www.youtube.com/watch?v=ir49EMA14xM>
- Design a comic strip on Pema Lingpa highlighting his birth prophecy, parental background, and his extraordinary characteristics as a child and a young man.
- Discuss the lessons one can gain from the life of Pema Lingpa.

Assessment

- Teacher assesses the student's comic strip using a rubric. Rubrics must focus on fulfilling the learning objectives and competencies.

Resources

- Pema Lingpa and his Treasures Revelation <https://www.youtube.com/watch?v=ir49EMA14xM>
- YouTube video titled Remembering of Tertoen: The legacy of Pema Lingpa by Pawo Choney Dorji <https://www.youtube.com/watch?v=OQLP1aaqghE>
- Tertoen (Treasure Discoverer) Pema Lingpa <https://www.youtube.com/watch?v=W51II8ZJHIU>
- Royal Education Council, A History of Bhutan, Course Book, class VII, 2019
- Royal Education Council, A History of Bhutan, Course Book, class IX, 2019

Topic 3: Contribution of Pema Lingpa

Pema Lingpa experienced a prophetic dream at twenty-five years old. Two years later, he fell asleep near Mani Gonpa when a voice told him to wake up, and he saw a monk dressed in rags who handed him a scroll and urged him to read it. The monk disappeared, and he unfurled the parchment in his hand and read the scroll. It was instructions to gather five friends and go to Naring Drak during a full moon.

Pema Lingpa followed the instruction in the scroll; found five friends, and they visited Naring Drak at the instructed time. Suddenly, Pema Lingpa removed all his clothes and jumped into the small lake at the bottom of a cliff. In the lake, he found a cave, in which he discovered piles of texts.

Competency

- Describe Pema Lingpa's treasure discovery and his contribution, and analyse his contributions, consequences and impacts of his actions to the Buddhist teachings in Bhutan and Tibet.

Learning Objectives

- Describe Pema Lingpa's treasure discovery from the MebarTsho.
- Write about Pema Lingpa's contribution to the Buddhist teachings in Bhutan and Tibet.
- Relate his contribution to the present social and religious practices in Bhutanese societies.

Learning Experience

Tertoen Pema Lingpa was born with several auspicious signs and was given the name by Lama Choeyingpa, the disciple of the famous Tertoen Dorji Lingpa. He was born as one of the five great tertoenes. Learners explore to extend their understanding through the following activities.

- Divide learners in groups explore to understand more about the discovery of treasure from the Mebar Tsho and Pema Lingpa's contribution to Buddhist teachings.
- Learners describe the discoveries of treasures in the Mebar Tsho into four scenes. Refer Class VII Bhutan History Textbook p.g.,3.
- Learners create picture stories based on the Pema Lingpa's treasure discovery from the Mebar Tsho and his contribution to Buddhist teaching.
- Learners engage in discussion with a few local elders to validate their understanding from their exploration.
- Make presentation with the analysis of the information gathered from elders and reading from other sources.

Assessment

- Teacher assesses the learner's ability to empathise the discovery and achievement of Pema Lingpa expressed in picture story using a checklist.

Resources

- Royal Education Council, A History of Bhutan, Course Book for class VII, 2019
- Royal Education Council, Bhutan History and Civic and Citizenship Education Class VII, 2021.

MONARCHY: AN ERA OF STABILITY AND REFORMS

STRAND: GOVERNANCE AND PEACE

Chapter 4: Monarchy: An Era of Stability and Reforms

Topic 1: Early Life of Jigme Namgyel

Jigme Namgyel was born to Dasho Pila Gonpa Wangyal and Ashi Sonam Pelzom in 1825 at Kurtoe Dungkar from where the ancestry of Wangchuck Dynasty originates. He was a descendant of Khedrup Kuenga Wangpo, the son of Tertoen Pema Lingpa. When he was young, he had repeated dream of a man who told him that he would find his destiny in the service of the Trongsa Poenlop and that his wife-to-be would be from the lower valley of Chhokhor Bumthang. The profound prophecy and the excitement of a challenge motivated the young Jigme to head towards Trongsa.

Competency

- Describe the childhood of Jigme Namgyel and his prophetic dream to appreciate and empathise the choices made by him.

Learning Objectives

- Explain the childhood of Jigme Namgyel.
- Describe the prophetic dream of Jigme Namgyel.
- Analyse the personal traits of Jigme Namgyel which influenced him to ascend to the rank of Trongsa Poenlop.

Learning Experience: Visual and concept mapping

Jigme Namgyel was born to the family of the Dungkar Choeje in Kurtoe, now Lhuentse Dzongkhag, in 1825. He was known to be a brave, intelligent and lively child. He was also serious about religion and was a devout follower of religious teaching. To understand better;

- Teacher prepares flashcards for Jigme Namgyel parental background, childhood, and the prophetic dream. (Refer annexure for sample flashcard).
- Learners in groups, relate flashcards to the lesson topics.
- Teacher dramatically narrates the story to explain the lesson topics.
- In groups, learners explore more about Dungkar Choeje and share to the class.

Assessment

- Teacher assesses Jigme Namgyel's family tree, childhood, and prophetic dreams through a mind map constructed by the students. Use checklist to assess the mind map.

Resources

- Royal Education Council, A History of Bhutan, Course book for class, 2019.
- Royal Education Council, A History of Bhutan, Course book for classic, 2019.
- Royal Education Council, Bhutan History and Civic and Citizenship Education Class VII, 2021.

Sample assessment rubric

1. Parental Background Dungkar Chhoeje, Pila Goenpo Wangyal, Tertoen Pema Lingpa, Jangsa, 1825, Sonam Pelzom, Pala Gyaltsen	Make a sketch a suitable picture of parental background of Jigme Namgyel
2. Childhood Brave, Intelligent, Lively Child, Religious and devoutful	Look for a suitable picture to project the traits of young Jigme Namgyel
3. Prophetic Dream. Repeated dream, Buli Lama, 15 years of age, Go west towards, Bumthang and Trongsa, True destiny	

Topic 2: Jigme Namgyel's Journey from Kurtoe to Trongsa

Jigme Namgyel had a persistent dream, which told him to go to centre of power in the eastern Bhutan, which was Trongsa. Urged by recurrent and lucid dreams to leave Dungkar, he finally departed. On the way, he stopped at Naru in Tang and Buli in Chumey, and finally reached Trongsa.

Competency

- Explain Jigme Namgyel's early life, tracing his journey to Trongsa to draw chronological relationship between events.

Learning Objective

- Outline Jigme Namgyel journey from Kurtoe to Trongsa.
- Analyse events of his life in the two places in Bumthang.
- Explain the historical significance of Dungkar Choeje.

Learning Experience: Dramatization

- Learners read the content on Jigme Namgyel's journey to Trongsa. (Refer A History of Bhutan, course book for class VIII, p.g., 9-10 and A History of Bhutan, course book for class X, p.g.,1-3.)
- Learners dramatize the journey of Jigme Namgyel in four different episodes
 - His journey from Kurtoe.
 - His stay in Tang valley as a shepherd.
 - Encountering Buli Lam at Chumey valley.
 - Arrival of Jigme Namgyel at the court of Trongsa Poenlop.
- Or prepare a story map based on the four episodes.
- In groups, learners analyse the historical significance of each event in his journey to Trongsa. Present to the class.

Assessment

- Assess the drama/story map based on set criteria.

Resources

- Royal Education Council, A History of Bhutan course book for class VIII, 2020.
- Royal Education Council, A History of Bhutan course book for class X, 2020.
- Royal Education Council, Bhutan History and Civic and Citizenship Education Class VII, 2021.

Topic 3: Jigme Namgyel's journey from Kurtoe to Trongsa: His service in Trongsa.

In 1846, Jigme Namgyel joined the service as an attendant in the court of Trongsa Poenlop, Ugyen Phuntsho. Later he became the *Zimpoen* and was deputed to take over the Lhuentse Dzongponship. At the age of 25, he became the Trongsa *Dronyer* under the Trongsa Poenlop Tshokey Dorji. In 1853, at the age of 29, Jigme Namgyel became the Trongsa Poenlop succeeding Tshokey Dorji.

Competency

- Discuss the services of Jigme Namgyel and critically analyse his services leading to the rise in power.

Objective

- Discuss the services of Jigme Namgyel in Trongsa Dzong.

Learning Experience: Flowchart

- Learners construct a flowchart of different posts held by Jigme Namgyel in Trongsa Dzong. (Refer A History of Bhutan, course book for class VIII, p.g., 10-11 and A History of Bhutan, course book for class X, p.g., 4-8)
- Discuss different posts held by Jigme Namgyel in Trongsa Dzong.
- Discuss how his contribution inspired the establishment of the Monarchy in Bhutan. Present to the class by using ICT facilities.
- Learners in groups, interview elders in the community to understand more about the life of Jigme Namgyel and the emergence of Wangchuck Dynasty.
- Make a poster to represent the information gathered.

Assessment:

- Peer Assessment: Each pair shares their work and provides constructive feedback.

Resources

- Royal Education Council, A History of Bhutan course book for class VIII, 2020.
- Royal Education Council, A History of Bhutan course book for class X, 2020.
- Royal Education Council, Bhutan History and Civic and Citizenship Education Class VII, 2021.

BHUTAN AND BRITISH INDIA: BHUTAN'S IMMEDIATE RELATIONS WITH FOREIGN NEIGHBOURS

Chapter 5: Bhutan and British India: Bhutan's Relation with Her Immediate Foreign Neighbour

Topic 1: Duars

Bhutan went through difficult time for 200 years after the official announcement of the death of Zhabdrung Ngawang Namgyal in 1705 CE. The county came into contact with the British India only in 1772. Between 1864 and 1865, British India waged war against Bhutan on the reasons of frequent Bhutanese hostilities on the borders and humiliation of the Ashley Eden Mission in 1864. This was an attempt to annex the entire Duars and occupy Dzongs on the frontiers.

Competency

- Infer the meaning and the features of Duars by analysing the geographical features and relate to the significance of Duars to Bhutan.

Learning Objective

- Explain the meaning of Duars.
- Describe the significance of the Duars to Bhutan.
- Analyse its significance to the modern Bhutan.

Learning Experience

- Teacher projects/displays a large political or territorial map of Bhutan. (Refer class VII History of Bhutan Textbook, pg.54)
- Learners explore information on Duars and the conflict of Bhutan with British India.
- Teacher asks questions (progressing from lower to higher-order thinking) on the map to build discussion around the topic (refer annexure for sample questions).
- In groups, they discuss the Duars significance to Bhutan's sovereignty in the past, and analyse its significance to the modern Bhutan. Present to class through a power point or video clips or Tik Tok.

Assessment

- Assess students' observation and inference skills through questioning.

Resources

- Royal Education Council, World History Textbook, Class VII, 2019.

Suggested sample questions.

- Can you point where you are on the map right now? Dzongkhag and Place.
- Can you name some Dzongkhags sharing a border with India in the South?
- What do you think is the meaning of 'Duars'? Where are the Duars located? (Help learners infer from the geographical features)
- Can you count the number of Duars? Bengal and Assam Duars.
- Why are Duars very fertile?
- Assess the significance of the Duars to Bhutan. (How important was it to Bhutan)

Chapter 6: Bhutan and British India: Bhutan's Relation with Her Immediate Foreign Neighbour

Topic 1: Encounter with British India over Cooch Behar dispute

Since 1730 Cooch Behar remained as a protectorate and ally of Bhutan. Bhutan had no relations with British in India till 1772 when for the first time the two confronted each other over Cooch Behar. Bhutanese were compelled to intervene on Cooch Behar following a succession feud. The Cooch Behar's dispute and the subsequent treaties had great significance to the sovereignty of Bhutan.

Competency

- Describe Bhutan's relationship with Cooch Behar and British India in context to the battle of Cooch Behar, and use a spectrum of their interpretations to enhance the skill of understanding multiple historical perspectives.

Learning Objectives

- Describe Bhutan's relationship with Cooch Behar.
- Describe Bhutan's encounter with British India over Cooch Behar's succession dispute.
- Discuss the significance of the battle of Cooch Behar to the sovereignty of Bhutan.

Learning Experience

- Teacher uses Visual Mapping techniques such as concept map, mind map and visual metaphors to teach Bhutan's relationship with Cooch Behar and the encounter with British India.
- Teacher demonstrates the technique with the first topic – Bhutan's relationship with Cooch Behar using the Think Aloud Protocol in the classroom.
- Learners read about Bhutan's encounter with the British, battle of Cooch Behar and its outcomes from the text and practice visual mapping by transferring information on a chart or a notebook. (Refer A History of Bhutan Course Book for VII, p.g.,47-49 and A History of Bhutan Course Book for IX, p.g.,74-75)
- Learners present it to the class in conventional way, or
- Use digital tools such as Jam board and Pad let or improvise and ask learners to submit a picture with explanation audio or video clip.
- Explore for more insights on the battle of Cooch Behar. Analyse and validate the information gathered from different sources. Present the work.

Assessment

- Design rubrics to assess visual maps.

Resources

- Royal Education Council, A History of Bhutan Course Book for Class VII, 2019.
- Royal Education Council, A History of Bhutan Course Book for Class IX, 2019.
- Royal Education Council, Bhutan History and Civics and Citizenship, Class VII, 2021.

Chapter 7: Bhutan and British India: Bhutan's Relation with Her Immediate Foreign Neighbour

Topic 1: Anglo-Bhutanese Treaty (1774)

The other claimant to the throne of Cooch Behar requested for help from British East India Company. In 1773, British accordingly sent a force led by Captain John Jones to expel the Bhutanese from Cooch Behar. Bhutanese under the 16th Desi Zhidar lost the war against the British. Meanwhile, Desi Kuenga Rinchen favoured an agreement with the British and sent his representatives to negotiate. He also requested for the mediation from the 3rd Panchhen Lama of Tibet, who wrote accordingly to Warren Hastings in March 1774 to settle the dispute.

The battle of Cooch Behar finally came to an end with the signing of a Treaty of Friendship between the government of Bhutan and the British Government of Bengal on 25th April, 1774.

Competency:

- Infer the significance of Anglo-Bhutanese Treaty of 1774 to develop the ability to analyse and interpret historical events and their impact.

Learning Objective

- Explain the causes and events of the Anglo-Bhutanese war.
- Summarise the provisions of the Anglo-Bhutanese Treaty (1774).
- Assess the implication of Anglo-Bhutanese treaty to Bhutan's security and sovereignty.

Learning Experience: SWOT Analysis (Strengths, Weakness, Opportunities and Threats)

- Adapt SWOT Analysis framework to critically analyse Anglo- Bhutanese Treaty (1774).
- Learners read the clauses of the treaty from the text (refer A History of Bhutan Course Book for IX, p.g., 76) and evaluate which category they fall under.
 - a. Strengths – advantages of the treaty
 - b. Weakness – disadvantages of the treaty
 - c. Opportunities – growing scope as a result of the treaty
 - d. Threats – Risks posed as a result of the treaty
- Teacher facilitates discussion to bring in inference and perspective awareness.
- In groups, learners make a historical narration of the Anglo-Bhutanese war with its causes, events and consequences in the form of poster or by using other platforms.

Reflective Question

- Which clause in the Anglo-Bhutanese treaty was most advantageous for Bhutan? Give reasons.

Assessment:

- Metacognitive self-assessment: Teacher provides a self-assessment template to assess inference and perspective awareness. A class discussion can also be initiated based on the assessment.

Resources:

- Royal Education Council, A History of Bhutan Course Book for Class IX, 2019.
- Royal Education Council, Bhutan History and Civic and Citizenship Education Class VII, 2021.

Sample self-assessment questions

1. What is my inference or what did I find/conclude?
e.g., Bhutan regained lands of Chichacotta and Palaghat. I found that this is a strength of the treaty.
2. What information did I use to make this inference?
e.g., Bhutan initially lost these territories and by this treaty it was returned. The territory can be a source of additional tax. (Background knowledge)
How good was my thinking? Am I correct? (Validity of student's thinking) e.g., I think I am correct or very logical as my point is supported by a reasoning based on background knowledge.
Do I need to change my thinking? (to evaluate and update their thinking) e.g., No, as it is justifiable with strong reasons.
Adapted (Marzano, R. (2010). Teaching inference. Educational Leadership, 67(7), 80-01.)

Chapter 8: Bhutan and British India: Bhutan's Relation with Her Immediate Foreign Neighbour

Topic 1: Duar War

British began sending numerous peaceful missionaries. The most significant of these was a "peace mission" under Ashley Eden in 1863-64, which was dispatched in the wake of a civil war. However, Bhutan rejected the offer and Ashley Eden claimed to have been mistreated. For that, all Bengal and Assam Duars were annexed by British India and led to the Duar War.

Competency

- Infer the causes, events and the significance of the Duar War and the Treaty of Sinchula of 1885, and analyse to interpret historical events and their impact of their own.

Learning Objectives

- Explain the interest of British India in Bhutan.
- Explain the causes of the Duar War.
- Describe the events of the Duar War.
- State the significance of the Treaty of Sinchula of 1865.
- Analyse the significance of the Duar War to Bhutan in the past and the present.

Learning Experience: Jigsaw Grouping (Thematic approach)

- Initiate Jigsaw grouping.
- Assign a theme each to the groups
 - ✓ interest of British India in Bhutan
 - ✓ causes of the Duar War
 - ✓ events of the Duar War
 - ✓ significance of the Duar War.
 - ✓ Treaty of Sinchula of 1865
- Groups discuss and make notes referring to the text. (Refer A History of Bhutan Course Book for VII, p.g.,53-58, and A History of Bhutan Course Book for IX, p.g.,81-92)
- Learners are reshuffled into new groups with a member each from different themes.
- Learners take turns to share their findings to the members of the new group.
- Teacher initiates questioning and discussion of each theme.

Assessment

- Use quiz and questioning to assess students' inference and perspective awareness.

Resources

- Royal Education Council, A History of Bhutan Course Book for Class VII, 2019.
- Royal Education Council, A History of Bhutan Course Book for Class IX, 2019.
- Royal Education Council, Bhutan History and Civic and Citizenship Education Class VII, 2021.

CITIZEN AND CITIZENSHIP

STRAND: IDENTITY, SPIRITUALITY AND CULTURE

Chapter 9: Civics and Citizenship

Topic 1: Civics and Citizenship

Civics and citizenship are closely related and often used interchangeably or together as a topic of study. However, there is a delicate difference between the two. Civics is concerned with imparting civic knowledge whereas citizenship is concerned with promoting the right attitudes, values, outlooks, and skills. Civics is knowledge-based and citizenship is skills-based.

Competency

- Explain civics and citizenship to identify themselves as an active individual participant and work with others for the social benefit.

Learning Objectives

- Explain the concept of civics.
- Explain citizen and citizenship.
- Analyse civics and citizenship with examples.

Learning Experience

- Start the lesson watching a selected 10 mins (change of filth into a clean neighbourhood) of the total You Tube video on “Why India is so filthy?” to teach civic sense and citizenship roles and help learners identify themselves as an active individual participant to work for the common benefit on <https://www.youtube.com/watch?app=desktop&feature=youtu.be&v=tf1VA5jqmRo>.
- Based upon the lessons from the video, the learners draw concepts of civics, citizen, and citizenship.
- Facilitate discussions on the concept of civics, citizen and citizenship.
- Learners discuss their roles and responsibilities as socially responsible citizens. Present the ideas.

Assessment

- Students’ real-life project (Civics and citizenship) based on a set of criteria in line with the competency. For example, waste management project within the school or village/ Gewog/ Thromde/ Dzongkhag.
OR
- Learners could produce three minutes video clip on managing waste at home or community.
- Students’ write 150 words reflection essay on concept of civics and citizenship

Resources

- Why is India so filthy?
<https://www.youtube.com/watch?app=desktop&feature=youtu.be&v=tf1VA5jqmRo>

Topic 2: Civics and Citizenship

Citizenship is a status of being a citizen. It means individuals belonging to a political and socio-cultural community. However, citizenship is more than the fulfilment of legal requirements. It is the willingness to contribute to the state with the right attitude combined with the ability to contribute with the right skills.

Competency

- Explain the types of citizenship to provide fundamental knowledge to understand and realise the sense of civic literacy and responsibilities.

Learning Objective

- Explain citizenship.
- Illustrate citizenship types with examples.

Learning Experience

As per the constitution of Bhutan, people can become a citizen of Bhutan in three ways with different eligibility criteria. To know on this;

- Teacher facilitates discussion on a case of citizenship application procedure for children from non-Bhutanese father and Bhutanese mother who lived overseas for about 10 years and just returned to understand eligibility for citizenship.
- Teacher explains the types of citizenship from (Article 6, on Citizenship and The Bhutan Citizenship Act).
- Learners draw lessons on types of citizenship and its implication on themselves.
- Present the work to the class.

Assessment

- Teacher assesses learners through a guided case study, on any one type of citizenship, using set criteria to check the understanding of the content and the fulfilment of the competency.

Resources

- The Constitution of the Kingdom of Bhutan, (2008).
- The Bhutan Citizenship Act, (1985):
https://www.nab.gov.bt/assets/uploads/docs/acts/2014/Bhutan_Citizen_Act_1985Eng.pdf

Topic 3: Responsible citizens

Responsible citizens show respect for the people and make their community a good place to live. They live in and belong to a community are its citizens and being a citizen comes with responsibilities. You are a part of many different groups called communities. You are a part of a family, your classroom, and your school.

Competency

- Explain the basic concepts of citizenship to identify one's civic responsibility in the service of others in the community and are conscious of their civic roles in the community.

Learning Objectives

- Explain the basic concepts of citizenship
- Demonstrate the basic citizenship skills.
- Analyse the civic roles of a responsible student in the school.

Learning experience: Experiential Learning

- Start the lesson with learners watching a 10 minutes video clip on a successful school's birdhouse making initiative on <https://www.youtube.com/watch?v=0XL4Z2Mnztg>
- Discuss citizenship concepts and skills and being a responsible student in school by drawing lesson from the video.
- Learners learn through fellow students' experience to define the roles of youths as responsible citizens in the school.
- Facilitate students' group/pair initiative to solve a problem in class/ school/ village/ Gewog/ Thromde/ Dzongkhag to acquire basic problem-solving skills (Eg. Classroom cleaning/ school washroom cleaning/water saving/ tree planting/gardening).
- Or may reinforce the concept of being a responsible citizen from "My Green School: An Outline", p.g., 19.
- Learners recollect a few youth problems in the society. Design a plan of action to mitigate them as a responsible citizen. Share the work to the class or upload in Google doc.

Reflective Questions

- List some attributes of being responsible citizen in a community.

Assessment

- A real-life students' project based on a set of criteria to evaluate civics literacy competency (Example assess students' problem-solving skills and proactive behaviour through their project initiative in class/ school/village/ town/Dzongkhag).
- Students' pictorial story on being a responsible citizen.

Resources

- Thakur S.Powdyel, My Green School An Outline: Supporting the Educating for Gross National Happiness, 2014.<https://www.youtube.com/watch?v=0XL4Z2Mnztg>
- Royal Education Council, Bhutan History and Civics and Citizenship Education Class VII, 2021.
- Birdhouse project: <https://www.youtube.com/watch?v=0XL4Z2Mnztg>

STATE AND GOVERNMENT

STRAND: GOVERNANCE AND PEACE

Chapter 10: State and Government

Topic 1: The concept of Government and State

Although the two terms state and government are commonly used as synonyms, there is a difference between them. Government refers to the group of authorized people who governs a country or a state. State refers to the organized political community living under a single system of government. The main difference between state and government is that state is more or less permanent whereas government is temporary.

Competency

- Explain the concept of state and government to provide fundamental knowledge to make civically literate with the features of state and government.
- Compare state and government by examining their features to draw out a relationship between the two to add deeper civic literacy of the learners.

Learning Objectives

- Explain State.
- Explain Government.
- Explain the features of State.
- Analyse the significance of the features of Government.

Learning Experience

- Learners research the concept of and features of State and Government (Refer Nine difference between Government and Sate) on <https://www.yourarticlelibrary.com/difference/9-main-differences-between-state-and-government/40327>
- Learners advance their understanding of State and Government by arguing the difference between the two.
- Teachers can spark meaningful discussion in classrooms by encouraging learners to ask open-ended questions to understand the concept and features of State and Government.
- At the end, learners make a narrative report of the lessons they gained from the lesson.

Assessment

- Assess students' understanding of state and government through quiz- quiz trade where teachers set questions in advance and learners conduct quiz in peers.

Resources

- Royal Education Council, Bhutan History and Citizenship Education Class VII, 2021.
- Nine differences between Government and State:
<https://www.yourarticlelibrary.com/difference/9-main-differences-between-state-and-government/40327>

Topic 2: Constitution

A constitution is a set of rules that guides how a country, state, or other political organization works. The constitution may tell what the branches of the government are, the powers they have, and the works and responsibilities they carry out. The constitution may be amended, or changed, but this is generally more difficult to do than passing an ordinary law.

Competency

- Compare state and government by examining their features to draw out a relationship between the two to develop the sense of civic literacy and understand their citizenry duties.

Learning Objectives

- Explain the term Constitution.
- Features of Constitution.
- Explain the significance of it to life of every Bhutanese.

Learning Experience

- Learners watch YouTube videos on “what is a constitution?”, and read the content from Bhutan Civics, Classes XI & XII, p.g., 18-20 on <https://www.youtube.com/watch?v=0UzKD8rZCc0>
- After watching the YouTube video and reading the content, learners take notes and prepare questions to clarify their doubts.
- Groups exchange their questions to respond by other groups.
- Teacher moderates the response to questions and explains the key concept of the lesson to reiterate students' learning.
- Learners in groups discuss and make presentation on the salient features of the Constitution.

Assessment

- Teacher assesses students' learning of the concept through questions and answers sessions.

Resources

- What is a Constitution?: <https://www.youtube.com/watch?v=0UzKD8rZCc0>
- Royal Education Council, Bhutan Civics, Classes XI & XII, 2019.
- Royal Education Council, Bhutan History and Civics and Citizenship Education Class VII, 2021.

Topic 3: Types of Constitution

A constitution is defined as a body of rules established to regulate the system of government within a state. The reason for drafting a codified constitution is usually associated with the time in which a particular State is formed or associated with a major change that has taken place at national level. Each country has its own constitution as informed by their national priorities and cultural belief system.

Competency

- Explain Constitution based on the fundamental conceptual knowledge, and classify different types of Constitutions to make them civically literate.

Objectives

- Classify Constitutions into types.
- Analyse the salient features of a few other countries.
- Justify why different countries have their own constitution.

Learning Experience: Differentiated Instruction

- Teacher group learners into three categories, High Achiever, Average Achiever, and Low Achiever.
- Teacher instructs learners to read the content from the Bhutan Civics, Classes XI & XII, p.g., 20-21.
- Learners are assigned to find out more information on types of Constitution from other sources (Watch YouTube videos on types of Constitution) on <https://www.youtube.com/watch?v=O49fT5pJ4Og&t=37s>
- Teacher assigns different tasks as follows:
 - ✓ High achiever: find out at least seven types of constitution with examples.
 - ✓ Average achiever: find out at least five types of constitution with examples.
 - ✓ Low achiever: find out at least three types of constitution with examples.
- Learners make presentation on their understanding.

Assessment

- Group Assessment

Resources

- Royal Education Council, Bhutan History and Civics and Citizenship Education Class VII, 2021
- Types of Constitution: <https://www.youtube.com/watch?v=O49fT5pJ4Og&t=37s>

Topic 4: The Constitution of Bhutan

Most of the dynamic changes in the Government and the country were made by our beloved third and The Fourth Druk Gyalpos. Another revolutionary change that transformed the system of Government came on 4 September 2001, when His Majesty the Fourth Druk Gyalpo briefed the Council of Ministers, the Chief Justice and the Chairperson of the Royal Advisory Council to draft a formal Constitution for the Kingdom of Bhutan. Accordingly, under the Royal command, the Constitution Drafting Committee, comprising of thirty nine members, was formed with the Chief Justice Lyonpo Sonam Tobgye as its Chairperson. The members consisted of representatives from the monk body, people, judiciary and the Royal Government.

Competency

- Examine the origin and its fundamental features of the Constitution of Bhutan to understand its significance to every Bhutanese and stimulate the realization of the solemn duties.

Learning Objectives

- Explain the origin of The Constitution of Bhutan.
- Write the purpose of The Constitution of Bhutan.
- Discuss the salient features of The Constitution of Bhutan.

Learning Experience: Inviting Guest Speaker

- Invite guest speaker to speak on the constitution of Bhutan focusing on its origin, purpose and salient features.
- Learners prepare questions to interact with the guest speaker (Refer Bhutan Civics, Classes XI & XII, p.g., 24).
- Learners prepare a brief report of their learning and share to the class.

Assessment

- Assesses student's understanding of the lesson through addressing their muddiest point from the lesson delivered.

Resources

- Royal Education Council, Bhutan Civics, Classes XI & XII, 2019.
- Royal Education Council, Bhutan History and Citizenship Education Class VII, 2021.

Class VII: World History

UNDERSTANDING HISTORY

STRAND: HISTORIOGRAPHY

Chapter 1: Understanding History

Topic 1: Importance of Learning History

History is the knowledge of and study of the past. History is the story of who we are, where we come from, and can potentially reveal where we are moving. The study of history enables learners to develop better understanding of the world in which we live. Building knowledge and understanding of historical events and trends, especially over the past century, enables us to develop a much greater appreciation of the past, which are shaping the current world.

Competency

- Explain the importance of learning history with its characteristics to understand the diverse perspectives and transversal nature of history and contribute to building deeper fundamental knowledge of the subject.

Learning Objectives

- Define History.
- List characteristics of History
- Explain the importance of learning History.

Learning Experience: Flipped Classroom

- *Outside the classroom*, learners attempt initial understanding of concepts with teacher guidance.
- Learners conduct library research in advance by watching YouTube videos or TED Talks and surfing relevant websites, on the 'concept and importance of history as a subject' (refer annexure for suggestive video and websites) on the weblink <https://www.khanacademy.org/humanities/big-history-project/agriculture-civilization/first-cities-appear/v/bhp-intro-to-history>
- The learners are guided to make notes, gleaned from the videos they have watched or from their reading on what is history (characteristics) and why we should study history (significance). For example, <https://youtu.be/MAADLQU3KI4>
- The learners submit the notes and links of the videos and websites they have referred to the teacher through email.
- In the class, students' initial understanding of concepts is enriched by discussion and debate for deeper kinds of learning.
- The teacher prompts learners to synthesise characteristics of History to form their own definitions and compare their definitions with the ones given by scholars in the text.
- Teacher use selected videos provided by the learners (acknowledgement of student agency) or present new videos to discuss the importance of history as a subject.
- Teacher initiates a whole class debate on the motion statement 'History is an important

subject’.

Assessment

- Assess students’ basic library research skills such as reading, note taking and information literacy on criterion of 1) adequacy, 2) clarity, 3) relevancy of points in the notes the learners prepared.
- Assess learners on digital literacy using a simple checklist and a rating scale.
- Assess debate using a rubric or checklist on:
1) adequacy of points, 2) intensity of participation, 3) cross-examination or rebuttal of the opponent’s argument (analysis/synthesis), and 4) clarity of points.

Resources

- IntroductiontoHistory:<https://www.khanacademy.org/humanities/big-history-project/agriculture-civilization/first-cities-appear/v/bhp-intro-to-history>
- Why Study History?:<https://youtu.be/MAADLQU3KI4>
- American Historical Association: [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998))
- Royal Education Council, World History, Class VII, 2019.

Topic 2: History as Perspective Based Study

To study history is to study change: historians are experts in examining and interpreting human identities and transformations of societies and civilizations over time. They use a range of methods and analytical tools to answer questions about the past and to reconstruct the diversity of past human experience: how profoundly people differed in their ideas, institutions, and cultural practices; how widely their experiences have varied by time and place, and the ways they have struggled while inhabiting a shared world.

Competency

- Explain History as a perspective based study to comprehend and analyse the reasons for observing events from different perspectives and enhance historical skills of understanding multiple perspectives.

Learning Objectives

- Explain History as perspective based study.
- Narrate its significance to the present world.

Learning Experience

History is displayed by different historians in their different ways. Circumstances, ideologies, views on events, availability of sources, the methodology employed, and purposes influence the interpretations of history. However, history is presented in different ways by different historians.

- Teacher provides a historical picture to the learners and facilitates discussion about it.
- Learners draw out differing perspectives of the picture.
- Teacher may use a digital tool called Pad let to create an online post-it board for gathering learners’ views.
- Teacher summarises and highlights history as a perspective based study in reference to the prescribed textbook for class VII.
- Learners explore for information to analyse and understand the significance of

perspective based study to the present world.

Reflective Question

- Examine your views on History as a perspective-based study?

Assessment

- Assess through peer assessment where each pair provided with a historical event and instructed to develop their individual perspective.

Resources

- Royal Education Council, World History Textbook, Class VII,2019

Topic 3: History in Relation to Other Subjects

History and language (English/Dzongkha): In teaching history, learners are provided with the opportunities of discussing, speaking, debating, and paper reading including narration of their experiences. Thus, there is a strong correlation between history and the language.

History and geography: History is correlated to Geography, and in 50's the two subjects were taught together. History studies people of different times, and the geography deals with the people of different places. No history can be complete without some reference to place and space. Similarly, no geographical account can be intelligible without reference to development in time. So, both history and geography are concerned with the interplay of human and physical factors. The story of man's evolution since the primitive stage cannot be told without the varied geographical settings of the world. For teaching these subjects, we use of maps, pictures, and atlases.

History and civics: Civics describes the pattern of administration of the present-day while history gives an account of the pattern of administration that existed in the past. The knowledge of civics cannot be intelligible without reference to history. Even the constitution is an outcome of the long history behind it. It is history that guides the actions and foundations of the government, the origin, development and progress or decline of some of the social institutions. Thus, there is a close relationship between the two subjects.

History and economics: Economics is the study of wealth which deals primarily with production, distribution, consumption, and exchange. But this study is concerning man and his daily life activities. Thus, a correlation between history and economics is quite natural. Economic conditions play a vital role in the course of history. If a country could attain a height of civilization in a period, it must have been because of the good economic conditions of a country or various countries in various periods.

History and mathematics: The relationship between history and mathematics is reciprocal. History helps mathematics to know about various mathematicians who were pioneers in their field and enriched mathematics by their contributions. History also provides information about the origin and development of mathematics. Mathematics helps history in regards to the calculation of dates and days etc. of various historical events.

History and sciences: Though no direct relationship is apparent between history and physical sciences, but there is an indirect correlation between the two. All the principles and theories of science are based on facts, and they are founded on a good deal of scientific study outcomes.

The science of the evolution of scientific principles evolved, and development to the actual practice owe a great deal to the study of history. Thus, it is a history that gives us a broad picture of the development and progress of science.

Competency

- Demonstrate the understanding of history in relation to other subjects and its transversal nature to help learners acquire fundamental knowledge of the subject.

Learning Objective

- Explain the relationship of History with other subjects.
- Analyse how the knowledge of history is enhanced through the study of other subjects.

Learning Experience: Carousal Ride

- Teacher gauges different subject areas that are related to the study of history such as: Geography, Economics, Sociology, Political Science, and Psychology. Learners gain information on the relationship through the resource on the weblink <https://www.historydiscussion.net/history/relationship-of-history-with-other-sciences-study-of-history>
- Teacher assigns recording stations for each of these subject areas (tables, charts, pens) or may use Google docs for each subject.
- Share all the five Google docs for each subject on a digital platform.
- Learners in groups take time-bound turns to navigate from station to station, writing examples of connections that the History has with each of these subjects. Teacher directs groups from one table to another.
- Learners go on a carousal ride from one station to another, until they cover all stations/topics. (Refer the diagram in annexure)
- After the carousal ride, learners read class VII World History textbook (p.g., 8) and a reading material titled, 'Relation of History with other Sciences' to better understand the topic.
- Teacher displays the charts to discuss the points together.
- Learners in groups make presentation of their learning.

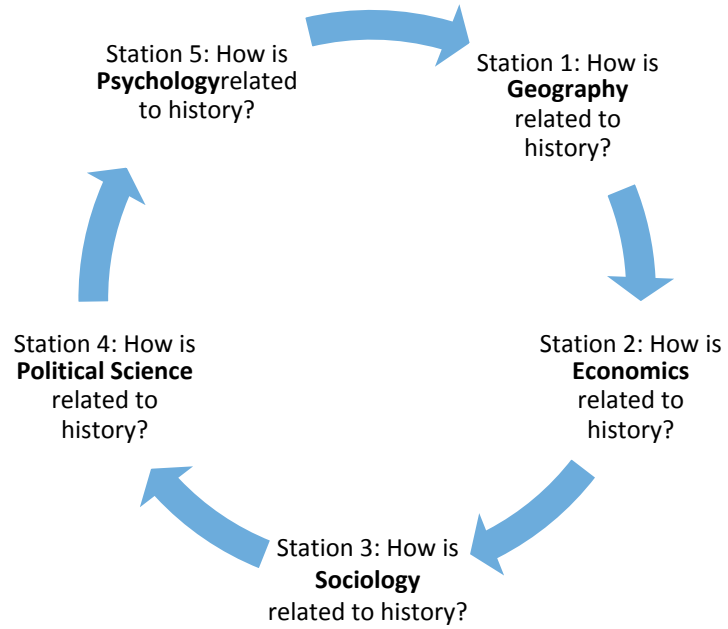
Assessment

- During carousal ride teacher observes learners and comments on their participation, discussion and contribution.
- In the discussion phase, the students' points and ideas are assessed on relevance and adequacy using a checklist.

Resources

- Royal Education Council, World History Textbook, Class VII, 2019.
- Relation of history with other science : <https://www.historydiscussion.net/history/relationship-of-history-with-other-sciences-study-of-history>

□ **Sample diagram showing Carousel Ride**



UNDERSTANDING CIVILISATION

STRAND: EVOLVING CIVILISATION

Chapter 2: Understanding Civilisation

Topic 1: Understanding Ancient Civilisation

Civilisation is an advanced state of human society with a developed culture, science, industry, and government. Early humans learned how to grow their own food and raise animals for a living, and humans did not wander from one place to another in search of food. This led humans to live in one place for a long period of time resulting in the formation of villages, which ultimately led to the growth of towns and cities.

Competency

- Explain ancient civilisations, their features and impacts to develop a sense of inquiry in learning about the past and become aware, curious and interested in the subject.

Learning Objectives

- Explain civilisation.
- Narrate a story of growth of civilisation.
- Explain the life style of people before the growth of civilisation.

Learning Experience: Inferential Learning

People began to settle in groups along river banks where the land was fertile for farming. They began to practice agriculture and domesticated animals apart from picking up pottery skills, which resulted in the growth of settlements.

- Teacher shows a video titled 'The History of Civilisation for Kids...' on <https://www.youtube.com/watch?v=IAQAAJo1f10>
- Learners draw the features of civilisation from the clip.
- Students, in group, construct the definition of civilisation using the features.
- Based on the understanding from the video, learners construct a mind map to explain civilisation.

Assessment

- Design a poster to illustrate the understanding of Civilisation.

Resources

- The History of Civilisation For kids...:<https://www.youtube.com/watch?v=IAQAAJo1f10>
- World History, class VIIp.g.,10-11

Topic 2: Factors leading to the rise of Civilisation

Civilization was triggered by several factors and discoveries. People began practising agriculture and domesticating animals apart from picking up pottery skills, which resulted in the growth of settlements. Larger settlements needed proper organisation and rules to maintain peace and harmony. This led to the development of a governance system. They started trade with other places to acquire things that they could not produce on their own. This marked the beginning of the civilisation

Competency

- Explain factors leading to the rise of civilisations and their evolution over time to understand the change and continuity through the process of observation and evaluation.

Learning Objective

- Explain the factors leading to the rise of civilisation.
- Narrate how the civilisation has changed the life of humans.

Learning Experience: Inference

- Teacher uses a video clip titled, ‘The birth of Civilisation’ to draw the factors leading to the rise of Civilisation. (Refer World History textbook, Class VII). Use the video link on <https://www.youtube.com/watch?v=g-bQx0ZtHUw>
- Discuss how those factors contributed to the growth of civilisation.
- Learners in groups relate the concepts of global civilisation to that of Bhutan’s civilisation.
- Present the work to the class.

Assessment

- Assess student’s skills to identify the changes they have seen in practices of modern farming in comparison to those of ancient civilisation.

Resources

- Video clip on ‘Birth of Civilisation’- the first farmers <https://www.youtube.com/watch?v=g-bQx0ZtHUw>
- Royal Education Council, World History class VII, 2020.

Topic 3: Characteristics of Civilisation

All civilizations have certain characteristics. These include: (1) large population centres; (2) monumental architecture and unique art styles; (3) written language; (4) systems for administering territories; (5) a complex division of labour; and (6) the division of people into social classes.

Competency

- Explain the characteristics of civilisation based on the observation and evaluation of change in the past and the present to infer reasons for change or continuity in the human communities.

Learning Objective

- Explain the characteristics of civilisation.
- Explain the factors responsible for change and continuity of human growth.

Learning Experience

The stage of human social development and organization that is considered most advanced, and also defined as complex culture with six characteristics. To know further:

- Teacher assigns a topic each from the text (World History Class VII, p.g.,4) titled 'Characteristics of Civilisation'.
- Students, in group, prepare a PowerPoint presentation on each characteristic and discuss the changes they see in modern days.
- Learners visit a nearby village to study the place and interview elders on how human life changed over the time. Make presentation.

Assessment

- Assess student's ability to observe some of the features of Civilisation in their places with appropriate examples using rubrics.

Resources

Royal Education Council, World History class VII, 2020.

Topic 4: Impacts of Civilisation to the advancement of scientific invention and technology.

Many things that we use today would not have been possible if wheel was not invented. Today, wheel is used to make automobiles, computers, mobile phones, and to generate electricity. The technological advancement transformed the economy and life of people around the world.

Competency

- Explain the advancement of science and technology, analyse their impacts on the advancement of scientific invention, technology on the human welfare.

Learning Objective

- Explain the impacts of civilisation to the advancement of scientific invention and technology.
- Analyse the negative impacts of the technological advancement to the human societies.

Learning Experience

- Students, in groups, discuss the invention and evolution of wheels through questioning and answering sessions. (Refer Class VII World History Textbook, p.g.,15)
- Teacher facilitates group discussion on the impact of wheels. (Refer Class VII World History Textbook, p.g.,15)
- Teacher use selected video clips titled 'The Wheel: great inventions that changed history' to supplement the learner's activity.

Assessment

- Assess students' abilities to discuss the impact of paper, boat, seals, ploughs and printing.

Resources

- Video Clip on 'The Wheel: great inventions that changed history', Educational Videos for Kids YouTube
- Royal Education Council, World History class VII, 2021.

UNDERSTANDING GOVERNANCE SYSTEM

STRAND: GOVERNANCE AND PEACE

Chapter 3: Understanding Governance System

Topic 1: Introduction to Governance System

Governance System is the processes and practices through which an entity organizes itself to achieve its mandate. It is concerned with the structures and procedures for decision-making, accountability, control and codes of conduct. Governance system started with human civilisation when people began to settle into small communities. With the superiority of lineage, bravery, and wealth, there evolved a group which protected others and took decisions on their behalf. It led to the formation of leadership and governance.

Competency

- Explain the governance system that changed from one form to another during different time periods and analyse its significance to change and continuity in the human growth.

Learning Objective

- Explain the governance system
- Narrate its significance to the state of any society and the country.

Learning Experience

- Teacher introduces the concept of the governance system with an analogy to school governance.
- Teacher explains the evolution of the governance system through a video presentation. (Refer YouTube video titled, Roman Social and Political Structures). Use the weblink on <https://www.youtube.com/watch?v=9lXn3xHhkkg>
- Teacher supplements on the concept of governance and emergence of governance in reference to World History Class VII textbook, p.g., 17-18.
- Learners make a summary of the learning and share through the Google doc.

Assessment

- Assess students' narrative sketch story using a criteria on evolution of the governance system.

Resources

- Roman Social and Political Structures: <https://www.youtube.com/watch?v=9lXn3xHhkkg>
- Royal Education Council, World History Class VII textbook, 2020.

Topic 2: Theocracy and Monarchy

With the emergence of civilisations, there evolved an organised form of governance. Based on the type of work people performed, they were divided into social classes: farmers, artists, merchants, warriors, and priests. They were the main players of the governance system in their community. The first form of governance emerged from hunting-gathering to agricultural societies. However, agriculture was not the only factor that led to the emergence of a governance system. The economic, social, cultural, and environmental factors contributed to the rise of different governance systems.

Monarchy is a state or government in which the supreme power is lodged in the hands of a monarch or a system of government in which the chief ruler is a monarch. The territory ruled over by a monarch is a kingdom.

Theocracy is a government of a state by the immediate direction or administration of God; hence, the exercise of political authority by priests representing the Deity.

Competency

- Explain Theocracy and Monarchy and analyse the different governance system of the medieval period.

Learning Objectives

- Define Theocracy and Monarchy.
- Differentiate the characteristics of Theocracy and Monarchy.
- Write the advantages and disadvantages of Theocracy and Monarchy in the medieval period.

Learning Experience: Symposium

- Teacher selects learners who are eloquent and assists them to prepare on the topic, concept of Theocracy and Monarchy, characteristics of Theocracy and Monarchy and the advantages and disadvantages of Theocracy and Monarchy during the medieval period in Europe. (Refer World History Class VII textbook, p.g.,19-21)
- Each student masters understanding on respective topic.
- Teacher moderates the symposium.
- Learners make a summary note of their learning.

Assessment

- The class members assess the participating member using a rubric (Refer the sample rubric for symposium)

Resources

- Royal Education Council, World History Class VII, 2020.

Sample Rubric for Symposium

Criteria	Rating Scale				Points
	4	3	2	1	
Introduction and Closure	Learners deliver open and closing remarks that capture the attention and mood of the audience	Learners display clear introductory or closing remarks.	Learners clearly use either an introductory or closing remarks, but not both	Learners does not display clear introductory or closing remarks.	
Content	Student deliver more than four advantages and disadvantages of Monarchy and Theocracy during medieval period in Europe.	Student deliver three advantages and disadvantages of Monarchy and Theocracy during medieval period in Europe.	Deliver two advantages and disadvantages of Monarchy and Theocracy during medieval period in Europe.	Learners deliver only one advantage and disadvantage.	
Composure	Learners display relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	
Total					

Topic 3: Feudalism

Feudalism is a governance system in which landlords gave land and protection to peasants. In return, peasants rendered their services to landlords. In the feudal system, there was a reciprocal relationship. The king granted rights over land to nobles in return for military services. This reciprocal relationship extended down to the level of peasants.

Competency

- Explain feudalism and its decline to evaluate and analyse the change in the system between two time points.

Learning Objectives

- Explain Feudalism and its characteristics.
- Explain the decline of Feudalism.

Learning Experience

- Teacher explains the concept of feudalism.
- Teacher assists the learners to prepare questions on the practice of feudalism in their locality. (Refer Appendix for the sample questions)
- Learners conduct interviews with their parents or any elderly person in their locality.
- Present their findings to the class.
- Teacher reinforces learning with western concept of feudalism. (Refer World History Class VII textbook, p.g.,22)

Assessment

- Teacher uses peer assessment and reflects on his or her own work relating to the concept presented by the teacher.

Resources

- Royal Education Council, World History Class VII, 2020.

Sample Research Questions

What do you understand by the term feudalism (Translate feudalism in local language while asking questions)?

Who had the most power in your society and why?

What were some advantages and disadvantages of organising a society in a feudalistic way?

What factor(s) do you think could have destroyed the security of the feudalistic society? (For example, removal of serfdom in Bhutan).

UNDERSTANDING CULTURE

STRAND: IDENTITY, SPIRITUALITY AND CULTURE

Chapter 4: Understanding Culture

Topic 1: Concept of Culture

The start of human civilisation marked the beginning of culture. Culture is the characteristics of a group of people defined by their way of life. Different societies have different cultures but they share some commonness. Culture is important because it shows a distinct identity. Culture teach us to think as a whole, not as individuals.

Competency

- Explain culture, features, and cultural diversity to draw meaningful interaction with others in promoting unity and peace in a society.

Learning Objectives

- Explain culture.
- Relate the significance of culture in promoting peace and prosperity in the society.

Learning Experience

Culture is the set of basic values, perceptions, wants, behaviours practiced by a member of society from family and other important institutions. To impart the information on culture, teacher makes students to:

- Visit a local community to learn about any festival and discuss the concept of culture.
- Invite local indigenous knowledge keepers (local elders) to talk about local culture in the class or virtually.
- Teacher facilitates discussion about the concept and features of culture.
- In order to deepen the understanding on culture, learners explore for more information on culture of other few countries. Share to the class.

Assessment

- Teacher assesses students' sketches on concepts and features of culture using a rubric.

Resources

- Royal Education Council, World History Class VII, 2020.

Topic 2: Impacts of Culture on Social Life

Culture affects many aspects of people's lives, ranging from individual decisions to interpersonal interactions and in shaping the society's worldview. Culture is a complex subject with many components. Essentially, it is a set of learned behaviours and patterns of belief that a certain group of people develop. These shared commonalities unite these individuals as a group and help to distinguish them from the other groups. This can include customs like what food they eat, what religion they practice, and what language they speak.

Competency

- Discuss about culture and its effects on the social life of people to understand ways to interact with others with purpose and respect to cultural differences.

Learning Objectives

- Explain the importance of culture.
- Write the effects of culture on people's social life.

Learning Experience

- Generate discussion on the importance of culture using "My Green School - An Outline: The Way We Are", p.g., 23-25.
- Supplement by a YouTube video on culture and society available on <https://www.youtube.com/watch?v=QQsBM1dZLO4>
- Discuss more about the importance of culture and impact on social life.
- In groups, learners carry out field study to understand more about culture in the locality. Based on the findings, generalise the effects of culture of the social life of people in the community.
- Make a video clip of how the field trip and share to others by using social media platform or other means.

Assessment

- Teacher assesses students' individual a 100 words reflective story on relationship between culture and society.

Resources

- Culture and society: <https://www.youtube.com/watch?v=QQsBM1dZLO4>
- Thakur S. Powdyel, My Green School an Outline: Supporting the Educating for Gross National Happiness, 2014.

Topic 3: Diversity in culture

Cultural diversity, or sometimes referred to as multiculturalism, is a quality of diverse and many different cultures. Cultural diversity is a system that recognizes and respects the existence and presence of diverse groups of people within a society. Recognizing that the world is constituted by different groups of people from different backgrounds and cultures is crucial towards a harmonious society. Differences are not what divides us, but rather it should be celebrated as something that unites us as humans.

Competency

- Explain culture and its features, and analyse reasons for the diversity of culture and learn to respect the cultural differences.

Learning Objectives

- Explain the reasons for diversity in culture.

Learning Experience: Experience based learning

- Facilitate learners to present typical food/songs/dress representing their locality.
- Draw the concept of cultural diversity and stimulate learners to think about the reasons for diverse cultures.
- Supplement the understanding of cultural diversity through example from World History Class VII, 2020, p.g., 28.

Assessment

- Teacher assess students' understanding of cultural diversity and respect for differences through poster display using a rubric.

Resources

- Royal Education Council, World History Class VII,2020.
- Cultural Diversity: The Sum of Our Parts:
<https://www.youtube.com/watch?v=7tv7NaV47no>

Class VIII

Bhutan History and Civics & Citizenship Education

BUDDHISM: THE LIGHT ON THE NATION'S PATH

STRAND: IDENTITY, SPIRITUALITY AND CULTURE

Chapter 1: Buddhism

Topic 1: Shamanistic worship

Buddhism is a major religion followed in Bhutan. Many aspects of daily Bhutanese life and values revolve around Buddhism that shape our identity. It was evident that people practiced many pre-Buddhist rituals like animistic and shamanistic before the advent of Buddhism. They were the major forms of Bon traditions performed to appease local deities and seek their refuge.

Competency

- Investigate the shamanistic worship practices before the advent of Buddhism in Bhutan, and analyse their effects on the culture of the community.

Learning Objective

- Write about nature, and shamanistic worship before the advent of Buddhism in Bhutan.

Learning Experience: KWL Chart

- Teacher provides a KWL worksheet to start the lesson and instructs to fill in the Know column with everything they already know about nature, and shamanistic worship. This helps learners to generate their background knowledge.
- Learners in groups predict what they want to learn about the topic and fill in the Want column. (Refer sample KWL chart suggested in annexure)
- Learners watch YouTube video clip titled Bhutan: Pamo and fill in the learned column listing new things they learnt. One may use this link on <https://www.youtube.com/watch?v=z7yjakEBPjQ>.
- Discuss about their learning from the video.
- Learners may also explore through parents and elders on shamanistic worship practices in one's communities. Share the finding to the class by using any convenient means.

Reflective Questions

- What relationship do you observe between the shamanistic worship and the Buddhism?
- Analyse the pros and cons of the shamanistic worship practices in the community.

Assessment

- Teacher assesses the student's understanding of nature, and shamanistic worship and its comparison with Buddhism using checklist.

Resources

- Royal Education Council, A History of Bhutan, Course Book for class IX, 2019
- Bhutan: Pamo: <https://www.youtube.com/watch?v=z7yjakEBPjQ>.
- Royal Education Council, Bhutan History and Citizenship Education Class VIII, 2021.

Sample KWL Chart

What I KNOW	What I WANT to know	What I LEARNED

Topic 2: Kyichu and Jampa Lhakhang

The construction of Kyichu Lhakhang in Paro and Jampa Lhakhang in Bumthang by Tibetan King Songtsen Gampo was the turning point in the diffusion of Buddhism in the Bhutanese culture. They are considered as important source of spiritual wellbeing of people and have historical significance. Unlike in the past, due to the rapid technological advancement, belief and respect for spiritual artefacts and structure are in steady decline.

Competency

- Explain the importance of Kyichu and Jampa Lhakhang and infer it for the diffusion of Buddhism in Bhutan.

Learning Objective

- Explain the importance of Kyichu and Jampa Lhakhang.
- Narrate the significance of Kyichu and Jampa Lhakhangs for the inner wellbeing of people in the Bhutanese societies.

Learning Experience:

- Learners in groups discuss the importance of Kyichu Lhakhang and Jampa Lhakhang. (Refer A History of Bhutan, Course Book, p.g., 9 Class IX).
- Learners take up roles of a summarizer, a questioner, and a clarifier to analyse the importance of Kyichu Lhakhang and Jampa Lhakhang.
- The questioner asks questions or clarify doubts on the topic. The clarifier attempts to answer any questions. The summariser reinforces the discussion points.
- During the group discussions, the teacher moderate the session and provides further insights when needed.
- Learners explore information about the two lhakhangs from online resources and elders. Make a presentation with illustrations and texts in the form of posters.

Reflective Question

- Evaluate the importance of Kyichu Lhakhang and Jampa Lhakhang as the first monasteries built in Bhutan.

Assessment

- Assess student's ability to analyse the reasons for building the temples by using a fact file. (Refer annexure for a sample fact file)

Resources

- Royal Education Council, A History of Bhutan, Course Book, ClassIX, 2019
- Jampa Lhakhang: <https://bhutanculturalatlas.clcs.edu.bt/culture/sites-structures/monasteries-temples/jampajampey-lhakhang/431/>

Sample fact file

Name and location:	
Year:	
Reasons for establishment:	
Main statues:	
Importance:	

Topic 3: Guru Rinpoche's arrival in Bhutan

Guru Padmasambhava - The lotus born in the 7th century was born as prophesied by Sakayamuni Buddha. His arrival to Bhutan blessed our land and marked as the major turning point with the advent of Buddhism in Bhutan.

Competency

- Explain Sakyamuni Buddha's prophecy on the birth of Guru Rinpoche in the context of Bhutan as Baeyul, and synthesise Guru Rinpoche's arrival in Bhutan as the significant landmark to the advent of Buddhism in Bhutan.

Learning Objectives

- Outline Sakyamuni Buddha's prophecy on the birth of Guru Rinpoche.
- Describe Guru Rinpoche's arrival in Bhutan.

Learning Experience

- Learners explore for information on Guru Rinpoche early life and the unprecedented birth signs. Make a mind map to articulate the information gathered.
- Learners read materials on Guru's arrival in Bhutan. (Refer Bhutan History, Course Book, Class IX, p.g., 13-15, and Bhutan History and Civics & Citizenship Education, Class VIII, 2021.
- Learners analyse the Guru's arrival in Bhutan and transfer information into a table. (Refer annexure for sample information table).
- Learners visit any monasteries to interview the care taker or *Koeyner* on the benefits of being devotees of Guru Rinpoche. Once in class, each learner shares one's own spiritual feeling to the class.

Assessment

- Teacher provides a case study to help learners empathise with the significance of Guru Rinpoche. (Sample Scenario: While doing SUPW at school, you found pictures of Guru Rinpoche in the waste pit. What would be your next course of action?)

Resources

- Royal Education Council, History of Bhutan, Course Book, classIX,2019.
- Royal Education Council, Bhutan History and Civics & Citizenship Education, Class VIII, 2021.

Sample information table

Guru's visit	Reason for visit	Year	Places visited
First visit			
Second visit			
Third visit			

Topic 4: Characteristics of Bhutan as 'Baeyul'

Baeyul is the hidden land blessed by Guru Rinpoche in the 7th century. It is the land where Guru has hidden numerous 'Ter' or treasures and later revealed by Tertons known as treasure discoverers.

Competency

- Analyse the historical evidence of why Bhutan was known as 'Baeyul' or Hidden Land blessed by Guru Rinpoche to understand its historical significance in the life of Bhutanese people.

Learning Objective

- Write the characteristics of Bhutan to be called as 'Baeyul' or Hidden Land blessed by Guru Rinpoche

Learning Experience: Experience-based learning

- Teacher takes learners out of the class and assists them to relax by feeling the fresh air and observing the blue sky.
- Teacher probes learners to identify features of the local physical environment. (e.g., mountains, cliffs, rivers, presence of biodiversity)
- Learners make field notes of their observations.
- Teacher facilitates discussion on the characteristics of Bhutan as 'Baeyul'. (Refer Bhutan History and Civics & Citizenship Education, Class VIII, Class VIII, 2021(draft)).
- Learners articulate their ideas in the poster to share to the class.

Reflective Questions

- Examine the reasons for considering Guru Rinpoche as a revered figure in the history of Bhutan?

Assessment

- Assess students' reflections of field notes using a checklist.

Resources

- Royal Education Council, Bhutan History and Civics & Citizenship Education, Class VIII, 2021(draft).

Topic 5: Reasons for the arrival of Kaygud, Nyingma, Sakya, and Gelug in Bhutan.

The advent of Buddhism in Bhutan was later expanded by the different sect of religious leaders who came and settled in Bhutan. Many Tibetan religious leaders established their base in Bhutan and the most notable sects are Kaygud, Nyingma, Sakya and Gelug. Of all the sect Drukpa Kaygud played the vital role in shaping the Bhutanese values and cultures.

Competency

- Describe reasons behind the arrival and prevalence of different Buddhist sects in the country to inspire and comprehend cultural co-existence.

Learning Objective

- State the reasons for the arrival of Kagyud, Nyingma, Sakya, and Gelug in Bhutan.

Learning Experience: Guest Speaker

- Invite a guest speaker to briefly explain the concept of Kagyud, Nyingma, Sakya, and Gelug, and the reasons for their arrival.
- Learners in groups take notes from the lesson, and prepare a chart display for Table Walk.
- Teacher recapitulates the lesson aligning with the lesson objectives and the competency. (Refer Bhutan History and Civics & Citizenship Education, Class VIII, draft).
- Analyse the religious practices of Kagyud, Nyingma, Sakya, and Gelug in different places and monasteries in Bhutan.
- Assess how the teaching of these sects influence the life style of people in Bhutan. Make presentation to the class.

Assessment

- Assess students' posters on the common values of Kagyud, Nyingma, Sakya, and Gelug using a set of criteria.

Resources

- Royal Education Council, Bhutan History and Civics & Citizenship Education, Class VIII, 2021(draft).

DZONG: THE FAITHFUL SENTINELS OF THE LAND

STRAND: GOVERNANCE AND PEACE

Chapter 2: Dzong - The Faithful Sentinels of the Land

Topic 1: Concept of Dzong

Dzongs are the most important massive concrete structures that express our history and serves as the evidence for our past. Dzongs as the seat of government are the important part of Bhutanese life and share close connections to the sentiments of Bhutanese people. The construction of Dzongs in different places had different purposes and history.

Competency

- Explain the concept of Dzong to appreciate the evolution of the dzong system in Bhutan.

Learning Objective

- Explain Dzong.
- Narrate the importance of Dzongs in Bhutan.
- Compare the significance of Dzongs in Bhutan historical monuments in other countries.

Learning Experience: ISR Strategy.

- Introduction: Teacher distributes Ngultrum (Bhutanese currency) to the learners and let them identify the dzongs displayed on the currency.
- Survey: Teacher divides the class into groups and provides them with the handout on the concept of dzong. (Refer Bhutan History and Civics & Citizenship Education, class VIII, 2021) or
- Instruct learners to watch YouTube video “Dzongs of Bhutan”
- Answer the question provided by the teacher. (Refer sample question in annexure).
- Review: Peer review of the task completed.

Assessment

- Assess learners 1, 2, 3 paper (one interesting point of the lesson, two doubts to be clarified, and three take away from the lesson).

Resources

- Royal Education Council, Bhutan History and Civics & Citizenship Education, 2021.

Topic 2: Dzong System in Bhutan

The Dzongs in the past are used for various purposes like for defence, religious matters, Palaces and local affairs, whereas today most Dzongs are used as district headquarters. The emergence of Dzong system is categorised into Pre-Zhabdrung era , Zhabdrung-era and post-Zhabdrung era.

Competency

- Explain Dzongs in the changing context and analyse the emergence of the dzong system in Bhutan.

Learning Objective

- Describe the emergence of the dzong system in Bhutan.
- Compare the significance of dzongs with monasteries.

Learning Experience: Comprehension Strategy

- Teacher provides brief resources on the emergence of the Dzong system in Bhutan based on pre- Zhabdrung era and Zhabdrung era.
(Refer Bhutan History and Civics & Citizenship Education, class VIII, 2021).

Assessment

- Assess students' activity using round robin chart strategy.
For example, Students' display their task completed on a chart and later involves passing charts among groups to assess learners understanding of the lesson. Finally, the consolidated idea from different charts is discussed in the whole class.

Resources

- Royal Education Council, Bhutan History and Civics & Citizenship Education, 2021(draft).

Topic 3: Dzongs system in Bhutan.

The Dzongs in the past are used for various purposes like for defence, religious matters, Palaces and local affairs, whereas today most Dzongs are used as district headquarters. The emergence of Dzong system are categorised into Pre-Zhabdrung era, Zhabdrung-era and post-Zhabdrung era.

Competency

- Explain research-based approach to help learners equip with basic skills to collect evidence and analyse the purpose of dzong built during the pre- Zhabdrung era, Zhabdrung era, post-Zhabdrung era, and contemporary Bhutan.

Learning Objectives

- Identify the dzong built during the different periods in the history of Bhutan.
- Analyse the purpose of dzong built during the pre- Zhabdrung era, Zhabdrung era, post-Zhabdrung era, and contemporary Bhutan.
- Explain the location of dzong during Zhabdrung's era.

Learning Experience: Research-based Learning

- Teacher provides resources on the dzong built during the different periods in the history of Bhutan and its purpose (Refer Bhutan History and Civics & Citizenship Education, class VIII, 2021).
- Learners create a timeline based on the information input.
- Learners are divided into three groups and each group is given a task (Group A: Purpose of dzong during pre- Zhabdrung era, Group B: Purpose of dzong during Zhabdrung era, Group C: Purpose of dzong during post- Zhabdrung era).
- Gallery walk to understand the purpose of dzong during different periods.
- Explore how dzongs were constructed despite the lack of technologies.
- Investigate how have the establishment of dzongs benefited the life of people in the communities. Make a mind map and share to the class.

Assessment

- Assess students' findings on the original name and location of at least four Dzongs in Bhutan.

Resources

- Royal Education Council, Bhutan History and Civics & Citizenship Education, 2021.

Topic 4: Role of different officials in the administration of dzong

The functioning of the Dzongs are looked after by various officials even during the Zhabdrung's era. Today the officials in the dzongs represent different ministries and departments for implementing their plans and policies to undertake developmental activities in communities.

Competency

- Investigate the roles and responsibilities of different officials in the Dzong during Zhabdrung's era, and draw their significance in the contemporary Bhutan.

Learning Objectives

- Examine the role of different officials in the administration of dzong during Zhabdrung's era.
- Explore the role of different officials in the administration of dzong in contemporary Bhutan.

Learning Experience

- Watch the YouTube video "Inner Courtyard of Punakha dzong" to introduce the lesson. One may use this <https://youtu.be/Oso6CymDErs>.
- Learners construct their knowledge on the roles of different official in the administration of dzong during Zhabdrung's era.
- Compare the roles of different officials in the administration of dzong in the contemporary Bhutan (Bhutan History and Civics & Citizenship Education) with that of officials during the the Zhabdrung's era
- Explore to enumerate the roles of the officials in dzongs in the contemporary Bhutan in the pursuit of developmental activities in Dzongkhags.
- Learners explore to identify and justify some of the developmental activities carried out by the officials in the present dzongs, which have the significant contribution in raising the socio-economic status of people.

Assessment

- Assess student's one-paragraph descriptions on the evolution of different officials in the administration of dzong.

Resources

- Royal Education Council, Bhutan History, Civics & Citizenship Education, 2021
- Inner Courtyard of Punakha dzong: <https://youtu.be/Oso6CymDErs>

CHOEGYAL ZHABDRUNG NGAWANG NAMGYAL : THE ARCHITECT OF THE NATION STATE-PALDEN DRUKPA

STRAND : GOVERNANCE AND PEACE

Chapter 3: Choegyal Zhabdrung Ngawang Namgyal – The Architect of the Nation State- Palden Drukpa

Topic 1: Zhabdrung Ngawang Namgyal's Early Life

Zhabdrung Ngawang Namgyal born in Tibet 1594 CE into a princely Gya family who ruled the Drukpa Kadgyupa school. At the very young age he was recognised as the reincarnation of Kuenkhen Pema Karpo (1527-1592), and enthroned as the holder of 18th Druk Ralung Monastery in Tibet. His enthronement was challenged by another contender Pagsam Wangpo who was the son of hereditary prince of Chongye, a principality in the Yarlung valley of Tibet.

Competency

- Explain Zhabdrung Ngawang Namgyal's early life in Tibet to understand his unique qualities and mythical power in Tibet and in the history of Bhutan.

Learning Objective

- Narrate Zhabdrung Ngawang Namgyal's early life in Tibet.

Learning Experience

- Teacher gives a hand out on the early life of Zhabdrung Ngawang Namgyal to the learners. (Refer A History of Bhutan, Course book for class IX, P.g.,49 and The History of Bhutan by Karma Phuntsho (Dr.) p.g.,212-213)
- Students construct the concept map articulating the big concepts and their attributes in relation to early life of Zhabdrung Rimpoche.
- Learners explore further to gain deeper understanding of the Rimpoche.
- Learners formulate 3-5 pertinent questions on the topic. These questions are exchange amongst the group to answer them.
- The teacher moderates the answers when they are read aloud by each group member

Assessment

- Assess the family tree of Zhabdrung to show the understanding of students' ability for historical inquiry.

Resources

- Royal Education Council, A History of Bhutan, Course book for class IX, 2019.
- Karma Phuntsho (Dr.), History of Bhutan by Karma Phuntsho, 2013.
- Royal Education Council, Bhutan History, Civics & Citizenship Education, 2021.

Topic 2: Zhabdrung Ngawang Namgyal's arrival in Bhutan

Zhabdrung's was well received by many Bhutanese patrons and thus he was able to establish himself as an undisputed figure. His visits to different places increased his patrons and followers which quickly helped him in laying the foundation for unifying the country.

Competency

- Understand the Zhabdrung Ngawang Namgyal's journey and arrival in Bhutan to analyse his abilities to lay foundation for the unification of Bhutan.

Learning Objective

- Explain Zhabdrung Ngawang Namgyal's arrival in Bhutan. (Reasons).

Learning Experience: Presentation .

- Teacher distributes resources or handout containing outer, inner, and secret reasons for Zhabdrung Ngawang Namgyal's arrival in Bhutan (Refer A History of Bhutan, Course book for class IX p.g., 52 and The History of Bhutan by Karma Phuntsho p.g., 217-218).
- Teacher divides the class into groups to identify the three main reasons for the Zhabdrung's arrival in Bhutan.
- Each group makes a Power Point Presentation.
- Learners explore further to understand his journey to Bhutan.
- Make route map of his journey from Tibet to Bhutan and within Bhutan

Assessment

- Teacher assesses the group presentation with criteria.

Resources

- Royal Education Council, A History of Bhutan, Course book for class IX, 2019.
- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Royal Education Council, Bhutan History, Civics & Citizenship Education, 2021.

Topic 3: Circumstances in Tibet that led to Zhabdrung Ngawang Namgyal's Departure from Tibet for Bhutan

The Great Zhabdrung Ngawang Namgyal after his birth and enthronement as the holder of Druk Ralung Monastery in Tibet at the young age was challenged by a rival claim to the seat of Druk Ralung which led him to travel south and establish his supremacy as the architect of our nation.

Competency

- Discuss Zhabdrung Ngawang Namgyal's departure from Tibet and arrival in Bhutan to understand the causes and effects and appreciate the context.

Learning Objectives

- Discuss the circumstances in Tibet that led to Zhabdrung Ngawang Namgyal's departure from Tibet for Bhutan
- State the factors in Bhutan that enabled Zhabdrung Ngawang Namgyal to come to Bhutan.

Learning Experience: Enactment

- Learners enact a scene on Zhabdrung's dispute with Tsang Desi Phuntsho Namgyal with the help of the teacher.
- After the enactment, teacher may engage the entire class in writing reflection on the factors in Bhutan that enabled Zhabdrung Ngawang Namgyal's arrival to Bhutan. (Refer Course book for class IX, p.g., 49-52 or History of Bhutan by Karma Phuntsho p.g.,212-217).
- They share the work to the class.

Assessment

- Learners individually reflect on circumstances on Zhabdrung, had he not visited Bhutan.
- Peer assessment to check the understanding of the concept learned.

Resources

- Royal Education Council, A History of Bhutan, Course book for class IX, 2019.
- Karma Phuntsho (Dr.), History of Bhutan, 2013.
- Royal Education Council, Bhutan History, Civics & Citizenship Education, 2021.

MONARCHY: AN ERA OF STABILITY AND REFORMS

STRAND: GOVERNANCE AND PEACE

Chapter 4: Monarchy: An Era of Stability and Reforms: Part I

Topic 1: Reunification of Sharcho Khorlo Tshibgye

Jigme Namgyel popularly known as the Black Regent became the most undisputed figure of his times. From his early life as a sheep herder at Bumthang to the enrolment to the service of Trongsa Poenlop, he was a man of destiny. The unification of eastern region under the rule of Trongsa Poenlop was one of the most important tasks undertaken by Jigme Namgyel that led to the unification of Bhutan as a nation state and laid strong foundation for the establishment of Bhutan's hereditary monarchy.

Competency

- Explain the reunification of Sharcho Khorlo Tshibgye to analyse and assess its impact on the country.

Learning Objective

- Discuss the reunification of Sharcho Khorlo Tshibgye.

Learning Experience: Mind Mapping

- Learners work in groups and prepare a mind map with teacher scaffolding. (Refer A History of Bhutan Course Book for class X, p.g.,5- 6, A History of Bhutan Course Book for Class VIII, p.g.,11)
- Learners may use charts or digital tools such as Jamboard or Microsoft PowerPoint.
- Learners take turns to present the work to the class.
- Teacher initiates discussion on Jigme Namgyel's contribution for reunification of Sharcho Khorlo Tshibgye.

Assessment

- Assess students' mind map on the concept to reunification of Sharcho Khorlo Tshibgye.

Resources

- Royal Education Council, A History of Bhutan Course Book for Class VIII, 2019.
- Royal Education Council, A History of Bhutan Course Book for Class X, 2019.
- Royal Education Council, Bhutan History, Civics Citizenship Education, 2021

Topic 2: Jigme Namgyel's Accessions to Trongsa Poenlop: Immediate circumstance that led Jigme Namgyel to the post of Trongsa Poenlop.

Jigme Namgyel popularly known as the Black Regent became the most undisputed figure of his times. From his early life as a sheep herder at Bumthang to the enrolment to the service of Trongsa Poenlop, he was a man of destiny. The unification of eastern region under the rule of Trongsa Poenlop was one of the most important tasks undertaken by Jigme Namgyel that led to the unification of Bhutan as a nation state and laid strong foundation for the establishment of Bhutan's hereditary monarchy.

Competency

- Discuss the legacies of Jigme Namgyel as a Trongsa Poenlop to assess the circumstances that led him to the post of Trongsa Poenlop.

Learning Objectives

- Discuss the immediate circumstance that led Jigme Namgyel to the post of Trongsa Poenlop.
- Discuss the significance of the post of Trongsa Poenlop to Jigme Namgyel.
- Explain the significance of the institution of Trongsa Poenlop in the establishment of monarchy.
- Explain the role of Jigme Namgyel as Desi.

Learning Experience: Hot Seating (activity-based)

Pre-Activity: (in advance)

- Learners read on Jigme Namgyel and are required to submit question(s) to the teacher. (Refer A History of Bhutan Course Book for class X, p.g.,5-6, A History of Bhutan Course Book for Class VIII, p.g.,11)
- Teacher provides feedback and assists to revise the question(s).

During-Activity: (face to face or remote)

- Teacher and the learners take up roles as character(s) and are interviewed by the rest of the group using the questions they have submitted during pre- activity)
- Suggested roles: Trongsa Poenlop Jigme Namgyel, Trongsa Poenlop Tshokye Dorji, Jakar Dzongpoen Tsongdrue Gyaltsen.
- Teacher models hot seating and learners also take up roles in turns (note: Encourage voluntary participation initially to take care of students affective dimension).

Post-Activity:

- Debriefing on the topic in line with the objectives using the list of questions the learners submitted.

Reflective Questions

- Evaluate the role of Trongsa Poenlop in consolidating the power in the region
- Reflect on the contributions made by Jigme Namgyel in relation to the institution and establishment of Monarchy in Bhutan.

Assessment

- Assess learners on the mastery of content as well as inference and empathy skills to generate historical appreciation through a series of questions.

Resources

- Royal Education Council, History of Bhutan, course book for class X, 2018.
- Royal Education Council, History of Bhutan, course book for class VIII, 2019.
- Royal Education Council, Bhutan History and Civics & Citizenship Education, 2021.

Topic 3: Influence of Lam JangchubTsonдру on JigmeNamgyel’s life

Lama Jangchub Tsonдру was a Gelukpa Lama from the Wensa tradition of Tibet. Lama travelled through Bhutan several times and found devoted patronage in Bumthang. Lama has become the most influential figure in the life of Jigme Namgyel.

Competency

- Discuss the influence of Lam Jangchub Tsonдру and critically analyse the impacts on Jigme Namgyel’s life.

Learning Objectives

- Write a brief background of Lam Jangchub Tsonдру.
- Discuss the influence of Lam Jangchub Tsonдру on Jigme Namgyel’s life.

Learning Experience: Reciprocal Teaching (cooperative reading)

- Teacher presents a selected reading material on Jangchub Tsonдру to the learners or specifies the required portion from the textbook. (Refer article titled -The fascinating life of lama Jangchub Tsonдру)
- Learners are divided into groups of four.
- Learners are oriented on the procedure of Reciprocal Teaching. The roles are defined as follows:
 - 1st member: initiates prediction by surveying the title, the subtopics and key words.
 - 2nd member: initiates reading to find out more.
 - 3rd member: initiates clarification on tricky words, phrases and ideas. 4th member: initiates summarization of the topic.
- The members take turns to record their discussion on a worksheet. (Refer annexure for sample worksheet)
- Teacher facilitates class discussion using questioning in line with the objectives to generate historical empathy and appreciation.

Assessment

- Assess students’ mastery of the content using Quiz.

Resources

- The fascinating life of lama Jangchub Tsonдру according to his biography:
<https://www.bhutanstudies.org.bt/publicationFiles/ConferenceProceedings/SpiderAndPiglet/8-Spdr&Pgl.pdf>
- Royal Education Council, A History of Bhutan, Course Book for class X, 2018.
- Royal Education Council, Bhutan History, Civics & Citizenship Education, 2021.

Sample of Cooperative Reading Square

Prediction	Read
Clarification, Questioning and Discussion	Summarisation

Chapter 5: Monarchy - An Era of Stability and Reforms: Part II

Topic 1: Early life of Druk Gyalpo Ugyen Wangchuck

Gongsa Ugyen Wangchuk was born to his father Jigme Namgyel and mother Azhi Pema Choki in 1862. His early political education started in the palace following strict routine. He mostly accompanied his father and listening to the complexities of the division and factions in the nation. He followed the footsteps of his father Jigme Namgyel for the establishment of strong central authority.

Competency

- Provide learners an avenue to describe, draw historical literacy and appreciation on the early of Druk Gyalpo Ugyen Wangchuck.

Learning Objective

- Describe the early life of Druk Gyalpo Ugyen Wangchuck.

Learning Experience: KWHLAQ (Inquiry-based)

- K stage – What do you KNOW? (Mind map, think-pair- share)
 - Students activate their prior knowledge by sharing what they already know about Druk Gyalpo Ugyen Wangchuck.
- W stage – What do you WANT to know? (Brainstorm)
 - Learners set goals specifying what they want to learn about Druk Gyalpo Ugyen Wangchuck.
 - Teacher lists the student goals in the form of questions.
- H stage – HOW will you find out?
 - (Learners may carryout online search, refer books, watch videos, and conduct expert-interview)
 - Teacher assists learners locate resources such as texts and videos.
- L stage – What have you LEARNED?
 - Discuss what they have learned based on the questions and points they generated in K and W- stages on the lesson topic.
- A stage – What ACTION will you take?
 - Make a 2-minute video journal on early life of Druk Gyalpo Ugyen Wangchuck
- Q stage – What further QUESTIONS do you have?
 - Learners may ask additional questions and doubts.

Assessment

- Assess the 2-minute video journal using a rubric.

Resources

- Royal Education Council, Bhutan History, Civics & Citizenship Education, Class VIII, 2021.
- Royal Education Council, A History of Bhutan, Course Book for class X, 2018.

Topic 2: The rise of Ugyen Wangchuck

From the early age Gongsa Ugyen Wangchuck actively participated in the political affairs of the region. He was given opportunity to prove himself as a man of courage and intelligence. In 1879, he was appointed as the Paro Poenlop and later rise to the post of Trongsa Poenlop. Thus, paved way to establish a strong administrative hold in the region.

Competency

- Explain and through historical inquiry analyse milestones in the rise of Ugyen Wangchuck as an important political figure.

Learning Objectives

- Explain the milestones in the rise of Ugyen Wangchuck as an important political figure such as Paro Poenlop's revolt of 1877, subjugation of Dronsop Sengay Namgyal of 1879, Battle of Changlimithang of 1885 and Younghusband Mission of 1904.

Learning Experience

- Learners are provided necessary reading material and oriented on the method of Socratic seminar. (Refer A History of Bhutan, Course Book for class X, p.g., 21-24, and A History of Bhutan, Course Book for Class VIII, p.g.,37-43)
- Teacher takes up the role of moderator for the first topic (revolt of 1877) and models processes involved in the seminar.
- Learners are given the opportunity to take up the role of moderator thereafter for each topic. (Subjugation of Dronsop Sengay Namgyal of 1879, Battle of Changlimithang of 1885 and Younghusband Mission of 1904)
- Teacher scaffolding is gradually withdrawn as learners become more comfortable in the process.
- The seminar on the first few topics is video recorded for a debriefing session to teach the processes thoroughly.
- Learners interview elders in the locality to understand more about Gongsa Ugyen Wangchuck and practice the oral history skills.

Assessment

- Assess students' ability to infer and empathise Druk Gyalpo Ugyen Wangchuck's contributions through questioning in the process of the seminar.

Resources

- Royal Education Council, History of Bhutan, course book for Class X, 2018.
- Royal Education Council, History of Bhutan, course book for Class V III, 2019.
- Royal Education Council, Bhutan History, Civics & Citizenship Education,2021

Topic 3: The immediate circumstances leading to the establishment of Hereditary Monarchy

In 1906, Druk Desi Truelku Yeshe Ngedrup retired to the Sangachhokhor monastery in Paro to devote himself to religious and artistic pursuits. After his retirement no new Druk Desi was nominated. In 1904, Zhabdrung Jigme Choegyel had died and came to be left with both seats of Zhabdrung and Druk Desi vacant for a time. It was unanimously decided that Trongsa Penlop Ugyen Wangchuck be chosen as the first hereditary King of Bhutan.

Thus, on 17 December, 1907, with the signing and sealing of Oath of Allegiance in grand ceremony in Punakha Dzong, Trongsa Penlop Ugyen Wangchuck was installed as the first Druk Gyalpo of Bhutan. There was an end to the political instability and many social and educational reforms were undertaken under the leadership of first Druk Gyalpo Ugyen Wangchuck.

Competency

- Discuss the contributions of Desi Jigme Namgyel and Druk Gyalpo Ugyen and assess the immediate circumstances leading to the establishment of Hereditary Monarchy.

Learning Objective

- Discuss the immediate circumstances leading to the establishment of Hereditary Monarchy.

Learning Experience: Simulated Elocution

- Learners carry out research on the topic and prepare short notes. (Refer A History of Bhutan: A supplementary text for Class XII, p.g., 12-16, A History of Bhutan: Course Book for Class X, p.g.,25)
- Teacher selects a few learners from the class to simulate the event of Gyadrung Ugyen Dorji submitting his petition to the Lhengye Tshog to elect Ugyen Wangchuck as hereditary King of Bhutan. The simulation considers:
 - Gyadrung Ugyen Dorji articulating all the reasons for his petition.
 - The Lhengye Tshog debriefs Gyadrung, requiring him to justify his reasons further.
 - Teacher supplements and provides feedback on the topic.

Assessment

- Assess the students' understanding of the immediate circumstances leading to the establishment of Hereditary Monarchy through the process of simulation using a checklist.

Resources

- Royal Education Council, A History of Bhutan: A supplementary text for Class XII, 2020)
- Royal Education Council, History of Bhutan Course Book for Class X, 2019)
- Royal Education Council, Bhutan History, Civics & Citizenship Education, 2021.

Topic 4: Contributions of Druk Gyalpo Ugyen Wangchuck

The Druk Gyalpo Ugyen Wangchuck initiated many internal reforms and took various measures for the development of the country and the wellbeing of the people. He introduced modern education which he believed to be the first step towards modern education. He started royal patronage to the Bhutanese monks and scholars to further on Tibet and invited teachers and learned scholars from there to teach in Bhutan. He established better ties with the British India in the south due to increasing Chinese influence in Tibet. This led to the signing of the Treaty of Punakha in 1910, which became the guiding philosophy in the foreign affairs of Bhutan.

Competency

- Explain the contributions of Druk Gyalpo Ugyen Wangchuck and analyse their benefits for the people of Bhutan.

Learning Objective

- Explain the contributions of Druk Gyalpo Ugyen Wangchuck.

Learning Experience: Gallery Walk (virtual)

- Teacher assigns different areas of contributions as topics to be explored by the students. (Refer History of Bhutan, course book for class X, p.g.,30, History of Bhutan, course book for class VIII, p.g., 45 and Bhutan History and Civics & Citizenship Education, class VIII)
- Learners in groups carry out research to find out more on each subtopic.
- Learners in consultation with the teachers prepare adequate charts (visuals aids) to cover their topic.
- Learners present the charts in the class or online.
- Learners display the charts for gallery walk. (for virtual gallery walk learners can be assisted to use a tech tool called Google Jam board)
- use a tech tool called Google Jam board.

Assessment

- Assess the charts or visual aids prepared by the learners using a rubric.

Resources

- Royal Education Council, History of Bhutan, course book for class X, 2018.
- Royal Education Council, History of Bhutan, course book for class VIII, 2018.

Topic 5: Azhi Tsundru Lhamo as a patron of Traditional Weaving

Azhi Tsundru Lhamo is the first Queen of Bhutan was considered as the great patron of traditional arts and religious institutions. Of all the traditional arts, her contribution in the field of traditional weaving earned her the patron of traditional weaving.

Competency

- Discuss the contributions of Azhi Tsundru Lhamo and analyse the importance of traditional weaving, honour and appreciate as its patron.

Learning Objective

- Discuss Ashi Tsundru Lhamo as a patron of Traditional Weaving.

Learning Experience: KWL (Inquiry-based)

K stage – What I KNOW?

- Teacher activates the students' prior knowledge by asking them what they already know about Ashi Tsundru Lhamo.
- Teacher lists the points contributed by the learners on a KWL chart/ board. (Refer annexure for a sample)

W stage – What I WANT to learn?

- Learners (collaborating as a class or within small groups) ask questions specifying what they want to learn about Ashi Tsundru Lhamo.
- Teacher assigns the portion from the text on the topic to be read (Bhutan History and Civics & Citizenship Education, class VIII, draft)

L stage – What I have LEARNED?

- After reading, learners discuss what they have learned.
- In reference to the chart, discuss the questions, check the accuracy of the points listed before, and add any new points learned on the topic.

Assessment

- Assess historical memoirs written by students, on Ashi Tsundru Lhamo as a patron of traditional weaving, using a checklist.

Resources

- Royal Education Council, Bhutan History and Civics & Citizenship Education, class VIII.

Sample KWL chart

What I KNOW	What I WANT to learn	What I have LEARNED

FORMATION OF GOVERNMENT IN DEMOCRATIC CONSTITUTIONAL MONARCHY

STRAND: GOVERNANCE AND PEACE

Chapter 6: Formation of Democratic Constitutional Monarchy

There are different forms of government in the world. The evolution of government from Feudalism to Hereditary Monarchy and to Democratic Constitutional Monarchy. The establishment of Democratic Constitutional Monarchy has given us the responsibility to lead and make a correct decision in the developmental plans in our community.

Topic 1: Formation of Government

Competency

- Explain the formation of government, political parties and analyse these institutions and processes in the real world, linking theory with practice.

Learning Objectives

- Explain the Formation of Government.
- Define political party.
- Describe the formation of political parties.

Learning Experience

- Learners are sent to conduct interviews to any local government official to gather information about how local government is formed.
- Learners create one-page information on government and political parties (Refer YouTube video titled, what are Political Parties? and Bhutan Civics, Classes IX & X, p.g., 25-26).

Assessment

- Assess students' one-page information chart using a checklist to see the understanding of the lesson.

Resources

- What are Political Party?
- <https://www.youtube.com/watch?v=pLlvOv7JOXs>
- Royal Education Council, Bhutan Civics Classes IX & X, 2020
- Royal Education Council, Bhutan History and Civics & Citizenship Education, 2021.

Topic 2: Election

An election is a process where the voters cast their votes to elect political parties or candidates as their representative for the Parliament or Local Government. The Constitution of the Kingdom of Bhutan grants all citizens above the age of 18 years, the right to vote and elect most competent and qualified members in the parliament and local government.

Competency

Explain the concept and the importance of election to assess the fundamental knowledge of election and the processes in the context of democracy.

Learning Objectives

- Explain the concept of election.
- Assess the importance of election.

Learning Experience: Reflective and Analogical Learning

- Learners reflect and write on the importance of electing captains in their school.
- Display their work.
- Learners read the article titled, `Functions of Election “and draw analogies with their activity.
- Teacher facilitates the whole class discussion.

Assessment

- Assess students’ poster on the theme-why election? using a rubric.

Resources

- Functions of Election: <https://www.britannica.com/topic/election-political-science/Functions-of-elections>
- Royal Education Council, Bhutan History, Civics & Citizenship Education, 2021.

GOOD CITIZENSHIP

STRAND : IDENTITY, SPIRITUALITY AND CULTURE

Chapter 7: Good Citizenship

Topic 1: Domains of citizenship

Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is granted to its protection. Every individual person living in the world must have a citizenship to identify one's identity.

The four major domains of citizenship are commonly distinguished as: civil, political, and socio-economic and culture.

Competency

- Explain domains of citizenship and their relationship in terms of civil, political, socio-economic and cultural context to enhance their civic literacy and become an effective member in the community.

Learning Objectives

- Define four domains of citizenship
- Explore relationship among four domains of citizenship in terms of civil, political, socio-economic and cultural context.

Learning Experience

- Facilitate learners to conduct online or offline library information search on Bhutanese Citizenship.
- Generate discussion on four domains of citizenship and relationship among four domains. (Refer Bhutan Civics: A Supplementary Textbook, Class VII & VIII, p.g., 20 and The Bhutan Citizenship Act, 1985, p.g.,2-3)

Assessment

- Assess students' 100-word review of the four domains of citizenship in terms of civil, political, socio-economic and cultural context based on criteria.

Resources

- Royal Education Council, Bhutan Civics: Classes VII and VIII: A Supplementary Textbook, 2019.
- Royal Education Council, Bhutan History and Citizenship Education (draft), Class VII, 2021.
- The Bhutan Citizenship Act, (1985):
https://www.nab.gov.bt/assets/uploads/docs/acts/2014/Bhutan_Citizen_Act_1985Eng.pdf

Topic 2: Concept of good citizen

It is not just enough to be a citizen of a nation, one has to be a 'Good Citizen'. Understanding the attributes of a good citizenship has become important as it has direct link to the formation of better living community and appreciating the diversity of the values that we share in our community. Understanding diversity prepares all of us to be a better citizen in a democratic nation like ours.

Competency

- Explore the attributes of a good citizen and help learners identify oneself as an active participant in society with responsibility to work with others for the social benefit.

Learning Objectives

- Define good citizen.
- Identify the attributes of a good citizen.

Learning Experience

- Present YouTube video on "Keep Bhutan Clean " and discuss about being a good citizen and attributes of a good citizen.
Or
- You found a bag containing lots of money, a latest smartphone and some personal documents in a public place. What would you do? Discuss this issue in relation with the concept of a good citizen and attributes of a good citizen.

Assessment

- Assess students' three-line poem (Haiku) on attributes of a good citizen.

Resources

- "Keep Bhutan Clean": <https://vimeo.com/77735592>

Topic 3: Importance of living with commonality and diversity

Today living in community with diverse society of people, religious group and ethnic diversity. Everyone has an extra responsibility to include oneself in the rule of community and positively accept the diversity in the community. We are not just individual but a global citizen, living together in the diverse society gives us richer life experience, opportunity to solve problems together. Our community is our responsibility and a better community will lead to a better nation we live in.

Competency

- Explain community and the importance of living with commonality and diversity to develop to be an effective and helpful member of the community to live in commonality and diversity.

Learning Objectives

- Define Community
- Explore importance of living with commonality and diversity

Learning Experience: Case-based learning

- Assist learners in groups to identify and visit a local community with a problem. Facilitate learners to draw out features of the community. (What makes up a community? E.g., Water shortage in a village/Gewog/town/Dzongkhag and seek solution to address it).
- Or present a YouTube video on youth engagement to build GNH Model Menchari village, Samdrup Jongkhar.
- Generate discussion on youth engagement in Menchari village, Samdrup Jongkhar and draw out lessons on the concept of community and importance of living with commonality in diversity.

Assessment

- Assess student groups' community problem solving cases based on a set of criteria.
- Assess students' concept mapping of importance of living with commonality in diversity.

Resources

- Menchari Pilot Village: <https://www.sji.bt/gnh-menchari-village/>

World History

HISTORIOGRAPHY

STRAND: HISTORIOGRAPHY

Chapter 8: History and its sources

Topic 1: Sources and its uses

Historian uses historical sources to write and interpret history. Historical sources can be a document, a picture, a sound recording, a book, a cinema film, a television program or an object. Any sort of artefact that conveys information is a source. There are two main types of sources of history- primary and secondary sources or material and non-material. Without record or historical sources there will be no history.

Competency

- Explain the sources of history, types and its uses to analyse the deeper understanding of the historical interpretation of events based on the types of sources in the context of change and continuity.

Learning Objectives

- Explain sources in history and its uses.
- Explain the primary, secondary, material, non-material sources.
- Explain sources in history and its uses.

Learning Experience:

- Teacher brings an example of primary and secondary sources in the class.
- Learners are instructed to read the information on material and non-material sources (Refer World History Class V III, p.g.,5 and an article titled Primary and Secondary Sources)
- Learners categorize the examples brought by the teacher into primary and secondary sources.
- Teacher explains material and non-material sources.
- Learners generate examples for material and non-material sources.

Assessment

- Assess students' inventory of different sources to write a history of the school.

Resources

- Royal Education Council, World History Textbook Class VIII, 2020.
- Primary and Secondary Sources:
https://www.tamuk.edu/Artsci/_files_COAS/museum/Primary_and_Secondary-Sources1.pdf

Topic 2: Historiography and its importance in studying history

Historiography is defined as the history of history; the study of the various approaches to historical method, the actual writing of history and the various interpretations of historical events. It encourages seeking out the biases in historical accounts and understanding the subjective nature of historical writing, construction and interpretation. Historiography gives us the tools to examine history in the context of the multitude of factors that determine how history is recorded and reproduced.

Competency

- Explain historiography and analyse the evolution of diverse historical recordings, interpretations and writing of history with time in the context of change and continuity.

Learning Objective

- Explain historiography and its importance in studying history.

Learning Experience: Collaborative Learning.

- Teacher presents the concept of Historiography and the process of writing history. (Refer World History Class VIII, p.g., 2-3 and an article titled Historiography and how it is important to the study of history.)
- Assign the same topic to each group of learners to search information on it.
- Teacher supplement students' findings to show that historical narratives differ and it is important to collect more information from different sources for wider accurate construction of knowledge.

Assessment

- Assess students' ability to construct historical knowledge and differing interpretation through a pair activity using a rubric. (e.g., guide two learners to write on the same topic using historical sources. The outcome will be two different historical writing.)

Resources

- Royal Education Council, World History Textbook Class VIII, 2020.
- Historiography and how it is important to the study of history:
http://schools.yrdsb.ca/markville.ss/history/west/Riana_SA.pdf

STRAND: EVOLVING CIVILISATION

Chapter 9: Old Stone Age

Topic 1: Biological evolution of human beings

The story of human evolution began about seven million years ago, when human genealogy got separated from the apes. Over the time around twenty human species (Hominins) originated under humankind. Most of these species went extinct while those who survived might have been ancestors of modern humans. They displayed human like psychological, behavioural and physical characteristics. For instance, they had larger brain, the ability to walk upright and developed the skill to carve and use tools and weapons. Furthermore, these creatures were classified into three groups, namely early Hominins, Australopithecines and the Homo Genus..

Competency

- Explain the biological evolution of human beings to become historically literate on the human beings developed on Earth from now-extinct primates.

Learning Objectives

- Explain the biological evolution of human beings

Learning Experience: Visual and group-based learning

- Learners make pictorial analysis of primates, Hominid, Habilis, Erectus, Neanderthalensis, and Sapiens. (Refer World History class VIII, p.g.,8-11).
- Teacher facilitates learners' discussion about the biological evolution of human beings.
- Learners draw lessons about human beings' biological evolution and its implications on themselves.

Assessment

- Assess student's ability to create timeline on human evolution through group activity.

Resources

- Royal Education Council, World History, Class VIII, 2019.

Topic 2: Three periods of Stone Age and its features

Stone Age is a period of human history in which humans used primitive stone tools. The Greek word “Lithos” means stone and age means period. Thus, it is called the Stone Age. The Stone Age people were the first people to create clothing. They made out of animal skins, grass and bark of trees. Based on the types of tools used, the Stone Age can be divided into three periods. These are the Palaeolithic Age, Mesolithic Age and Neolithic Age.

Competency

- Describe the historical periods to develop the understanding of context and chronology of events and develop a sense of period through characteristic features.

Learning Objectives

- Describe the three periods of Stone Age and its features (Focus On different tools used by Prehistoric Period).
- Compare Paleolithic and Neolithic Ages.

Learning Experience:

- Learners produce a fact file on three periods of Stone Age and its features. (Refer World History textbook for class VIII, p.g.,11).
- Teacher facilitates learners to read and discuss as they transfer information into the fact file template that they designed.

Assessment

- Assess students’ template design to compare between Paleolithic and Neolithic Ages

Resources

- Royal Education Council, World History Textbook, class VIII.

STRAND: GOVERNANCE AND PEACE

Chapter 10: Governance and Peace

Topic 1: Describe the cause for change and continuity in governance system.

Government is the means by which state policy is enforced, as well as the mechanism for determining the policy of the state. States are served by a continuous succession of different governments. Historically prevalent forms of government include monarchy, aristocracy, oligarchy, theocracy, tyranny, communism, and democracy. Different forms of government evolved and many causes are also attributed for its change and the continuity.

Competency

- Describe the cause for change and continuity in the governance system and explore reasons for a change from one form to another during different time periods.

Learning Objective

- Describe the cause for change and continuity in the governance system.

Learning Experience

- Learners in groups search for information on the cause for change and continuity in the governance system.
- Teacher facilitates offline and online research.

Assessment

- Writes a summary of 200 words to assess the cause of the change in governance system.

Resources

- Royal Education Council, World History Textbook, class VIII.

Topic 2: Characteristics of Totalitarian, Authoritarian, Communist, Democratic forms of government

The different forms of government have evolved over the times and many factors are attributed for its change and the continuity. While the responsibilities of all governments are similar, those duties are executed in different ways depending on the form of government. Some of the different types of government include a direct democracy, a representative democracy, socialism, communism, a monarchy, an oligarchy, and an autocracy.

Competency

- Explain different forms of government, their features, and pros and cons to comprehend the lives of people under these different forms of government.
- Explain the characteristics different forms of government and evaluate their relevance in the present time. Further, it helps to present the diverse interpretation and accommodate different perspectives.

Learning Objectives

- Explain the characteristics of Totalitarian, Authoritarian, Communist and Democratic forms of government.
- Explain the pros and cons of Totalitarian, Authoritarian, Communist and Democratic form of government.

Learning Experience: Jigsaw and Debate

- Teacher uses a jigsaw strategy to explore the characteristics of Totalitarian, Authoritarian, Communist and Democracy. (Refer YouTube video on Totalitarian, Democracy, Authoritarian Government, and World History textbook, Class VIII, p.g.,17-19)
- Teacher provides a worksheet (Refer annexure for a sample worksheet) to understand advantages and disadvantages of each form of governance system.

Assessment

- Teacher assesses students' learning on different forms of government through a 30-second video using a checklist. The checklist will consider learners choice of the best form of government and their justifications

Resources

- Royal Education Council, World History, Class VIII, 2020.
- Definition, characteristics and examples of Totalitarian:
- <https://study.com/academy/lesson/totalitarianism-definition-characteristics-examples.html>
- Democracy for kids:<https://www.coolkidfacts.com/democracy-facts/>
Authoritarian Government:
<https://www.youtube.com/watch?v=3gJGYzRw3lk>

Sample of Work Sheet

Forms of government	Description/ Characteristics	Advantages	Disadvantages	Example
Authoritarian				
Totalitarian				
Communist				
Democracy				

Topic 3: Imperialism and industrial revolution

Imperialism is a policy where a country extends the rule over peoples and other nations by employing hard power, especially military forces for extending political and economic access, power, and control. Imperialism is a distinct concept while related to colonialism and empire; that can apply to different forms of expansion and government.

As a result of industrialization, the powerful European countries like Great Britain, France, Germany, Japan etc. set-up their colonies in Asia, Africa and South America for both the raw materials and markets for their finished goods. Thus, industrialisation gave birth to imperialism.

Competency

- Explain imperialism and industrial revolution and analyse the circumstances leading to the rise of new forms of government.

Learning Objective

- Explain imperialism and industrial revolution as a cause for the rise of new forms of government.

Learning Experience: Lecture and visual-based learning

- Teacher narrates the story on how imperialism and industrialism has led to the formation of different forms of government.
- Share the YouTube video titled Industrialization and Imperialism.
- Learners will be made to discuss how two factors contributed to the rise of new government.
- Teacher's consolidation on the main points focuses on the rise of new forms of government due to Imperialism and Industrial Revolution.

Assessment

- Assess student-designed brochure on different forms of government, focusing on industrialization and imperialism as a cause for the rise of new forms of government, based on a set of criteria.

Resources

- Industrialization and Imperialism: <https://www.youtube.com/watch?v=fUDwPz9VmL0>

Topic 4: Impacts of capitalism and socialism on modern system of governance

The evolutionary of modern system of governance is mainly due to the changing political and economic system, capitalism and socialism. Impact of capitalism and socialism, is a major driver of innovation, wealth, and prosperity in the modern era. It contributed in redesigning and shaping the modern governance system.

Competency

- Explain the rise of capitalism and socialism and analyse its impact on the modern system of governance.

Learning Objective

- Evaluate the impacts of capitalism and socialism on the modern system of governance.

Learning Experience

- Brainstorm learners using pictorial illustration on capitalism and socialism to understand their concept. (Refer annexure for the sample pictures)
- Initiate discussion to infer the impact of capitalism and socialism on the modern system of

Assessment

- Assess students' discussion paper on which ideology is better for the progress of a society, using a rubric.

Resources

- Royal Education Council, World History Textbook, class VIII.

Sample pictorial illustration for capitalism and socialism



UNDERSTANDING RELIGION

STRAND: IDENTITY, SPIRITUALITY AND CULTURE

Chapter 11: Understanding Religion

Topic 1: Concept of religion

Religion refers to a belief in a divine entity or deity and it is about the presence of God who is controlling the entire world. Different people have different beliefs, cultures and way of life which is mainly shaped by their own religion and culture.

Competency

- Explain religion and its basic characteristics to construct a conceptual knowledge about religion particularly and history in general.

Learning Objectives

- Define Religion.
- Examine the basic characteristics of religion.

Learning Experience

- Teacher displays the images representing five major religions.
- Learners draw out characteristics of religion from the images.
- Teacher scaffolds learners to derive definition of religion from the characteristics. (Refer World History Class VIII, p.g.,27).

Assessment

- Use a checklist to assess students' understanding on characteristics of religion.

Resources

- Royal Education Council, World History Class VIII, 2020.
- Five major world religion-John Bellaimey: https://www.youtube.com/watch?v=m6dCxo7t_aE

Topic 2: Different types of Religion

There are different types of religion and the widely accepted different types of world religion includes Christianity, Islam, Hinduism, Buddhism and Judaism.

Competency

- Explain types of religion and analyse the circumstances leading to the growth of different religion. Further it helps to respect the religious diversity as an essential element of any peaceful society.

Learning Objectives

- Explain different types of religion.
- Explain the circumstances leading to the growth of different religion.

Learning Experience

- Teacher constructs questions to fulfil the objectives.
- Learners answer these questions as they watch the video clip titled ‘The five major world religions’ by John Bellaimey.
- Teacher facilitates students' learning through visualization, and question- answer sessions.

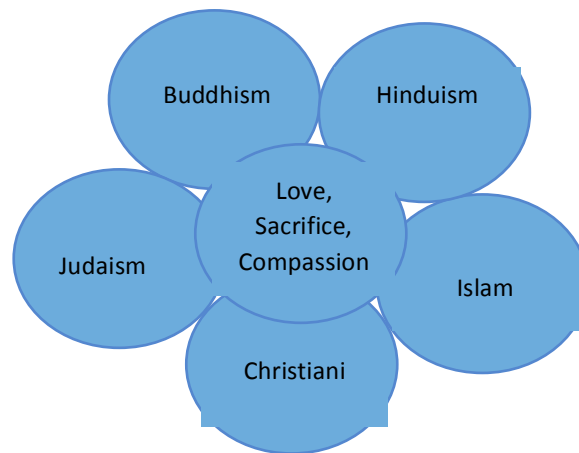
Assessment

- Learners draw a Venn diagram to show common values of different religions and they are assessed using checklist.

Resources

- Five major world religion-John Bellaimey: https://www.youtube.com/watch?v=m6dCxo7t_a

Sample Venn diagram to show common values



Topic 3: Significance of religion on socio-cultural Life

Religion has shaped and guided humans throughout its civilization. It plays a crucial role for a person in giving a cultural identity. Religion helps in building values like love, empathy, respect and harmony.

Competency

- Describe the significance of religion on the socio-cultural life to recognize and respect socio-cultural diversity.

Learning Objective

- Describe the significance of religion on socio-cultural life.

Learning Experience: Cooperative Learning (Jigsaw)

- Instruct learners to read on the topic significance of religion on socio-cultural life (World History textbook, Class VIII, p.g.27)
- Provide handouts on the significance of religion on socio-cultural life.
- Learners share their understanding of the class.
- Learners write the summary of the significance of religion on socio-cultural life.

Assessment

- Learners write a newspaper article on religious practices in their community.

Resources

- Royal Education Council, World History, Class VIII, 2020.

Annexure/Appendix

Assessment Weightage and Instructional Hours

Class VII Bhutan History and CCE (70%)

Sl. No	Strand	Chapter	Wgt. (%)	Instructional Hours
1	Evolving Civilisation	1. Ancient Bhutan: Tracing the Country's earliest roots	8	6.4
2	Governance and Peace	2. Monarchy: An era of Stability and Reforms	15	12.0
		3. Bhutan and British India: Bhutan's Relation with Her Immediate Foreign Neighbour	10	8.0
		4. State and Government	7	5.6
3	Identity, Spirituality and Culture	5. Cultural Heritage: Making Sense of Bhutanese National Expressions	13	10.4
		6. Pema Lingpa-A Spiritual and Cultural Luminary of the Soil	10	8.0
		7. Civics and Citizenship	7	5.6
			Total	56.0

Class VII World History (30%)

Sl. No	Strand	Chapter	Wgt. (%)	Instructional Hours
1	Historiography	Understanding History	5	4.0
2	Evolving Civilisation	Understanding Civilisation	7	5.6
3	Governance and Peace	Understanding Governance System	8	6.4
4	Identity, Spirituality and Culture	Understanding Culture	10	8.0
			Total	24.0
			Grand Total	80.0

Class VIII Bhutan History and Civic Education (70%)

Sl. No	Strand	Chapters	Wgt. (%)	Instructional Hours
1	Governance and Peace	1. Dzong: The Faithful Sentinels of the Land	10	8.0
		2. Choegyal Zhabdrung Ngawang Namgyal –The Architect of the Nation State Palden Drukpa	12	9.6
		3. Monarchy: An Era of Stability and Reforms (Jigme Namgyal)	10	8.0
		4. Monarchy: An Era of Stability and Reforms (Gongsa Ugyen Wangchuck)	13	10.4
		5. Constitution	7	5.6
2	Identity, Spirituality and Culture	6. Buddhism: The Light on the Nation’s Path	10	8.0
		7. Civics and Citizenship	8	6.4
			Total	56.0

Class VIII World History (30%)

Sl. No	Strand	Chapter	Wgt. (%)	Instructional Hours
1	Historiography	History and its Sources	5	4.0
2	Evolving Civilisation	The Stone Age	8	6.4
3	Governance and Peace	Governance and Peace	7	5.6
4	Identity, Spirituality and Culture	Understanding Religion	10	8.0
			Total	24.0
			Grand Total	80.0