

SOCIAL STUDIES
Class IV
TEACHERS' MANUAL



Royal Education Council
ROYAL GOVERNMENT OF BHUTAN

SOCIAL STUDIES

Class IV



Royal Education Council
Royal Government of Bhutan
Paro

Published by

Royal Education Council (REC)
Royal Government of Bhutan
Paro

Tel: +975-8-271226
Fax: +975-8-271991
Website: www.rec.gov.bt

Copyright © 2018 Royal Education Council (REC)

All rights reserved. No part of this book may be reproduced in any form without the permission Royal Education Council (REC), except for brief quotation.

Acknowledgements

Reviewers:	Namgay Dukpa, DEO, Bumthang Kezang D. Yeshey, NIE, Paro Tandin Dorji, Social Studies Section, CAPSD
Copy Editing:	L.N. Chhetri, NIE, Paro
Layout and Design:	Pema Choje & Karma Wangmo, CAPSD Jigme Lodey, CAPSD

First Pilot Edition 1991
Revised Pilot Edition 1993
2nd Edition 2003

Reprint 2019

ISBN 99936-0-184-5

FOREWORD

In accordance with the National Education Policy and the Education Department's aim of developing more relevant materials, the New Social Studies Teachers' Manuals for Class IV-V was presented in 1991 and the pilot tested in 28 selected Primary and Junior High Schools. It should be noted that this edition is revised version of 2009 edition. The Ministry of Education would continue to welcome suggestions and comments on the manuals to be appropriately incorporated in its future edition.

The Manual is built based on the Environmental Studies (E.V.S) which is taught in classes PP to III. The manual represents a systematic approach to teaching of Social Studies knowledge, skills and values. They also demand higher standard of skills, competence and commitment from the teachers to use their environment for teaching and learning purposes. It is hoped that it will provide a better transition from Class III onwards.

Every effort has been made to relate the activities to the students' experiences so that learning becomes meaningful to him or her. Clear and realistic guidelines have been set for planning, evaluation, classroom management and teaching techniques. It is hoped that teachers will find it more useful and will do their best to follow its guidelines and thus achieve the objectives set out in the following pages.

I would like to take this opportunity to thank and congratulate all the teachers who have been involved in revising this manual. I am confident that our teachers will continue to give full support to the Department of Curriculum Research and Development in our efforts to achieve a better education for the young people of our country.



Thinley Gyamtsho
Minister
Ministry of Education

Contents

Foreword.....	iii
Introduction to Social Studies	1
Aims and objectives.....	2
Assessment.....	3
Assessment Matrix.....	5
Block One: Weather.....	7
1.1 Weather	9
1.2 Temperature	12
1.3 Thermometer	13
1.4 Rain and Rain Gauge	16
1.5 Directions and Compass.....	17
1.6 Wind Vane	19
1.7 How strong is the wind.....	19
1.8 Making Weather Symbols	20
1.9 Recording the Weather	21
1.10 Does Weather Make a Difference?.....	22
1.11 Test yourself.....	23
Block Two: The Land Around Us	25
2.1 The Land Around Us	26
2.2 Symbols for Landforms.....	27
2.3 Drawing and Describing the Land	28
2.4 Making a Model of the Land Around You	29
2.5 Does Height Make a Difference?	30
2.6 Rivers and River Valleys	31
2.7 Uses of Flowing Water	32
2.8 Sources of River in Bhutan	32
2.9 Where Does the River Go?.....	34
2.10 Where Does the River End?	35
2.11 Test Yourself.....	36
Block Three: Forest and Farm	37
3.1 What is in the Forest	39
3.2 Being Friend of the Forest.....	40

3.3 Protecting the Forest.....	41
3.4 Knowing more about forest	42
3.5 Making a poster.....	43
3.6 The Community Forest.....	44
3.7 Crops and animals on our farms	45
3.8 Test Yourself	46
Block Four: Jobs and Markets	47
4.1 Why do farmers need money?	49
4.2 Types of jobs	50
4.3 What do you want to be?.....	51
4.4 Some Shops in Our Country	52
4.5 Surveying Shops and Customers.....	54
4.6 A Sketch of a Market Area	54
4.7 Test Yourself	54
Block Five: our Government	55
5.1 Our Government	56
5.2 Dzongkhag Administration.....	57
5.3 The Drungkhag Office.....	58
5.4 The Gewog Office	59
5.5 The Officers of the Dzongkhag Administration	60
5.6 Test Yourself	60
Introduction to Block Six:	61
6.1 Our Holidays	62
6.2 Life of Lord Buddha	63
6.3 Life of Guru Rinpoche.....	64
6.4 Life of Zhabdrung Ngawang Namgyel.....	65
6.5 Bhutan before 1907.....	66
6.6 Kings of Bhutan.....	67
6.7 Dasain	69
6.8 Our National Anthem	70
6.9 Our National Flag.....	71
6.10 Our National Dress	72
6.11 Test Yourself.....	74

Introduction to Social Studies

Social Studies curriculum in Bhutan was developed and then pilot tested in 28 selected Primary and Junior High Schools in 1992. The second edition came out in 2003. There was no full time Curriculum Officer in the Department of Curriculum Research and Development (DCRD), the then Curriculum and Professional Support Division (CAPSD) responsible for Social Studies. Therefore, these subjects were left unattended and were reprinted for many times without any revision. In late 2009, some of the facts and figures, grammar, sentence structures and even maps were updated and corrected.

With the change in topographical area and with the move towards democracy which changed the government

systems, the urgent need was expressed by the Department of Curriculum Research and Development (DCRD), Ministry of Education and by schools to revise these subjects immediately.

The revisions of Social Studies for classes IV-VI took place in the month of February 2010 through the writer's workshop. Apart from officials from DCRD, officials from Bhutan Council for School Examinations and Assessment (BCSEA), Education Monitoring Support Services Division (EMSSD) and some experienced teachers were involved in these processes of revision. The Teachers' Manual for class IV is the alignment of revised Social Studies Textbook.

What is Social Studies?

Social studies is taught from Pre-primary to class VI in our schools. As a field of study, Social Studies may be more difficult to define than is a single subject such as Science or Economics, precisely because it is the combination of various disciplines.

Social studies is the integrated study of the Social Sciences and Humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as History, Economics, Geography, Civic,

Culture, Political Science, Religion, and Sociology as well as appropriate contents from the Humanities, Mathematics and Natural Sciences.

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It is designed to promote civic competence through integration of many fields of endeavour.

Why teach Social Studies?

Social Studies is one of the important aspects of our school curriculum. The courses on Social Studies are all about the relationships, interaction and interdependence between human beings and the nature around them. They are intended to provide civic competence through scientific and historic knowledge, skills and attitudes required of students to be able to assume as good citizens in our democratic system.

Students are provided with hands-on experiences through exploration, observation, investigation, survey, measurement and field trip that help them to understand and live successfully in the technically changing world.

They also acquire critical thinking, problem solving and decision making skills which allow them to grow into effective citizens to support the humanity.

Children open their minds to their own communities, country and the outside world and make closer observations of the natural and man-made environment. Children look at the causes and effects of things that occur or appear in everyday life and understand the values of their existence. Values such as honesty, team-spirit, respect, care, responsibility, and respecting the rights of others are inculcated in the young minds.

Aims and objectives

In class IV, students are expected to learn information appropriate to their own localities about weather patterns, in making and using a compass and other instruments for weather observation. They should learn to read and use weather thermometer, rain gauge and wind vane. Students are also expected to learn about land formations and the river systems.

They should know the importance of their local forests and rules for protecting them. They should learn about local crops, planting and harvesting, and marketing. They should be able to classify kinds of jobs and kinds of shops in their own area. They should find out appropriate facts about Dzongkhags, Drungkhags, Gewogs including names, the services provided by officials in their own area and know about kabneys that they wear.

Students are expected to learn information about Bhutanese history through study of holidays. They should know the life of Lord Buddha, Guru Rinpoche, Zhabdrung and they should be able to name the five kings in order and tell an important contribution of each

King. They should also learn the names and locations of Dzongs built or developed by Zhabdrung and the significance of Kuje and Jampa Lhakhangs.

They will use direct observation, interviews, tally sheets and surveys to gather information. They will learn to present their findings in oral and written reports, books, posters and displays. They will also make and use graphs, diagrams, timelines, maps, and tables. They will frequently be required to classify information, design and use symbols.

The small group activities required in this syllabus gives opportunities for students to learn to relate to one another positively, to discuss problems together, to make plans and take decisions, and to cooperate in making investigations or preparing project work as well as taking turns. Students who learn cooperation, fairness, honesty, tolerance and kindness in the classroom will be better and be able to function positively and successfully in adult society.

Key Learning Outcomes of Social Studies Curriculum

The Social Studies Curriculum aims learners to:

1. To enable learners to acquire knowledge and understanding of approaches and the connection of ideas, information, issues, and perspectives across the disciplines at a level appropriate to their developmental stage.
2. Develop knowledge and intellectual skills to think reasonably, rationally, logically and reflectively to solve problems and make reasoned decisions in their daily lives.
3. Acquire knowledge and understand the relationship, interaction and interdependence among humans, animals, natural systems and structures.
4. Develop and apply scientific skills of inquiry through investigation, experimentation, observation, survey, interview and exploration.
5. Become scientifically literate to participate in critical and informed discussions on the issues that affect their own lives, their community and their country.
6. Instill love and care for the natural and man-made environment to be able to live harmoniously with nature and realize the goal of sustainable development.
7. Equip with the knowledge and understanding of the local as well as the global environmental and ecological problems, their consequences and solutions.
8. Provide knowledge and understanding of the history of their country as well the history of other countries and their relationship.

Assessment

Educational assessment is a process of documenting, usually in measurable terms, the outcomes of knowledge, skills, attitudes and beliefs of students. This includes the processes of gathering and interpreting information about the progress of students' learning. In order to be valuable to individuals and organization, an assessment must be accurate and objective. Students should be well informed about, what will be assessed and how will they be assessed. Teachers can play an important role in students' achievement by effectively monitoring their learning and giving the learners the feedback on how they can improve.

Assessment is an integral part of teaching-learning process because it:

- Helps improve students' learning through the provision of feedback and comments.
- Enables teachers to identify which strategies and resources work best.
- Empowers students to be self-reflective learners who monitor and evaluate their own progress.
- Assesses the strengths and weaknesses of students in learning, as well as in the personal development, and identify their special needs and realise their innate talents.
- Guides teachers to incorporate varied teaching and learning strategies and resources to ensure that the students are improving their academic learning as well as in their personal development.
- Provides evidences to grade and promote students to the higher level.
- Helps to inform parents and other stakeholders about the achievements of students.

Types of Assessment

The achievement and performance of students in Social Studies are assessed through the following schemes of assessment.

Continuous Formative Assessment (CFA)

Formative assessment is used to provide feedback to teachers and students on a continual basis so that teaching and learning can be improved through the provision of feedback and remedial learning opportunities for the needy learners as identified from the assessment. It also enables teachers to understand what teaching methods and materials work best.

CFA facilitates teachers to diagnose the learning needs of the students, and recognize and understand their individual differences in learning. The feedback encourages students to reflect on their achievement and performance, by which they are able to understand their strengths and weaknesses.

CFA should happen daily throughout the teaching-learning processes of the academic year. It is NOT graded as it is used only to give continuous feedback to the students.

The tools identified for CFA are checklists and anecdotal records. Checklist must be maintained for each topic and recorded throughout the academic session for future references. The tools and techniques for CFA can be seen in the Assessment Matrix.

Continuous Summative Assessment (CSA)

It is a continuous process of grading student's performances and achievements. Based on their performance, teachers provide feedbacks for improvement. It also enables teachers to understand what teaching methods and materials work best. Mainly students' knowledge, skills, and values and attitudes are graded.

To check the Social knowledge of the students, homework is regularly given but the homework given at the end of the each block is assessed. Homework carries 5 marks in the first term and 5 marks in the second term. Block tests are also conducted with the weighting of 5 marks in each term.

Under social skills, a project work which has weighting of 10 marks is given in the first term as well as in the second term. The teacher must continuously provide feedbacks on students' projects in both the terms. The suggestive topics for the project work could be "drawing and describing land around the school, investigating and writing histories of old bridges, temples, monasteries, village, great people, rivers, shops, recording of temperature, rainfall etc." The project work should be a minimum of 300 words.

To grade social values and attitudes of students, teacher must do observation of students' conduct both in and outside the classroom while doing learning activities. It has a weighting of 5 marks in each term.

The main tools for CSA are rubrics for homework and project work; rating scale for the observation of learners' conduct; and pencil paper tests for block test. The scores from the rubrics, the rating scale and paper pencil tests should be converted to the weighting prescribed for each technique for each domain in each term.

Summative Assessment

Summative assessment is conducted at the mid of the academic session and at the end of the year to determine the level of learning outcomes achieved by the students. The information gathered is used by teachers to grade students' for promotion and to report to parents and other stakeholders.

The identified tools and techniques for SA can be seen in the Assessment Matrix, which include mid-term examinations with the weightings of 20% and 30% for the annual examinations. The questions for the term examinations should cover all the three domains of learning using the Bloom's taxonomy. Therefore, it mandates teachers to prepare the test blue print prior to the setting of questions for the examinations.

There are Six Blocks in Social Studies. Most of the topics under different blocks may not fit to teach as per the prescribed text especially Block Six on 'Holidays'. All the holidays mentioned in the text may not fall on particular block. Adjust your teaching-learning processes based on appropriate time and conditions. You may need to look at the different topics and Block Six before teaching any block to adjust your time for teaching. This means that some of the topics could be arrange depending upon some weather conditions. Moreover some of the topics under Block Six could be completed in other blocks.

Assessment Matrix

Types of assessment	CFA			CSA			SA	
Definition	It is a continuous process of assessing student's problems and learning needs; provide feedbacks and to identify the needs for the remedial measures to improve student's learning. It also enables teachers to understand what teaching methods and materials work best.			It is a continuous process of grading student's performances and achievements. Based on their performance, teachers provide feedbacks for improvement. It also enables teachers to improve teaching.			Assesses student's cumulative performances and achievements at the end of each term.	
Domains	Social knowledge (SK) Cognitive	Social Skills (SS) (Psycho-motor)	Social Values and attitudes (SVA)	Social knowledge (SK) Cognitive	Social Skills (SS) (Psycho-motor)	Social Values and attitudes (SVA)	SK, SS & SVA	SK, SS & SVA
Techniques	Quiz & debate, self & peer assessment, class presentation, home- work, class work, immediate interaction with students	Immediate interaction with students, classwork, homework, experiment & exhibition	Observation of student's conduct, group work, field trip, excursion, self & peer assessment & interaction with students,	Home-work and chapter end test,	PW	Observation of student's conduct guided by scientific and social values	Mid-term Exam	Annual Exam Test blue print and paper pencil test.
Assessment tools	Q&A, checklist and anecdotal records	Checklist and anecdotal records	Checklist and anecdotal records	Rubrics (HW) and Q&A (block test)	Rubrics	Rating scale	Test blue print, paper pencil test with: Objective type questions: multiple choice, Close test, matching, true or false. Short answer questions and extended response questions.	Test blue print, paper pencil test with: Objective type Questions: multiple choice questions, close test, matching, true or false, Short answer questions and extended response questions.
Progress Report	Checklists and anecdotal records must be maintained for each topic throughout the academic year			SK	SS	SVA	Mid-term	Annual Exam
Weightings				T1=10 T2=10	T1=10 T2=10	T1=5 T2=5	T1=20	T2=30

Block One: Weather

Aims and objectives

Our students should know the soul of learning about weather on which their lives depend. Studying about weather makes us understand how the Earth works and how things change so that our activities adapt according to weather. Weather can be useful, enchanting and beautiful as well as it can be terrifying and devastating.

Therefore, the primary aim of this block is to develop basic skills needed for weather observation. Students will use these skills to observe, record and compare weather patterns. They will also investigate the effects of weather upon the environment.

Objectives:

Students will be able to:

1. Learn weather vocabularies and use them to describe weather orally and in writing.
2. Discuss ways in which weather makes a difference to plants, animals, land and to people.
3. Read a weather thermometer and record temperature correctly.
4. Make and use a rain gauge to measure the rainfall.
5. Make and use a simple compass.
6. Make and use a simple wind vane.
7. Use symbols and a key to record weather.
8. Make and use a weather chart.

Student background:

Students were introduced to weather instruments and observed weather conditions in class II. They have

also kept a weather calendar in the class. Besides, they have learnt weather vocabularies in English. The activities on weather in class IV should build on these earlier experiences

Relationship with other subjects

Science: Students will explore measurement in Block 1 in Science. There will be some reinforcement of this in Maths. Be sure to carry this over into Social Studies. Students will need to measure in millimetres and centimetres when they use their rain measurement bottles. They will need to measure with rulers when they make weather instruments, and when they make their weather books. Help students understand that degrees on the compass and the weather thermometer are another form of measurement.

English: This Block requires mastery of vocabulary used for describing weather. Relate this to English whenever possible. Weather words can be used in spelling tests and as illustrations in grammar exercises (E.g. forms of rain used as a noun, adjective or verb). Sentences and paragraphs on weather could also be corrected and used as examples when teaching English.

Maths: Class IV Maths emphasizes measurement and the metric system. Much of the work in this block requires practical application of Maths skills.

Timing

This block will require a minimum of six weeks. There will be also some periods free for revision of this block. Adapt the suggestive plan given below to fit your own situation. Some lessons will take longer than your planned period. If you finish the lessons, move ahead into the next lesson. There is great deal to cover and no time to waste.

Planning:

If a national holiday occurs during this block and if you have to teach history you will need to add two periods. This will be counted as part of Block Six.

Distributions of topics

Week	No.	Lessons	Periods
One	1.1	Weather	2
	1.1	A Word Puzzle	1
	1.1	More Weather Words	2
Two	1.2	Temperature	2
	1.3	Thermometer	3
Three	1.4	Rain and Rain Gauge	3
	1.5	Directions and Compass	2
Four	1.6	Wind Vane	2
	1.6	Another way to find wind directions	1
	1.7	How Strong is the Wind?	2
Five	1.8	Making a Weather Symbols	2
	1.9	Recording the Weather	For a week and then 2 periods to answer the questions on page 19 of the text.
Six	1.10	Does Weather Make a Difference?	2
	1.11	Test yourself and revision.	2

1.1 Weather

Objectives:	Students should learn weather vocabulary and be able to describe weather orally and in writing.
Activities:	Learning weather words Revise vocabulary from Class PP to III. Learn some new words and simple descriptive sentences.
Skills:	Using weather vocabulary and writing sentences.
Time:	Part 1: Two periods.
Organization:	The students should be divided into groups. Each group should consist of 3- 4 members.
Resources:	They can collect pictures from books and magazines or even draw them.
Vocabularies:	A sunny day: sun, sunny, shine, shining, shone, hot, warm, dry, burn, burning, burnt, bright, yellow, blue, white, (Sunny days can also be cool in winter months!) A rainy day: rain, rainy, raining, rained, wet, drip, drop, shower, fall, float, pour, heavy, cloud, cloudy, dark, lightning, thunder, hail, black, gray, puddles. A windy day: blow, blowing, blew, wind, windy, breeze, breezy, storm, stormy. A cold day: snow, snowing, snowy, cold, thick, ice, freeze, frozen

Teacher Information:

The students should use weather words actively during this Block. This lesson is to revise words learned in previous classes. Students should also practise correct usage of words in sentences. If possible, give additional work on weather words, spelling and to use in English periods.

The students will need at least four pages in their exercise books for this lesson. They should keep the following two facing pages of their exercise books blank. They will need space for the additional new words that will appear in the remaining lessons on weather such as temperature, thermometer and degree.

The lesson:

You can divide the students into groups. Give each group a category: a sunny day, a rainy day, a windy day, a cloudy day and a cold day. Ask each group to think

of as many words for that category. Provide pictures of categories if you have them. One member should write the words.

1. Write *a sunny day* on the board. Ask students to contribute words. Let the group responsible for 'a sunny day' respond first. Other groups may add words later on. You can ask for simple sentences.

Ask each student to copy the words correctly in his/her exercise books. Tell them to use one page for the words on 'a sunny day'.

Tell students to keep two lines under each word so that they write sentences using those words later on.

Ask other groups to proceed in the same way for a rainy day, a windy day, a cloudy day and a cold day. Every member of the groups must write words and write sentences after discussion.

Walk around and check the sentences. Look for misspelt words and correct them immediately. Write the correct spellings on the board for all to see.

Ask the groups to present their work to the whole class so that others also know about their work. You can display the work of each group in the class so that every student writes in their books.

Homework:

Students should complete writing sentences as homework. Explain that they will need these sentences for the next lesson. If students are working in groups, ask them to write sentences for their own topic first. All students should write sentences for all categories after the first exercise book is checked.

1.1 A Word Puzzle

Objectives:	Students should learn weather vocabulary and be able to use weather words orally and in writing.
Activities:	Finding and writing weather words in their exercise book. Making sentences using the weather words that they have found.
Skills:	Recognition of weather vocabulary. Following written directions.
Time:	2 periods
Organisation:	Students can do this activity in groups. You can let students help each other.
Resources:	Squared paper from a mathematics exercise book should be available for those who want to try making their own puzzles.
Vocabularies:	Ten adjectives describing weather (revision): sunny, cloudy, snowy, dark, bright, dry, cold, breeze, stormy, and windy.

Teacher information:

Encourage students to find weather words and write sentences in their exercise books. Praise those who do well. Support those who cannot do. You can also teach the correct use of those weather words in an English lesson.

The lesson:

1. Ask the students to read the instructions given in the text.
2. Let the students solve the puzzle. Walk around and provide help if needed.

3. Check the answers together when everyone has finished.
4. Ask them to make sentences by using the words that they have found.

Homework:

If any students have not completed writing sentences, encourage them to do as homework. Others may try making their own word puzzles. You can collect puzzles the students have made. Display the collected puzzles for other students to find the weather words.

1.1 More Weather Words

Objectives:	Students should learn weather vocabulary and be able to describe weather orally and in writing.
Activities:	Filling the missing letter. Illustrating and writing sentences using weather vocabulary.
Skills:	Using weather vocabulary, writing sentences and drawing.
Time:	2 periods.
Organisation:	Students should sit in the same groups.
Resources:	Crayons, pictures, drawings.
Vocabularies:	Boots, umbrellas, temperature

Teacher information:

In this lesson, students will prepare a teaching display for the future use. At the same time they will practise correct usage of the weather words needed in this Block. Students are encouraged to make most of the class teaching aids by themselves for better learning. Encourage students to bring pictures and photographs that describe weather.

The lesson

1. Students should sit in the same groups. Let one group work on 'a rainy day', other group on 'a sunny day' and so on, given in the textbook.
2. Let students write all the missing weather words that they have found in their exercise books.

Then let students write a sentence and draw or get a picture of each weather word.

3. Walk around the room to check and support the students' work. The grammar and the spellings must be corrected before fair copies are made for display.
4. Ask students to glue a picture below a sentence. Then display the work in the class to master the use of weather words. You can also teach these words during English lessons.

Homework

Students who have not finished the work must be given as homework.

1.2 Temperature

Objectives:	Students can understand and record temperatures correctly.
Activities:	Using a weather thermometer. Reading and recording temperature in various places Answering the questions in the text
Skills:	Handling a thermometer carefully. Making a graph (revision).
Time:	2 periods.
Organisation:	Students should work in groups.
Resources:	One weather thermometer for each group. Newsprint prepared in advance for a bar or line graph.

Teacher Information:

In this lesson students have to measure the temperature. Use information given in the textbook. If available each group should have a thermometer for this lesson. Assign a student in each group to carry the thermometer and be responsible for it. Discuss the need for special care of the thermometers.

Preparation: Students have made many graphs in lower primary classes. This is a review of the skill and should be done as a class graph. Prepare the blank graph in advance on newsprint.

The lesson

1. Discuss about the temperature given in the text.
2. Show students how thermometer reads.
3. Ask one student to read the temperature in the class and other student to write the temperature on the board. All students should copy the temperature in their exercise books. (E.g., at 11:30 am the temperature in the class is ____). This is just to show how to read and write the temperature of a place.
4. Distribute the thermometers. Assign one person in each group to handle the thermometer. Discuss the need for care.
5. Send the students out to make their measurements. Each group will measure the temperature of one place. Each student should enter the temperature on his/her table.
6. Students should return to their seats as soon as they finish observing temperature. Collect the thermometers. Record the results on the board. Students should fill in all results in their tables.
7. Discuss with students the places where the temperatures are the highest and lowest with reasons.
8. Then ask each group to make a bar graph using the results in their tables.
9. Walk around to supervise while students make the bar graph.
10. Discuss the one of the bar graphs and then displays all the group works properly.

1.3 Thermometer

Objectives:	Students can read a weather thermometer and record the temperature correctly.
Activities:	Drawing a weather thermometer. Observing and using a real weather thermometer. Practising and reading temperatures on a teaching thermometer.
Skills:	Reading a weather thermometer. Drawing a weather thermometer.
Time:	3 periods. You can break this into two separate lessons.
Organisation:	The lesson should be taught to the whole class. Students can practice reading the thermometer in groups. They can sit in groups when they draw thermometers.
Resources	Weather thermometers. (If possible, there should be one thermometer for each group).
Vocabularies:	Degree, thermometer, temperature

Teacher information:

Students will be reading the temperature daily for the rest of the school year. Not all students will learn to read the thermometer correctly in this first lesson. Let those who have difficulty practise with the thermometer until they learn. All students should master this skill by the end of Block One.

The thermometer is a delicate instrument. Students must be taught to handle thermometers carefully. When a group uses a thermometer one student should be responsible for the thermometer.

A thermometer contains liquid that expands and contracts with the heat. Some thermometers contain mercury which is highly poisonous. When the thermometer breaks the mercury forms a small ball which rolls about. It can be dangerous since it is poisonous. Never let them come in contact with mercury from a broken thermometer.

Our school thermometers should contain alcohol, which is much safer to use. If there is breakage clean up the glass and liquid yourself.

Other thermometers: The school may also have other thermometers.

Some schools will have working **maximum/minimum thermometers**. These thermometers are used to measure the maximum and minimum temperature of a day (24 hour period). They also show the present air temperature. These will be confusing for Class IV students who are learning to read a weather thermometer for the first time.

There should also be laboratory **thermometers**. These are not mounted on a frame like weather thermometers, and thus can be easily broken by students. They are made of Pyrex (a special glass that does not break at very hot temperature) and can be used to measure the temperature of boiling liquids. **Do not put weather thermometer in boiling water. They will break.** They can be put in ice or snow, however.

There should be a **clinical thermometer** that is used to measure body temperature. This thermometer is used by doctors and nurses to show if our body temperature is too high (fever) or too low. It is not suitable for measuring air temperatures.

Preparation:

You will need to make a teaching thermometer for this lesson.

You will need two sheets of white chart paper, a strip of red flannel about 2m by 20, a strip of white flannel about 2 m by 5 cm, a black marker pen and a metre stick.

The lesson:

1. Introduce and show the weather thermometer. Discuss its uses.
2. Read the actual temperature on the weather thermometer. Write the temperature on the board. Teach the word degree. (E.g.: write 10 degrees). Do not introduce the degree symbol until the second part of this lesson. If some students inquire about it, of course explain it. Do not write it. Students first need to use and write correctly the word degree.

Show the students how degrees are marked on the teaching thermometer. Count up from zero together until you reach the reading for the day. Put the top of the red flannel and the correct degree mark.

3. Practise reading temperature on the thermometer. Begin with temperature above zero such as 10 degrees, 20 degrees & 30 degrees. These are easy to read. You show the temperature by moving the red flannel to the degree mark you want. Ask each student to read the temperature.
4. Do the same thing with readings that end in 5. (E.g.: 5 degrees, 15 degrees, 35 degrees) Discuss each temperature. Would the air be cold? Cool? Warm? Hot?
5. Point out the four marks between 10 degrees and 15 degrees. Show students how to count out temperature such as 11 degrees and 14 degrees. These are slightly difficult to read.
6. Show more temperature above zero at random. Ask various students to read them.
7. Next teach students to read temperature below zero. Discuss what happens when the temperature reads zero. (Water freezes and becomes ice.) Will it be warm or cold when temperature is below zero? Do you ever have temperature below zero where you live? When? Where will there always be temperature below zero? (In the high mountains).

8. Show students how to count down from zero to read temperature below zero. Show them how to put a minus sign (-) in front of temperature that are below zero degrees. Practice a few temperatures below zero.
9. Turn on page 7 of the textbook. Point out the degree symbols on the drawing and on your thermometer. Explain that is a symbol that means degree and that they may use it when they write temperature in numbers.
10. Students should draw the thermometer in their exercise books. They should use rulers. They should use pencil and erasers to correct mistakes. Ask them to read and follow the instructions in the textbook.
11. Walk around the classroom. Give help as needed.
12. Any student who makes errors in the degree markings should be asked to redo the drawing.
13. When students finish the drawings they can write in the descriptive words for the temperature. They can follow the markings you have made on the thermometer (see preparation above.)
14. Ask students who finished drawing to help those with difficulty. Pairs can also take turns in practising with the thermometer.
15. If students are working in groups you can bring one group at a time to the thermometer and practice reading temperature for a few minutes. You can do this during the drawing period.
16. You can ask one or more capable students who have finished their own work to assist you to help less able students with their drawings. Students who have not finished or who did poorly should try again during a later class work period. Able students can give help but each student must do his/her own work.

Homework:

Students should begin collecting materials needed to make rain gauge (clear plastic bottles with straight sides).

1.3 Thermometer

Objectives:	Students can read a thermometer and record temperature correctly.
Activities:	Reading and recording the day's temperature. Practising and reading the thermometer. Exercise on reading a thermometer.
Skills:	Reading a thermometer. Recording temperatures correctly using the degree sign.
Time:	2 periods.
Organisation:	All students should be able to see the thermometer. They should do the text exercises individually. Pairs can practise with the thermometer. Grouping is optional.
Resources:	Weather thermometer. Teaching thermometer (teacher made.)

Teacher information:

This lesson is designed to give the students more practice in reading a weather thermometer. Keep the teaching thermometer on the wall for the remainder of the block. Practise as a class during free moments at the end of other lessons. Let students practise in pairs when they have finished their work. Let able students practise with weaker ones.

When students have finished the exercise correctly some can practise reading temperature using the teaching thermometer with teacher's help. Those who have not completed their thermometer drawing should do so under your supervision.

The lesson:

1. Let a student (or a pair) come in front to read the weather thermometer. Ask him/her to write the temperature on the board using the degree sign.
2. Discuss the temperature. Is the weather warm, cool, hot or cold in the classroom? Students should write the temperature for the day in their exercise books.
3. Use about ten minutes to practise reading temperatures from the teaching thermometer. Let students take turns reading the temperatures and writing them correctly on the board.
4. Be sure to practise some minus temperatures. (Minus temperatures count down from zero to the level of the liquid, while plus temperatures count upwards from zero to the level of the liquid).
5. Ask students to open their textbooks on page 8. Explain that each diagram shows only part of a thermometer. Ask all students to write the temperature for the first diagram. Check the answers (0 degree.) Correct errors.
6. Ask students to write the correct answers for the five diagrams. Read in rows across the page. Ask them to write the answers in their exercise books).
7. Check answers when everyone has finished.
8. Students may have difficulty with No. 6, which is a minus temperature. Ask how they know it is a minus, even if the zero does not show. (The numbers are lower at the top of the scale and higher at the bottom. They start counting at the top of the scale).
9. Next students should do part 2. Here they will need copy the diagrams and record the temperature in their exercise books. Correct answers individually and as a class at the end.

1.4 Rain and Rain Gauge

Objectives:	Students understand the concepts of rain and rain gauge. Students can make and use a simple instrument for measuring the rainfall.
Activities:	Answering the questions in the textbook. Making a rain gauge.
Skills:	Making a rain gauge. Learning to use a rain gauge.
Time:	3 periods
Organisation:	Students should work in groups.
Resources:	Clear plastic bottles (straight sides are best) rulers, glue, pencils or ink pens.
Vocabularies:	Scale, millimeter, cello-tape

Teacher information and preparation:

The rain gauge should be put in an open place. If it is put under a tree it will either be too protected or excess water will fall from the leaves. The rain gauge must be kept 30cm above the ground so as to prevent water from splashing into it from the ground.

Make sure all the needed supplies are ready in the classroom. There should be at least one plastic bottle per group. It is better if more bottles are available.

The lesson:

1. Read together with students on the topic “Rain and Rain Gauge” from the textbook.
2. Clarify the concepts of rain and rain gauge.

3. Look at the average annual total rainfall in the textbook and discuss the questions given in the text.
4. Then show the students your rain gauge and discuss how it can be used.
5. Divide the class into three or four groups and assign each group to prepare rain gauge. They should read the instructions from the text and prepare. Provide all the necessary materials to each group. At the end ask the students to install the finished product in suitable and different places.

Homework:

Remind students to bring small containers for making the compasses.

1.5 Directions and Compass

Objectives:	Students understand the concepts of directions and compass. Students can make and use a simple compass.
Activities:	Understanding the directions and making a compass.
Skills:	Following directions and making a compass.
Time:	2 periods.
Organisation:	Students should work in groups.
Resources:	Cups, magnets, needles, water, small pieces of plastic or other light material, paper pre-cut in circles (20 cm diameter), sketch pens or crayons, a flat surface to work on, a globe for showing the North Pole, a compass, a needle, magnet.

Teacher information:

In class IV, students should know eight compass direction points and the symbol for each.

North (N)	Northeast (NE)	East (E)	Southeast (SE)
South (S)	Southwest (SW)	West (W)	Northwest (NW)

Preparation:

Make sure all of the needed materials are ready in the classroom. There should be one of the each item for each group (cup or bowl, magnet, needle, circular chart paper and sketch pen or dark crayon).

Make a large drawing of a compass on newsprint. Show the eight compass points. Make a compass yourself. Look for anything in the directions that you think may be confusing for the students.

The lesson:

1. Show the students a real compass if you have one. Discuss its uses and reason out why the needle always point to the North?
2. Show how a magnet pulls a needle. Show the North Pole on the globe. Explain that the North Pole is like a giant magnet. The compass needle is a little magnet. The North Pole always pulls the needle and makes it point towards North.
Do not expect most students to understand this very well.
3. They will study magnetism in higher grades. Simply introduce the concept.
4. Ask students to look at the picture of a compass on page 14 of the textbook. Ask students to say the correct direction for each symbol. (NE is North-East, etc.).
5. Ask which direction is the North? You will probably

get a variety of answers. Then tell students to make our own compass and find out. If we find north we can find the other directions.

6. Look at page 12 in the text together. Ask a student to read step one aloud. Discuss it. (What do we need? Can the cup be made of metal? What will we float in the water? You may use thin slices of cork, small leaves, or anything else that is very light so that it will not keep the needle from turning.
7. Let a student read the second step. (Show the magnet and needle and their purposes). Continue with the remaining steps in the same way.
8. When groups finish making the compasses let them find north. Line up the needle with north on the paper "compass." Then the other directions will also be correct.
9. Let student volunteers find and mark the other direction points on the classroom walls. Use chart paper and markers for this.
10. You may find it useful to make and keep a "compass" as direction finder in the class. You can draw a compass on chart paper and place it on the ceiling with the N in the North. Make it backwards (a mirror image) because it will be upside down.

Homework:

Remind students to bring old pen tops, thin sticks, and other items needed for lesson 1.6.

1.6 Wind Vane

Objectives:	Students can make and use a simple wind vane.
Activities:	Making a wind vane.
Skills:	Making a wind vane. Using a wind vane according to the instructions.
Time:	2 periods.
Organisation:	Students should work in groups.
Resources:	Cardboard, old pen tops, thin smooth sticks, string, fevicol, a pair of scissors, rulers, pencils and direction compass.
Vocabularies:	Wind vane, post, tightly

Teacher information:

Use this lesson to teach the students what a wind vane is and how it works. Let students try their wind vanes on the school grounds. Of course they will not last for many days.

Remember that the arrow on the wind vane points into the wind. If the arrow points north, the wind is blowing from the north. We say it is a “north wind.” If it points to the southeast it is a “southeast wind” and comes from that direction. Make sure the students understand this.

Use the weather vane supplied to the school to indicate wind direction for the rest of the year. It will be more accurate and more weather proof! The small ball will blow and indicate wind speed in kilometres.

If your school has no working weather vane you have other options for the permanent weather vane. There are designs for weather vanes which you can make in Science and the Environment. The simplest alternative, however, is to use cloth strips, as shown in lesson 1.11 in the text.

Preparation:

Make sure all the materials are ready in the classroom. There should be one of each item for each group. You can use file folders or Gestetner stencil boxes for the cardboard arrows.

The lesson:

1. Show the students the school wind vane if you have one. What do we use it for? (To tell from which direction the wind is blowing.) Point it in different directions and ask students from which direction is the wind blowing?
2. We will make our own wind vanes. Look at the instructions together.
3. Let group captains come to collect their materials. Walk among the groups as they work and give help.
4. Discuss good places to put the wind vanes. Ask questions what will happen if they are between buildings? Where will they be most open to the wind? How can they protect them from animals, small children, etc.
5. When the glue is thoroughly dried (probably not until the next day) go outside and place the wind vanes. Go to each group and ask the students to find out the wind direction.

1.6 Another way to find direction

This is an alternative way to read wind direction. You can use it if your school has no working plastic weather vane.

If you have time you may do this activity in groups. Alternatively, you can ask few volunteers to help you make the strips.

Remember that the strips (unlike the wind vane) will blow away from the wind. If they blow to the north, the wind is coming from the south. It is a south wind.

Use a compass to find the eight direction points and mark them with stones. It will help if students paint the directions (S, SE, E etc.) on the eight stones. Use the strips to help you determine wind direction for the rest of the year.

You and the students can also learn to use them to help estimate wind strength on page 16 of the textbook.

1.7 How strong is the wind

Objectives:	Students can use clues in nature to identify wind strength.
Activities:	Learning vocabulary for wind strength. Answering the questions in the text.
Skills:	Observing. Interpreting evidence.
Time:	2 periods.
Organisation:	This is an individual project work. Seating in groups is optional.
Resources:	Optional: the school weather vane with a plastic ball and scale for recording wind speeds, the Beaufort scale in Science Through Our Environment (p. 94.)

Vocabularies: Gentle, storm, breeze

Teacher information:

This is a very simple introduction to the concept that wind varies in strength, and that the strength can be determined by observing clues in the environment.

For the present you can concentrate on the vocabulary and on identifying the clues that indicate wind strength. This is all that students are required to master in Class IV, and it is all that you should test on.

However, if you have a wind vane with a ball and scale for measuring wind speed, you can also begin

introducing the approximate kilometers per hour (speed) for each condition depicted on page 16 of the text. Most students in Class 4 have very little concept of speed, and this can be a good introduction. Compare wind speed to various vehicular speed that students might be able to observe (How fast can a boy run? How fast can a horse gallop? How fast does a taxi go through town and on the open road?) Express speed in kilometres per hour. (For your own information you can also refer to the complete Beaufort scale of *Science Through Our Environment*.)

Speed range for vocabulary, pictures and descriptions given would be approximately:

no wind:	0 kmph.
gentle breeze:	5 to 10 kmph.
strong breeze:	30 to 40 kmph.
very strong wind:	40 to 60 kmph.
storm:	60 to 80 kmph and above.

Remember, identification of speed in kilometres per hour is optional and will be difficult for many students. Students are, however, expected to begin working with problems using speed in Maths. The concept of kmph wind speed can be introduced gradually during the year as the students observe and record weather.

The lesson:

1. Look at the first picture and the descriptive paragraph on page 16 in the text. You can write the words emphasized on the blackboard.
2. Ask a student to read the paragraph. Ask students to look at the picture. Ask “When there is no wind what happens to the weather vanes? What happens to the leaves on the trees?” Encourage them to make other observations. (Do prayer flags flutter? Do the skirts of your kira move etc.)?
3. Follow a similar procedure for discussion of each of the remaining four paragraphs.
4. Let the students prepare their exercise books for drawing. They will need two sets of facing pages. They should divide the left hand pages into two or three sections (for a total of five pictures), and two columns. They should write the words, and then draw pictures for different wind strength. Walk around giving help as needed. Discuss the pictures, words and wind strengths with them as they draw.
5. Close the textbooks. Ask the students to write their own descriptions for each picture.
6. If some of your students have difficulty with writing descriptive sentences in English, you can help them with questions. (What is happening to the wind vane? What is happening to the leaves?) If you find students are having difficulty with spelling any word write it correctly on the board.

Follow-up

For the next few days make a point of observing the wind strength. Ask students what is happening outside. Ask them to name the wind strength (no wind, gentle breeze, etc.).

Students will be expected to identify wind strength when they make their weather observations during the rest of the year.

1.8 Making Weather Symbols

Objectives:	Students can use symbols and a key to record weather.
Activities:	Designing symbols for weather.
Skills:	Designing, using and interpreting symbols.
Time:	2 periods
Organisation:	This is an individual project. Groups are optional.
Vocabularies:	Symbol, hail, flood, fog, sleet, storm

Teacher information:

Students used symbols for weather in Class II. They used symbols partly because they could not always read or spell the vocabulary. In Class IV students should learn to read, write, spell and actively use all weather words .

Symbols are introduced here to help students learn the concept and function of symbols, and to give them

experience in designing, using and reading them. Symbols are used often in Social Studies for map work, graphs, etc.

In this lesson students are asked to design their own symbols for recording weather in their own weather chart. Every student may use different symbols. Standard symbols are not necessary now.

1.9 Recording the Weather

Objectives:	Students can use symbols and a key to record weather.
Activities:	Designing weather chart to record weather. Recording weather. Answering questions on weather recorded.
Time:	4 periods
Organisation:	This is an individual project. Groups are optional.
Resources:	Thermometers, a weather chart, pens, etc.
Vocabularies:	Symbol, hail, flood, fog, sleet, storm

Preparation:

In this lesson students will make their own weather chart. You may wish to pre-cut a sample weather chart and mark it according to the example on page 18 of the text. This will help students visualize how they will use the symbols. **Do not draw** other sample symbols for the students. You want them to design their own.

The lesson:

1. Ask students to look at the picture of a weather chart on page 18. Tell them that they will make their own weather charts in the next session.
2. Ask a student to look at the three symbols on page 18. What do those symbols mean? Are they partly sunny, cloudy, partly cloudy, lightning storm with rain?
3. Let students begin designing their own weather charts in their exercise books. They should design and describe one symbol for each weather word. (Note: If your students live in the south and never see snow you do not need to use that symbol.) Walk around and give help as needed.
4. Urge students to keep the symbols simple. Praise

good symbols. Ask students to explain or correct unsuitable ones

Note: Symbols do not have to be pictorial drawings. They can have any symbol of their own. Also, pictorial drawings do not have to show actual weather conditions to be useful as symbols. A child might make a dragon for thunder and lightning storm, or a smiling face for sunny day and an umbrella for a rainy one. You can encourage creativity but there should be some meaningful relationship to the weather description symbolized.

Letter symbols could also be used. Each kind of weather could be assigned a number. Any of these would be acceptable. However, most students will enjoy creating simple picture symbols.

5. When most students have finished you can look at the additional words in Steps 3, 4 and 5. Make symbols for any other weather conditions that occur in your area. You can also add symbols during the year when unusual weather conditions occur. Students will best understand weather conditions such as hail or fog when they happen.

1.10 Does Weather Make a Difference?

Objectives:	Students can discuss and write ways in which weather makes a difference to plants, animals, people and land.
Activities:	Reading the essay. Discussing the questions. (Written work is optional. See below under Teacher Information.)
Skills:	Reading for understanding. Using weather vocabulary to discuss effects of weather relating to cause and effect. Asking and answering questions.
Time:	2 periods.
Organisation:	This activity can be done in groups or as a class.
Resources:	Your local environment. Help students to master the difficult words. Students should be able to write, say, read, spell correctly and use actively all words in this lesson.

Teacher information:

This essay introduces the Block on weather, and raises some of the questions students will be investigating. Encourage students to ask additional questions of their own.

In this activity students are expected to discuss the questions orally. However, this lesson can easily be adapted for use in English paragraph writing practice. Each student can be assigned one paragraph. If students answer the questions in full sentences they will have a paragraph in narrative form. Then, let the students form groups and write a paragraph each on a separate area like plant, land, animal, etc.

The lesson:

1. Ask a student to read the introductory sentences aloud. Discuss them as a group. Can anyone tell ways in which weather makes a difference? (*About five minutes*).
2. Ask students to read the first section, "What is happening to the plants?" They can read quietly to themselves, or read aloud to the class, in pairs or taking turns in groups.
3. Ask students to tell you any word that they do not know. (All words here should have been familiar in Class 3. Write them on the board.

4. Ask other students to give the meanings of the words. Ask students to look for the meanings of unknown words from the dictionaries. They should enter all new words in their exercise books. (This should be the usual pattern).
5. Go through the questions. Let one student ask another student. Let volunteers add to the answers.
6. Use a similar pattern for the remaining three sections. You may vary the ways in which students do the pre-reading sometimes aloud, sometimes silently. No one may call on some students. Ask them questions yourself. See that everyone is actively involved.
7. You may wish to discuss two sections in one lesson and save the rest for a later session on the same day or on the following one.

Teaching in group:

1. Write a paragraph in what ways weather makes difference on plants and animals.
2. Tell the students that they will be asked to answer all the questions for their own topic. Let them read and discuss the questions in their groups and write a paragraph. Allow ten or fifteen minutes for this. (If

you wish, break the lesson here and continue with the class discussion during a later period.) Write a paragraph.

3. Next discuss the four topics as a whole class. Begin with topic 1. Call on students at random to ask the

questions and direct them to students in the group responsible for that topic. Let students from other groups add to the answers if they wish. Keep the discussion moving and make sure that everyone is involved.

1.11 Test yourself

Teacher information:

Self- tests for the students appear at the end of each Block.

Let the students use them for revision. You can follow similar procedures for all self-tests.

1. Let them do an “open book test” for homework. (In an “open book test” students may look in their texts or exercise books to find answers when they do not know them. They can also work with others. It encourages important self-study skills).
2. Let the students take the test in class under your supervision. Let the students exchange papers and check the results in class. Discuss errors and correct answers.
3. Collect the student marked papers and check the results to assess the level of mastery. Help students with any skill or concept they have not mastered.
4. Students may use this self -test again for revision just before the examinations.
5. You should test the same information and skills in the examination, but use different examples or different formats for the questions. Change the order of the questions. For instance, you would show different temperatures on the thermometers in question 1.

You could show pictures for question 2 of the text and ask students to write the correct descriptive words for each (E.g. a strong breeze).

You could supply drawings for question 3 and ask students to tell the name of each instrument and how it is used.

Block Two: The Land Around Us

Aims:

In this Block students should learn the vocabulary for basic emphasis in their area through observation, drawing, describing, and making a relief map. They should master vocabulary and concepts required for further study of geography in higher classes. Students should also investigate the local river if any nearby and learn the vocabulary and concepts necessary for further study of the river system. They will practise some important skills used in geographic investigations, such as drawing and reading maps, making relief models and drawing diagrams.

Objectives:

Students can:

1. Read and use vocabularies for discussing the land around us.
2. Draw local land features through observation, and use vocabulary to describe them.
3. Use new vocabulary to identify land forms and places around the school.
4. Create a finished picture of the local landscape.
5. Use symbols to show common land forms.
6. Can describe the local landscape in writing.
7. Work in groups and make models of the land around the school.
8. Give the altitude of the school village and relate the altitude to the weather and climate.
9. Read and use vocabulary needed for the study of rivers.
10. Investigate, observe, and report what they have learnt about a local river.

11. Identify the main river systems of Bhutan and their sources.
12. Find their own river systems on the map of Bhutan and name the major rivers in it.

Student background:

Most students did not have much background in physical geography. In Class I, they did learn about rivers and streams as sources of water, and they learned that some things float and others sink in water. In Class III, they had some experience in making sketch maps and in reading maps of Bhutan.

Relationships to other subjects:

Class IV Science includes work on water and soils. You should be able to relate this work to the geographic explorations of land forms and rivers. Earlier work with the stop clock and measurement should be useful when carrying out the river investigation.

Maths work in measurement, the metric system, and writing in decimals can also have practical application when investigating the river, and altitude. If possible, relate the spelling of key vocabulary words and the descriptive writing (Lesson 2.4) to your teaching of English.

Planning:

Adapt this suggested four week plan to fit your own situation. You may need a little more or a little less time for some lessons. If you are caught up on your lessons, move ahead into the work for the following week. There's plenty to cover, and no time to waste. Remember that history lessons will need to be inserted at the time of any national holidays. See Block Six for details on teaching and evaluating these lessons.

Week	No.	Lessons	Periods
Seven	2.1	The Land Around Us	1
	2.2	Symbols for Landforms	2
	2.3	Drawing and Describing the Land	2
Eight	2.4	Making a Model of the Land around You	2
	2.5	Does Height Make a Difference?	1
	2.6	Rivers and River Valleys (River field trip)	2
Nine	2.7	Uses of Flowing Water	1
	2.8	Sources of Rivers in Bhutan	2
	2.9	Where Does the River Go?	2
Ten	2.10	Where does the river end?	1
	2.11	Test Yourself	4
Eleven		Revision and term examination	5

2.1 The Land Around Us

Objectives:	Students can read and use vocabulary for discussing the land around us.
Activities:	Reading for understanding.
Skills:	Drawing the land around us. Recognising the landforms.
Time:	2 periods
Organisation:	Pair reading. Discuss as a class.
Resources:	Any good pictures you can find that show the land features in the vocabulary. A large map of Bhutan showing mountain ranges and other physical features.
Vocabularies:	Table-land, plain, slope, cliff, waterfall, valleys, mountain, peak

Teacher information:

You can ask students to read this lesson by themselves as homework before you do it in class. The lesson introduces vocabulary for the block. You will continue to use these words. Expect mastery by the end of the block. They should be able to spell the words and use them correctly.

Preparation:

Optional: Bring library books or magazines which have pictures of these features. For e.g. you can use *Children's Geography of Bhutan 1 and 2*. If your school has multiple copies of *Our World* this can be useful. Locate page numbers of suitable pictures in advance.

You can also collect and bring pictures for display in the classroom. You can let student volunteers make the appropriate labels (table land, steep slope, waterfall, etc.). It will be good vocabulary practice.

The Lesson:

1. Ask the students to sit in pairs. Let them take turns reading the paragraphs aloud to each other. (If

the weather is nice, take the students outside for pair reading. Pairs can sit further apart and will not disturb each other). Walk about, listen and encourage.

2. Gather students as a class. Distribute the picture books if you are using them (see preparation, above).
3. Go through the paragraphs one by one. Ask a student to read the paragraph aloud. Ask students to answer the questions in the paragraph. Look at appropriate pictures together. Have they seen this feature nearby or somewhere else?
4. Look at the map of Bhutan after reading paragraph. Show the Himalayan range. Locate the Black mountain range.
5. You can ask the students to copy the words in bold type into their exercise books. They do not need to write definitions or sentences. They will be learning, practising and using these words during the next lessons.

2.2 Symbols for Landforms

Objectives:	Students can use symbols to show common landforms.
Activities:	Drawing symbols and labeling them correctly.
Skills:	Vocabulary and spelling. Using symbols
Time:	1 period to discuss drawings on page 26 of the text. 1 period to draw and label symbols.
Organisation:	Students should sit in their groups.
Resources:	Completed drawings on page 26 of the text.
Vocabularies:	List the vocabulary.

Teacher Information:

In the first part of this lesson you should discuss the symbols given on page 26 of the text. Then divide the students into groups. Divide the symbols among the groups.

Distribute the materials for drawing the symbols of the landforms. Let them discuss and draw their drawings in groups.

The Lesson:

1. The students should be in their groups. Students should have their drawings made.
2. After the groups have finished their drawings, call each group to describe their drawings. Ask questions to encourage them. Let other students ask questions. Encourage oral use of the new

- vocabulary. Allow between five to ten minutes for each group.
- Show where each group should display its pictures. Students can put up the pictures after they have finished their other work.
 - Ask students to look at page 26 of the text book. Ask them to read, draw and level the symbols in their exercise books.
 - Walk among the groups. Make certain that the work is done neatly, and that the spelling is correct. Tell students that they should be able to draw symbols for each of the landform, and they should learn to spell all the words correctly.

Homework:

Any student who does not finish drawing the symbols in class should do so as homework. Encourage others to draw more symbols for other landforms.

2.3 Drawing and Describing the Land

Objectives:	Students can draw local land features through observation and use vocabulary to describe them.
Activities:	Drawing and describing the land features from observation.
Skills:	Drawing accurately from observation, labeling, vocabulary and building.
Time:	2 periods.
Organisation:	Organize the students in their usual groups. Group captains should be responsible for materials and for knowing the where about of their group members.
Resources:	Compass, pencils, rough books or paper for drawing.
Vocabularies:	Practice the use of vocabulary needed to describe the land.

Teacher information:

This activity gives the students an opportunity to practise the new vocabulary for land and to relate it to the immediate environment. Encourage students to observe the landscape around them closely and to identify both landforms and buildings. They should identify the direction in which they are looking.

Preparation:

Choose the site in advance and a captain who will take care of the group. Preferably it will be a place near the school where students can see the land in all or most directions. Also look for places they should observe: monasteries, chortens, roads, important buildings and hydro station

The Lesson:

- Discuss briefly the instructions given on page 27 of the text before they go out to observe the sites.

- Take them to the site for observations.
- Make sure that that each group remains in the same area and observes the surroundings.
- Ask each group to choose a direction and draw everything they see in that direction. They should write the directions along with drawings and descriptions of the landforms.
- Ask them to return to the class with the completed drawings. Oral and written descriptions can be done in the class.

Homework:

If students have not finished drawings and describing, give them as homework. Also tell them to read on page 28 and bring them materials to make model of the land around them.

2.4 Making a Model of the Land Around You

Objectives:	Students can work in groups and make models of the land around the school.
Activities:	Making a model with sand, clay or mud.
Skills:	Observing. Modeling three dimensional shapes.
Time:	2 periods.
Organisation:	Organize the students in their usual groups. Group captains should be responsible for knowing the whereabouts of their group members.
Resources:	Compass, sand, clay or mud.
Vocabularies:	model, twigs

Teacher Information:

Discuss about the models to be made by the students. Also discuss the materials that are needed to make models of the land. You will need to refer the textbook to discuss about the models.

Preparation

Choose the site and the working medium in advance. Wet sand will be the cleanest and easiest to use. You are fortunate if your school has sand boxes or sand tables already available for such use. If it does not, look for sand along a stream or river. Perhaps you can get permission to use a sand pile near a construction site. Have water available to dampen the sand.

Clay is another good alternative. Use the same clay that people in your area use for making pots, bricks or ovens. Perhaps students can work right at the site.

If you prefer to use clay, you can bring it into the classroom. Each group will need a flat piece of cardboard or wood for a working surface. In this case the models will probably be much smaller. However, students can dry them and even paint them.

Mud is a third alternative. The students can use wet garden soil to model the landscapes. They should wear old clothes and washable footwear. They will need to bathe afterward.

The Lesson

This lesson is working with sand near the school.

However you can adapt the lesson plan to fit your own situation.

1. The students should be in their groups. Discuss briefly the text on page 28. Make sure everyone

understands the instructions.

2. Discuss the rules for outing. They should go and return in line. All the groups should stay in the same area. They must be close enough so that you can walk among them and give help and suggestions when needed. Discuss any necessary safety precautions.
3. If you want students to make labels for the models indicating steep slopes, peaks, etc., tell them and bring the necessary materials.
4. Students can bring pieces of cloth, sticks, match boxes or anything they may have collected in advance.
5. You should bring a box with extra paper, cloth, scissors, sketch pens and crayons. Only group captains should take items from the box and with your knowledge. They are responsible for whatever their groups use.
6. Go to the site. Establish the directions with the compass. Let each group choose a working place (or you may assign them). Each group should mark the eight directions around their own model.
7. Walk around among the students as they work. Make suggestions or ask questions as necessary.
8. Save about fifteen minutes at the end to walk around as a class and view, discuss and evaluate all the models.

Homework:

Students should read and come prepare on the topic "Does Height Make a Difference" on page 30.

2.5 Does Height Make a Difference?

Objectives:	Students should be able to tell the altitude of the school village and relate the altitude to the weather.
Activities:	Reading for understanding.
Skills:	Relating information to pictures and maps.
Time:	1 or 2 periods
Organisation:	Seating in groups is optional.
Resources:	A physical map of Bhutan. A map of Asia showing the oceans and continents. Pictures of other areas in Bhutan, if available. A picture of the ocean.
Vocabularies:	Takin, Geylephug Phuntsholing, Tsirang Trashigang Punakha, Bumthang, Jumolhari, sal, spruce, rhododendron, orchid, bamboo

Teacher Information:

This lesson is an introduction to height or altitude in relationship to weather and climate. You do not have to provide in-depth meanings of weather and climate in class IV. Students will learn more in Class V. There are many things to learn about weather. Ensure that students master the weather-words mentioned in the text and be familiar with local words for weather.

Preparation:

Look for pictures of places, animals and plants found in different attitudes. Students will have better understanding when you use pictures in your teaching and learning processes. Try to use maps showing places, animals and plants. You need to find the altitude of your school with your students. Your local agriculture or forest officer will help you to determine the altitude.

The Lesson

1. This lesson can best be taught to the class as a whole.
2. Show a picture of the ocean. Show the ocean on the map. The surface of the ocean is flat. It is the same level everywhere. We measure land to see how far it is above the surface of the ocean or sea. The land near the sea is usually only a few metres high. The highest mountain in Bhutan is Mount Gankar Punsum. It is 7,561 metres high. (Seven and a half kilometres).
3. You can draw a profile of the land on the blackboard. (See page 49 in the Class Five text). Mark zero metre (0m) for sea level at the bottom and 7,500 m at the

top for Mount Gankar Punsum. On a 75 cm high profile put a mark at each 10 cm. If your profile is 150 cm high, put marks every 20 cm.

4. Where do they think their school village is on this diagram? Let the students guess the height of their school village. How high is it above the sea? Remind them it has to be less than 7,561 metres high. Write some answers on the blackboard.
5. Give them the correct answer. Which answer came closest? Mark the correct place on the altitude profile.
6. Read the next paragraph about Geylephug and Phuntsholing. Mark 250 m on the altitude profile. Look at any pictures of plants and animals in that part of Bhutan. Discuss them.
7. Ask a student to read paragraph. How high are places such as Punakha, Tsirang and Trashigang? Mark 1,000 metres on the altitude profile. How many kilometres high is that? Look at any picture you have of those towns or of plants and animals there.
8. Repeat the process for paragraphs 4 and 5.
9. Discuss the last paragraph. Let students answer the three questions. They should write the answers in their exercise books. If you wish students can work in groups for this part of the lesson.
10. Walk around and give help when needed with sentence structure, spellings, etc.

Homework:

Students can read the next lesson on page 31.

2.6 Rivers and River Valleys

Objectives:	Students can read and use vocabulary needed for the study of rivers.
Activities:	Reading for understanding.
Skills:	Investigation of rivers. Using new vocabulary.
Time:	1 or 2 periods.
Organisation:	Seating in groups is optional.
Resources:	Any coloured pictures of rivers. You can use Children’s Geography of Bhutan, 1 and 2 for additional pictures.
Vocabularies:	River, valley, bank, river bed, river load, erosion, flood etc.

Teacher Information:

Use this lesson to introduce the vocabulary necessary for the study of rivers. Your students will need to use this vocabulary for the remaining lessons in this block.

The Lesson

1. This lesson can best be taught to the class as a whole.
2. Explain that the class will study the Local River or stream for the rest of the Block. They will visit and investigate the local river.
3. Ask students to prepare their exercise books for the new vocabulary. They can use two facing pages. They should write a sentence or draw a picture, a diagram or a symbol to help them remember the meaning of each word. Show any picture you have brought when appropriate during the lesson.
4. Ask a student to read the paragraph. We say a valley with a river is a **river valley**. Is there a river valley near your school? (May be the school is in a river valley.) Give the students time to write the word. Ask them to write a sentence using river valley.
5. Ask a student to read the next paragraph. Look at the diagram carefully. Where are the banks? Where is the bed? Ask students to write **river bank** and **river bed** in their exercise books. Give them time to draw the diagram. (There is also a good diagram in *Children’s Geography of Bhutan, Book 2* that they can copy).
6. Read the next two paragraphs. Discuss the meaning of **river load**. What things can be in the river load? Students should write the word river load and list some of the things a river may carry in its load.
7. Read about stones and **erosion**. Discuss erosion. (Students also study erosion in science.) The text says how stones and rocks can cause erosion. Can river water itself carry away the soil? (Yes.) Let them write the word and a sentence (it can begin, “We say there is erosion when ...”).
8. Follow the same procedure for **deep narrow valley** and **wide flat valley**. Students can draw the symbols next to the words.
9. Read the last two paragraphs. Discuss the word **flood**. Are river floods a problem where you live? Let students write the word and a sentence. It can begin “We say there is a flood when . . .”
10. You can give students some time at the end of the lesson to complete their vocabulary work. Walk around and give help when needed with sentence structure, diagrams, spellings, etc. Students who finish early may look at the pictures and books you have brought to class.

Homework:

Students can read the topic “Uses of Flowing Water” on page 32 of the textbook. Encourage them to use their dictionaries for any words they do not know (e.g., current). Prepare the materials for making prayer wheels or ask them to bring aluminium foil, bamboo, a pair of scissors, a needle and a sharp stick if they have and get for making the prayer wheels.

2.7 Uses of Flowing Water

Objectives:	Students can read and know some of the uses of flowing water.
Activities:	Making a water wheel.
Skills:	Learning new vocabulary.
Time:	1 or 2 periods
Organisation:	Seating in groups is optional.
Resources:	Aluminium foil, bamboo, a pair of scissors, a needle, a sharp stick.
Vocabularies:	Current, grind, prayer wheels, electricity, aluminium etc.

Teacher Information:

Use this lesson to learn about the uses of flowing water. Apart from the information given in the text ask the other uses of water.

The Lesson:

1. This lesson can best be taught to the class as a whole.
2. Tell that the class will study about the uses of water. Students can be also taken for field trips to see the how prayer wheels works and how grinders are run by moving water.
3. Divide the students into groups. Distribute the materials and ask them to make the prayer wheel.

4. Move around to monitor and support the student while they make the prayer wheel. Check whether they make the prayer wheel as per the directions given in the text.
5. After students have finished their work, ask each group to explain what materials are used and how they made a prayer wheel.
6. Display their work in the class.

Homework:

Students can read the topic "Sources of Rivers in Bhutan" on page 33 of the textbook

2.8 Sources of River in Bhutan

Objectives:	Students can identify the four common sources of rivers in Bhutan, and identify and name the sources of their own river.
Activities:	Reading for understanding. Locating rivers on the maps.
Skills:	Vocabulary.
Time:	1 or 2 periods
Organisation:	In groups
Resources:	A map of Bhutan
Vocabularies:	Snow fields, glaciers, lakes and springs

Teacher information

Help the students locate the sources of the major rivers of Bhutan. They can find the rivers and the sources on the map on page 34 of the text. Use a larger map to identify the mountains or lakes from which they flow.

Help the students locate the sources of the rivers closest to the school. Also help students identify the sources of a small stream or brook near the school if they have investigated. Ask questions such as 'does your local stream have a name, what is the source of your local stream?' (Not all sources will be able to identify from a map. The local forest officer may be able to help you).

Preparation

Find out the source of your river before teaching this lesson.

The Lesson

1. This lesson can be done by the whole class together. Group seating is optional.
2. Take a few minutes to discuss the homework. Why is the river important to us? How do people and animals use our river? Let various students give their answers. All students should have at least five ways the river is used written in their exercise books.
3. Explain that the class will investigate how and where rivers begin. You can start with some questions. What did the students understand when they read the lesson as homework? Make sure that everyone knows that the place where a river begins is called the **source**.
4. Ask a student to read the first paragraph. Where do all rivers in Bhutan get much or most of their water? What do we call the place where a river begins? Most sources are not fresh rain. Ask

students to write the heading *river sources* at the top of a new page in their exercise books.

5. Ask a student to read the second paragraph aloud. Show any picture you have found that illustrate snows. (*Children's Geography of Bhutan, Book 2* has additional pictures that illustrate river sources. You can use this as an additional resource for the entire lesson.) Is there snow in your area? When does it melt? Can melting snow be the source for your river?
6. Ask the students to write *melting snows* in their exercise books. They should write a sentence (E.g. Some rivers begin from melting snow on the mountains). They should draw a picture, diagram or symbol to help them remember *melting snows*.
7. Show pictures of *glaciers, lakes* and *springs*. The students should have a sentence and a simple drawing, diagram or symbol for each word.
8. Look at the map of Bhutan showing rivers on page 34 of the text. Where is your river? What is its name? If it is a small stream, which big river does it flow into?
9. What is the source of your river? Locate it on the map if possible. Discuss it. Is the source a spring, a glacier, a lake or melting snow? (Some small streams may just be fed by heavy rains in the monsoon season. Then they will be dry in the rest of the year) If you cannot identify the source with certainty, discuss it with your students and make a good guess. (E.g., "We think our stream comes from a spring on the mountain behind our school").

Homework

Provide the map of Bhutan. Let students try to locate the main rivers of Bhutan as well as their local rivers which are flowing nearby their schools.

2.9 Where Does the River Go?

Objectives:	Students find out the main river systems and local rivers of Bhutan in the map.
Activities:	Answering the questions in the text. Locating the main rivers in the map of Bhutan.
Skills:	Reading and mapping.
Time:	1 or 2 periods.
Organisation:	Individual or in groups
Resources:	A large map of Bhutan showing the river systems and outline maps of Bhutan.
Vocabularies:	River Systems join

Teacher information:

Students need to learn the names of all major rivers in Bhutan. They will draw the map of rivers in Class V and Class VI.

Students need to learn or use the word river system in Class IV. You can also say “our river family” or simply refer to rivers that join each other. It is important that all students understand the terms join and where rivers join.

Most rivers in Bhutan are part of four main river systems: the Drangme Chhu, the Puna Tsang Chhu, the Wang Chhu or the Amo Chhu. You can also teach the rivers that join to the main river systems. For example Pa Chhu, Ha Chhu and Thimphu Chhu are rivers which join the main river Wang Chhu.

This is a simple introduction to the vocabulary and concepts that will be needed for study of rivers in higher classes. In Class IV the emphasis is on the paths of the local river

Preparation:

The lesson will be easier to teach if you make a stencil of the river map and duplicate it for the students. Show the rivers but do not write the names. Add your local river or stream if it is not on the map.

Alternatively, the students can trace the map and the rivers. They need to write the names only of the rivers in their own river system.

The Lesson:

1. This lesson can be done by the whole class together. Group seating is optional.
2. Explain that the class will investigate where the local river goes. Which other rivers join in to?
3. Look at the maps. Show them the course on the large map. You can draw the river system on the blackboard. Students should locate their river on the maps you have provided.
4. Students in Class IV students will not have much experience of reading maps. Use this opportunity to establish directions. On the map tell top of the map, the north and the south, the bottom of the map. That means east is on the right hand side and west on the left. Be sure they learn this convention.

Because maps are often displayed on the wall, some children think north must be up in the sky. Take a few minutes to lay the wall map flat on your desk or on the floor and orient the directions correctly. Discuss and locate all four directions correctly.
5. Students should do the map work. They should trace the map of Bhutan, if necessary, and then draw and name the rivers in their own river systems. If local names for any river differ from those on the map the students should learn both names.

Homework:

Let students do the map work as homework.

2.10 Where Does the River End?

Objectives:	Students can trace the course of their river to the Brahmaputra in India, and then to the sea.
Activities:	Reading for understanding. Drawing a diagram.
Skills:	Learning vocabulary. Drawing a diagram. Reading and using a map of Asia.
Time:	1 period.
Organisation:	Group seating is optional.
Resources:	Large wall map of Asia showing the river systems. Pictures of the Brahmaputra, India, Bangladesh and the Bay of Bengal if you can find them.
Vocabularies:	River mouth, Brahmaputra, Bangladesh

Teacher information:

This is an introduction to reading and using a map of Asia. Students will have more work with such maps in Class V and VI. Establish directions and take time to locate countries that students already know (China, India, Tibet, Bangladesh, Japan, etc.). You may wish to display both the physical and the political maps of Asia. Students can identify countries more easily on the latter, but the former shows more clearly the mountains from which the Brahmaputra flows.

The Lesson:

1. This lesson can be done by the whole class together. Group seating is optional.
2. Explain that the class will investigate where the rivers end. Ask if they know where the rivers go and which big river do they join?
3. Read the first two paragraphs. Discuss the meaning of a river mouth. Ask whether they have seen the mouth of a river or stream.
4. Show the students the wall map of Asia. Show where the river join the Brahmaputra. If you have found pictures of the Brahmaputra take time to look at them together.
5. Next, trace the course of the Brahmaputra from its own source in Tibet (the source is a glacier) down through India and Bangladesh to the Bay of Bengal.
6. Point out that the river often changes directions. Ask whether rivers flow up-hill or down-hills, how high is the source of the Brahmaputra, which one is the lowest land, India or Bhutan.
7. They should also write a short paragraph such as "The water from our river flows into the Brahmaputra. The Brahmaputra begins from a glacial lake in Tibet. It flows through China, India and Bangladesh. It flows from Bangladesh into the sea."

2.11 Test Yourself

Teacher information:

Self-tests for the students appear at the end of each block. Let the students use them for revision.

1. You can let them try it at first as an “open book” test for homework. (In an “open book test” students may look in their texts or exercise books to find answers when they do not know them. They can also work with others. It encourages important self-study skills).
2. Let the students take the test in class under your supervision. Let the students exchange papers and check the results in the class. Discuss errors and correct answers.
3. Collect the student marked papers and check the results to assess the level of mastery. Help students with any skill or concept they have not mastered.

4. Students may use this self-test again for revision just before the examination.
5. You should test the same information and skills in the examination, but use different examples or different formats for the questions. Change the order of the questions.

For instance, you could give symbols for **question 1** and ask the students to identify them with the correctly spelt words. You could change **question 3** to a matching exercise or multiple choices. **Question 4** could be changed to fill in the blanks or multiple choices. Provide a map for question 2.

6. If you test additional information make sure that you revise it with the students before the examination.

Block Three: Forest and Farms

Introduction

In this Block students will investigate local forests and farms, and should develop some of the basic concepts and vocabulary necessary for study of Bhutan's forests and agriculture in upper primary and secondary school geography courses. They should also gain knowledge and experience that will directly prepare them for modern life in Bhutan.

The section on forests emphasizes the importance of the forests, the ecological interdependence of life (soils, water and air) in the forests, and some rules for protecting our forests. The section on farms emphasizes investigation of crops and animals suitable for the local climate and altitude, farm family social organization, and a simple introduction to the economics of agriculture.

In this Block students should practice interviewing skills, translating information from the local language to English, sketch mapping, poster and book making, and the creation of simple tables.

Objectives:

Students can:

1. Discuss and write about the animals and plants in the forest.
2. Discuss and write about the animals and plants in their forest.
3. Explain why forests are important and can say ways to protect them.
4. Explain why forests are important and can tell ways to protect them.
5. Write slogans and make posters that will teach their fellow schoolmates to protect the forests.
6. Name and identify the animals, grains, vegetables and fruits grown on local farms.
7. Make books about their chosen farm.
8. Make a table showing how much of each crop or animal product a farm family uses, and how much they sell.

9. Make a table showing how much of each crop or animal product a farm family uses and how much they sell.
10. Make a sketch map of the farm they are investigating.
11. Make a table showing the work each person does in a farm family.

Students' Background

Students have learned the names of forests, plants and animals in lower primary classes. They have gathered information to make books. This will be their first concentrated experience for independent investigation using interviews of adults and in making tables.

Relationship with other subjects

Social forestry: It is expected that the material on forests will be linked to Social Forestry day and school tree planting. If your school already has plans for this program which are different from those in the text and manual, of course, you may adapt or alter the material. For instance, Forest Rangers may come into the school with their own projects for teaching care of our forests. If so, go with that.

Agriculture: Ask the help of the school agriculture teacher for assistance on the farm unit. He/she can be a valuable source of information. Encourage him/her to build on what the students learn in this unit when they work on the school garden. Indeed, the school gardens and animals, if you have them can be one of the farms which students investigate for this unit. Comparing crops, methods and success or failure rates with those of local farmers could be a very meaningful learning experience.

Science: Students will also be making a poster for Science during Block Three. Avoid making both posters during the same week.

Class IV Science includes a Block on trees and the forest near the end of the school year. You should remember to build on information gathered in this unit on forests when doing the Science work later.

Remember to relate what your students learned about soils, water and erosion in Block Two of Science to your study of forests and farms in this unit.

English: Relate the spelling of key vocabulary words and the descriptive writing (Lessons 3.2, 3.10) to your teaching of English. Grammar lessons should be applied in Social Studies work.

Many of the words you will need in this unit are not introduced in English until Block Four. Begin teaching and using them now, and then continue to build on this vocabulary in later English lessons.

Please look at the cumulative vocabulary for Class III to determine names of farm and forest plants and animals the students should already know. Make sure that your students master at least those words needed to describe local plants and animals.

Mathematics: Look for ways to use vocabulary and information from this Block in Maths word problems.

Timing

A minimum of 30 periods, or five weeks, will be required to cover the entire block. This includes two periods for watching the weather. You will need to add extra periods for any history lessons from Block Six that are taught at the time of national holiday.

Planning for Block Three:

Adapt this suggested six week plan to fit your own situation.

If you live in a town with few or no farms near where your students live, you may wish to eliminate most of the lessons on farms, and spend more time on *Markets* in Block Four. Teach lesson 3.6, however. Students should know what crops and farm animals are raised in their area even if there are no farms nearby. (Perhaps you can arrange a field trip to a farm.)

The lessons on forests (3.1 to 3.5) should be taught in all classes, although these, too, may be adapted to fit Social Forestry activities in your own school.

Week	No.	Lessons	Periods
Twelve	3.1	What is in the Forest?	3
	3.2	Being Friends of the Forest.	3
Thirteen	3.3	Protecting the Forest.	3
	3.4	Knowing More about Forest	3
Fourteen	3.5	Making a Poster	3
	3.6	The Community Forest	2
Fifteen	3.7	Crops and animals on Our Farms	3
	3.8	Test Yourself	2
		Revision	3

3.1 What is in the Forest

Objectives:	Students can discuss and write about the animals and plants in their forest. Students learn about the usefulness of forest and how to take care of the forest.
Activities:	Group discussion, recording, writing.
Skills:	Vocabulary. Discussion, recall, recording and writing
Time:	2 periods.
Organisation:	Students should be seated in groups.
Resources:	Maps showing plants, animals, birds, insects and reptiles in Bhutan.
Vocabularies:	Names of trees and animals in your local forest. Explore resource for this.

Teacher Information:

These lessons should be tied into your school's activities for Social Forestry. Adapt them as necessary to fit in with any special programs planned in your school. Change the timing of the lessons if necessary.

Your aim is to encourage concern for preservation of Bhutan's forests, and develop concrete ways in which students can protect and care for trees. Any tree planting programs in your school can be tied directly into the Social Studies curriculum.

The students will also study trees in Science at the end of the school year. Remember to relate those lessons to what the students have already learned in Social Studies.

In this first lesson you should find out what your students already know about the local forest. Your task is to build upon this during the rest of the unit, and increase their awareness, knowledge and concern.

Preparation:

Make arrangements for the visit with the forest officer or forest guard.

If possible, ask the students to read the lesson as homework before you teach this lesson.

The Lesson:

1. Students should sit in groups.
2. Ask a student student to read the first paragraph
3. Give each group three questions to discuss. Explain that the first group will try to answer the questions about plants; the second group will discuss animals, other than birds, that live in our forests. The third group will discuss birds (10, 11 and 12) and the fifth will discuss environmental questions
4. Ask each group to discuss their questions one at a time. They should write down short answers to the questions in their exercise books. If they do not know the name of a plant or animal in English they may give the local name. They can look at the UNICEF charts for help in identifying insects, birds, animals and reptiles.
5. Allow 15 or 20 minutes for the group discussions. Encourage them to enter brief notes in exercise books as shown below.
 - a. Trees in our forest: spruce, chir pine, walnut, oak and holly.
 - b. Things we make from trees: chairs, tables, desks, houses, paper, boxes, handles, cardboards and medicines.
 - c. Ways we use trees: for food, shade, firewood, leaves to feed animals
6. Walk around. Ask questions, make suggestions and help them in their discussion.

7. The *process* of discussing and thinking together is very important. Draw out as much information as possible.
8. In the remaining time, ask each group to report their questions and lists to the class. Other groups can add information to the lists. Refer to the UNICEF charts with pictures as appropriate. (You can also allow a few minutes for this sharing process at the beginning of the next lesson.)

Allow about 40 or 50 minutes for this part of the exercise. You can do the work in two or three short

segments over the next day or two to avoid tedium and writer's cramp.

Write the lists on the black board as they are written, and instruct all students to copy all of the lists into their exercise books. This will give them a basic working vocabulary for this unit, and also for later work on forests in English and Science. It will also give them the information needed for the next lesson.

Homework:

Students should check with each other and make sure their lists are complete. They should read the text, page 43, before the next Social Studies lesson.

3.2 Being Friend of the Forest

Objectives:	Students can tell the uses of forests.
Activities:	Reading, discussing, writing. Answering questions given in the text.
Skills:	Discussing and language skills.
Time:	3 periods.
Organisation:	Student should be seated in groups.
Resources:	Textbook, pictures of plants and animals.
Vocabularies:	Names of plants, animals and wood products.

Teacher information:

Students should sit in groups and read the text. They should discuss and list down the uses of forest. Using the words listed they should make simple sentences and read out to the class.

Students should read the text and discuss how people destroy forest. They should list down the ways of destroying the forest and find solutions to protect the forest from the destruction. They should have their ideas of protecting forest to the class.

The Lesson:

Part 1

1. Students should sit in groups.
2. Read the text in groups.

3. Discuss and list down the important of forests to understand that forest is their friends.
4. Ask them make simple sentences or paragraphs using the listed words.
5. Tell them to read out to the class.

Part 2

1. Students in groups will read the text.
2. Students will discuss and answer the questions given in the text.
3. One group can read the answers to the other groups.
4. Ask others groups to read if they have different answers.

3.3 Protecting the Forest

Objectives:	Students can tell why and how people destroy the forests Students can tell the ways of protecting forests
Activities:	Reading, Discussing, Writing.
Skills:	Discussing and language skills
Time:	3 periods.
Organisation:	Student should be seated in groups.
Resources:	Textbook, pictures of plants and animals
Vocabularies:	Names of plants, animals and wood products.

Teacher information:

Students should sit in groups and first discuss and list down why and how people destroy the forest based on their experiences. Using the listed words they should make simple sentences and read out to the class.

Now let students read the text and discuss how people destroy forest. They should list down why and how people destroy the forest and find out ways to protect the forest. They should share their ways of protecting forest to the class.

The Lesson:

Part 1

1. Students should sit in groups.
2. Let them discuss and list down why and how people destroy the forest based on their experiences.
3. Tell them the make simple sentences or a paragraph using the listed words.

4. Ask them to read out the written paragraph to the class.

Part 2

1. Students in groups will read the text and discuss how people destroy forest.
2. Students will discuss and suggest ways to protect forest.
3. Student should share their ideas of protecting forest by reading out in the class.

Part 3

1. Then students will work again in groups and find words on forest from the puzzle box given in the text.
2. Ask each student to write words on forest in his/her exercise books. Monitor and provide support in case they cannot find the words.
3. Finally give the questions in the text as homework.

3.4 Knowing more about forest

Objectives:	Students can prepare questions and learn about the forest and forest rules from the forest officer.
Activities:	Preparing to interview the forest officer or forest guard.
Skills:	Preparing questions.
Time:	2 periods.
Organisation:	Students should be seated in groups.
Vocabularies:	Forest officer, forest guard, forest ranger, punishment.

Teacher information:

You should already have arranged the meeting with the forest officer before the students do this lesson.

The emphasis in this lesson is on rules for protecting our forests. However, your students should use this opportunity to ask about the names of plants and animals that live in the forest near your school. They can ask about the history of the forest. They can ask about fighting forest fires or protecting trees from harmful insects. They can ask specific questions about care of the trees which they planted for their social forestry project. They can also ask the forest officer or guard some things about his work, and how he trained for it.

Please adapt this lesson to your own situation and to the wishes of your own forest officer. Perhaps he has some prepared educational materials he wants to share with the students. Perhaps he is willing to go on a nature walk with the students. These are certainly acceptable alternatives. There should be some emphasis, however, on the ways in which students themselves can help protect and care for Bhutan's forests.

In this lesson students should prepare their questions and discuss polite behaviour when interviewing an adult. You should give the forest officer a copy of the questions a day or two before the interview. Many forest officers are not used to speaking in the classroom, and having the questions in advance may be helpful.

Preparation:

If possible arrange a visit or invite a forest officer or forest guard. Students can also ask questions to their

parents or Community Forest Management Group.

The Lesson:

1. Students should sit in their groups.
2. Discuss the instructions given in the text together. What do they already know about the forest officer? Tell them the arrangements you have already made for the visit.
3. Students should open their exercise books to a new page. They can write questions for the forest officer at the top of the page.
4. You can discuss and write the questions about rules for protecting our forests together as a whole class. Ask a student to read the fourth paragraph. Ask the students to suggest wording for the questions. Write the questions on the board as they suggest.

(E.g., you might write: *What rules are there about cutting down trees? What rules are there about fires in the forests? Are there other rules for protecting our trees? What are the punishments for breaking the rules?*)
5. Let the students copy the questions into their exercise books. They should leave space after each question to write an answer during the interview.
6. Repeat this process. Write questions about protecting plants, wild animals and fish.
7. Ask the students to sit in their groups and think of more questions to ask. They should write the questions in their rough books.

8. Discuss these questions as a class. Write the best questions on the blackboard. Students should copy. Discuss these in their exercise books.
9. Ask a student with good handwriting to make a fair copy of the questions for the forest officer. Invite volunteers to come with you to visit the forest officer and give him the questions. This visit should take place after class time.
10. Assign the questions. Make sure that each group has questions to ask. If possible, let each student ask one question. Some students may want to bring samples of parts of plants.
11. Discuss behaviour during the interview. Students should raise their hands before asking questions. Only one person should speak at a time. They should listen carefully to the forest officer, and write down notes about his answers. They should thank him at the end of the interview.
12. Interview part is left as homework or it can be done on any of the Saturdays

3.5 Making a poster

Objectives:	Students can write slogans and make posters that will teach their fellow school-mates to protect the forests.
Activities:	Making posters.
Skills:	Writing slogans. Conveying message through a poster.
Time:	2 periods.
Organisation:	Students should sit in their groups.
Resources:	Provide sheets of newsprint and sketch pen to the students.
Vocabularies:	slogans, poster

Teacher information:

Students should write slogans and make posters to go with the slogans. You can check and correct the wording and spelling in their slogans before they make the posters.

In Science students will also be writing slogans and making posters during Block 3. Plan the lessons so that the two poster exercises come at least a week apart.

Preparation:

Talk with your head teacher about how to use the posters as part of the Social Forestry programme in the school. Does your school have more than one section of Class IV? You and your fellow teachers may wish to conduct a poster contest. Make arrangements in advance with the help of your head teacher.

Will it be possible to display the posters in the corridors where all students can see them? Can the written rules on protecting our forests also be shared in a school display? Can one or more Class IV students give short speeches during Assembly on protecting our forests?

The Lesson:

1. Let the students work on their posters on the floor, in the corridors or on large flat tables. They will need a flat, smooth and hard surface.
2. Encourage students to do a rough design in pencil on the large poster paper before they begin colouring. Encourage them to fill the paper with the drawing and slogan.
3. Encourage them to use their rulers to measure out lines for the slogans. The lettering should be large and visible from a distance.

4. Walk around among the students as they work. Praise good efforts. Give suggestions as needed.

Let paints dry before you stack the posters. Display the best posters. Students can help you choose the best.

Homework:

All students should complete the fair copies of the rules made by their own groups. These should be in their exercise books. Students can read the lesson on page 43 in the student text and look at the pictures and the slogans.

3.6 The Community Forest

Objectives:	Students will learn how forest was preserved in the past and present. They will also learn why and how to protect forest.
Activities:	Reading the lesson on page 44 and writing reasons for protecting forest. Answering the question given in the text as a homework.
Skills:	Reasoning.
Time:	2 periods.
Organisation:	Students should sit in their groups.
Resources:	Textbooks, exercise books and pens
Vocabularies:	Community, Department of Forest

Teacher information:

Read and explain the text together with the students. Then let students read the text individually and ask them to write some reasons of having community forest. You can check and correct the wordings, spellings and their responses as you monitor their work.

Preparation:

Do you have community forests nearby your school? If yes, prepare in advance for a visit so that students see the real forests. You need to show some trees, plants and name them. You need to get prior permission from your principal before you take them for a visit.

The Lesson:

1. Read together the text with your students in

the class and explain the reasons for having community forests. You can also revise the previous lessons such as uses of forest and reasons for protecting the forest.

2. Then let the students read the text individually and write reasons for handing-over the forest to the communities.
3. Monitor and provide support as they are working in the class.
4. Praise good efforts. Give suggestions as needed.

Homework:

All students should complete the provided work. They should also answer the question given in the text as homework.

3.7 Crops and animals on our farms

Objectives:	Students can name and identify the animals, grains, vegetables and fruits grown on local farms.
Activities:	Identifying local crops and farm animals. Drawing and labeling pictures for a class display.
Skills:	Making lists. Drawing and colouring accurately. Labeling correctly.
Time:	2 periods.
Organisation:	Students should sit in their groups.
Resources:	Small sheets of drawing paper all the same size. Crayons or sketch pens. Any coloured pictures you can find that show crops or animals grown locally. Actual specimen of some crops more difficult to identify (E.g., local grain crops).
Vocabularies:	List, grain, crop, label Names of some crops and animals

Teacher information:

Please remember to talk with the school agriculture teacher about this block. He or she can be a valuable resource, and may have some good suggestions for teaching the material. He or she can help you relate the study of local crops to work in the school or class garden.

In this lesson students will revise vocabulary for crops and animals they should have already mastered in lower primary classes. They should also learn any additional English words needed to discuss and write about local crops and animals.

This lesson plan is designed for four groups. If you have five or more groups in your class you can assign some topics to two groups. Choose those where there is the most variety. In most areas there will be a wider variety of vegetables or fruits grown than grains or animals.

All students should learn all the vocabulary. If possible, practise the most frequently mis-spelt words in spelling tests.

The Lesson:

1. Students should sit in their groups.
2. Students should have read the lesson in advance.
3. Divide the topics (farm animals, grains, vegetables, fruits) among the groups. Each group should make the longest list possible for their topic. They may look at the pictures in the text. They can look at any other pictures you have brought. If they think of a crop that they cannot name in English they should consult with the teacher. They may need to bring an example into class. (Remember to ask for the help of the school agriculture teacher when identifying crops).
4. Let the students begin making their lists in their rough books. Walk around and give help as needed. Correct the spellings.
5. They should read the finished lists to the class. Can anyone add something to the list?

Is there a crop listed that is not grown in your area? If so, remove it from the list.

6. Now let every member of each group draw and colour something on the paper provided to each group. Let group captains come for the paper and crayons or sketch pens. Let the students begin work. Colours should be accurate. In some groups those who draw nicely can do the outline drawings and the others can colour. Make sure labels are correct. Students should redo any poor quality work. You will use these for the rest of the unit as vocabulary teaching aids

Follow-up:

Display the completed pictures where all can see them. Organize them by topic. You can display them in a variety of ways. Staple them to a string that runs around the classroom. Pin them to cloth. Glue them on chart paper. These are your vocabulary teaching aids. All students would be able to spell and use these words correctly.

Homework:

Give questions given in the text as homework.

3.8 Test Yourself

Teacher Information:

Let students complete the activities given under the topic 'Test Yourself' in the textbook. Help them to do correctly as usual. Then you can ask many questions from the topic 'Forests and Farms' as revision. You can even conduct a quiz competition or debate for better understanding of this topic.

Block Four: Jobs and Markets

Aims:

In this Block students should learn about the economics of their village with the stress on non-farm occupations. They should further develop social studies skills in classifying, interviewing and investigating, making oral and written reports, doing surveys, using tally sheets, making graphs, making maps and keys, and drawing plans.

They should investigate local jobs and markets. Through their activities they should get a simple introduction to economics and the money economy. Why do people in modern Bhutan want or need money? What can they do, make or sell to get money? Students should begin learning to classify jobs and services, what people make, grow and sell. They should investigate one worker in detail and give an oral report. They should also investigate and write about what they would like to do when they grow up.

Students should learn what shops are in their village, and classify them according to what they sell. They should make a customer survey using a tally sheet and then make a graph. They should map the market area. They can investigate an individual shop in more detail, and then plan an imaginary shop of their own.

Note: If your school village has very few or no shops you may eliminate some of the activities on markets. Look for the alternative given in the textbook.

Objectives:

Students can:

1. Discuss the uses of money in the Bhutanese farm economy.
2. Make a list of non-farming workers in their area.
3. Classify workers as those who help us, those who dig or collect things, and those who make things.
4. Investigate and report orally on the tasks of one local worker.
5. Write about work they would like to do when they grow up.
6. List and identify shops in their area.

7. Investigate their own market area, make a map, and identify the shops they find.
8. Make and use a tally sheet showing how many people use a shop.
9. Make a graph independently, using information collected on tally sheets.
10. Contribute to a class map of the market area.
11. Investigate a local shop.
12. Used what they've learned about the criteria for a good shop to design and write about a shop of their own.

Students' background:

Students learned about "human-made" goods in Class II. The block on "My Village" included an introduction to the work people do, and names of several common jobs. Students learned about village buildings including shops and drew a simple village map. They have also learned about some tools workers used.

In Class III they learned names and types of vehicles in the block on transportation. Some of this background may be useful for the study of people, transport and marketing. They also learned the meaning of *import* and *export*.

Students made tally sheets in lower primary classes. This will be their first experience with classifying jobs and shops, or with more detailed investigation and reporting on them. This and the previous block introduce the first systematic investigation of the farm and village economy.

Relationship to other subjects:

Science: There will be an investigation of cloth and dyes in Block Six which may have some relationship to cottage industries in your area.

English: Relate the spelling of key vocabulary words, the oral reporting and the descriptive writing.

Some of the new vocabulary for these units is not introduced in English until Block Five. Begin teaching and using the words now, and then continue to build on this vocabulary in later English lessons.

Please look at the cumulative vocabulary for Class III to determine words for workers and the tools they use that the students should already know. Work for full mastery of these words.

Mathematics: Many word problems using money and metric measurements can be drawn from these activities. The shop investigations can be used to familiarize students with the practical use of scales, weights, litre measures and metre sticks. Many Bhutanese students do not yet have much experience with these. Let students look for litre(1) and kg units printed on can, box and bottle labels. Let them find out whether traditional or metric measurements are used in the local stores. You can also give them a simple introduction to the need for accounting and cash memos.

Timing:

A minimum of 23 periods or four weeks will be required to cover this block.

There should also be some periods free as work periods and for oral reports during Block Four.

Planning:

Adapt this suggested five week plan to fit your own situation. If you live in a community with few or no shops you may eliminate some of the activities on shops. Look for alternatives given in the text.

The first five activities on jobs and markets including the oral and written reports can be done in any community.

Week	No.	Lessons	Periods
Sixteen	4.1	Why do farmers need money?	3
	4.2	Types of jobs	4
Seventeen	4.3	What do you want to be?	4
	4.4	Some shops in our country	4
Eighteen	4.5	Surveying shops in the markets	4
Nineteen	4.6	A sketch of the market area	2
	4.7	Test yourself	2

4.1 Why do farmers need money?

Objectives:	Students can discuss the uses of money in the Bhutanese farm economy.
Activities:	Participating in group and class discussion. Answering questions given in the text.
Skills:	Thinking about and answering questions in discussion. Summarizing the ideas.
Time:	2 periods.
Organisation:	Students should be in their groups.
Vocabularies:	Trade, barter, money, economy

Teacher information:

For centuries the Bhutanese had practised barter economy. The wide use of money is new and many families have difficulty understanding and functioning in a money economy.

This is a very simple introduction to the reasons why farmers need money and how they can earn money to buy what they need. More detailed discussions of budgeting, banking; saving, investment and borrowing at interest will come in higher classes. However, it is not too soon to make students aware of the need for careful planning and the dangers of unwise borrowing.

The Lesson:

1. Read the text and discuss the information given in the text.
2. Divide students into groups and ask them to discuss the questions given under this lesson. They should write answers in their rough books. Walk among the groups and ask questions or give suggestions to stimulate discussion.
3. Now discuss the answers as a class. Let the students help you phrase short sentence answers to each question. The students should copy these into their exercise books.

4. Ask each group to make a list of things they think their families might want to buy for money. (This should include seeds, animals, or tools and machines for their farms as well as items for personal use). Walk among them giving suggestions or asking questions as needed.
5. Ask groups to share their lists with the whole class. Write the items on the board. You can discuss as you go which items will help the farmers grow more crops (seeds, tools), which they need to live (clothes, food) and which are for pleasure (radios, games, television etc). You may not have time to write down all the items. Students should copy at least ten items in their exercise book. Students can choose the items they think are most important for their own lists. Uniformity is not required.
6. Provide students opportunity to write a short essay like the one given below.

(E.g. In our village farmers grow most of the food they need. They weave most of their ghos and kiras. They buy komas, shoes, socks and underwear. Many farmers trade crops or animals with each other. They must use money to buy things in the market).

Homework:

Students should read about types of jobs as homework.

4.2 Types of jobs

Objectives:	Students can make a list of non-farming workers in their area.
Activities:	Making a list of jobs (or work). Classify different jobs.
Skills:	Reading for understanding. Thinking about and answering questions in discussion. Making a list.
Time:	2 periods.
Organisation:	Students should be in their groups.
Vocabularies:	Driver, carpenter, engineer, doctor, teacher, officers, electrician, plumbers, mechanics, tailors, barber, cobbler, miners, jeweler, blacksmith, baker

Teacher information:

This is an introduction to the concepts and vocabulary needed to discuss and investigate jobs and workers in your area. Students should have learned English words for the most common village workers in lower Primary English classes. Most of the words such as an electrician, an engineer, etc.) are taught in English but you should begin teaching these words here if these workers are in your area

The emphasis in this unit should be on work that is done in exchange for money. However, it is important to point out the value of work in a family that is not done for money. For instance, family members are not paid any money for cooking food or caring for children but this is very important non-farming work.

The Lesson:

1. Read the text and discuss the information given in the text.
2. Divide students into groups and ask them to discuss the questions given under this lesson. They should write answers in their rough books. Walk among the groups and ask questions or give suggestions to stimulate discussion.

3. Now discuss the answers as a class. Let the students help you phrase short sentence answers to each question. The students should copy these into their exercise books.
4. Ask each group to make a list of jobs that earn money and jobs that do not earn money.
5. Ask groups to share their lists with the whole class. Write the items on the board. You can discuss why some important jobs do not earn money.
6. Provide students opportunity to choose and write a short paragraph about one worker or a job.
7. Ask the students to make three columns on two facing pages of their exercise books. The heading on the first column should be *Workers who help us*.

<i>Workers who help us</i>	<i>Workers who collect or dig things</i>	<i>Workers who make things</i>
1.	1.	1.
2.	2.	2.
3.		3.
		4.

4.3 What do you want to be?

Objectives:	Students can write about work they would like to do when they grow up.
Activities:	Investigating and writing about work they might like to do.
Skills:	Investigating through reading or interviewing. Report writing.
Time:	2 periods for discussion and preparation. 2 periods for writing the report under the teacher's supervision.
Resources:	Books, pictures of people who do interesting work.
Organisation:	Group seating is optional.
Resources:	List of local non-farming workers from lessons 4.2 and 4.3.
Vocabularies:	A pilot, an engineer, an artist, an architect

Teacher information:

You should use this lesson to encourage students to begin thinking about work they would like to do. Use the opportunity to point out the importance of education for all kinds of work.

Some of your students may find role models in the community. A child who wants to become a teacher can ask questions to his/her favourite teacher about his training and educational requirement. Other students will have to look in books. The *World Book Encyclopedia* has a great deal of information, but the language is difficult and you will have to help students who want to use it. Some of the books in your library will have stories about being a pilot, a scientist or other professions that do not exist in your locality. If your school has some library books relevant to possible occupations, borrow them and keep them available for use in class.

Some students may observe and interview the same person. This is fine.

A child who thinks he or she wants to become a carpenter, for instance, could be encouraged to do this.

The Lesson:

1. Students should have read this lesson as homework. Discuss orally the kinds of work different students might like to do.
2. Give students sometime in the class to choose a kind of work and to write questions they might ask in their rough books.
3. Walk around and give suggestions and help as needed.
4. Give enough time to students for interviewing and writing the report.

Homework:

You can ask students to read Lesson 4.4 as homework.

4.4 Some Shops in Our Country

Objectives:	Students can identify and list shops in their area.
Activities:	Identifying and listing shops. Doing an activity given in the textbook.
Skills:	Learning vocabulary. Making a list of shops.
Time:	4 periods.
Organisation:	Seat the students in their groups.
Vocabularies:	A market, a general store, a hardware shop, a medical shop, a stationary shop.

Teacher information:

This lesson is for four periods. Even if there are no shops in your area students should learn to identify and list some shops. Teach students about different shops describing what each shop sells.

The lesson:

1. Students should have read this lesson as homework. Ask them to read again. Ask them to look at the pictures.
2. You can ask two basic questions about each shop described. What does a stationery shop sell? Do we have a stationery shop in our village? Discuss further as needed.
3. If there are shops in their village ask students to sit in groups and make a list of shops in the school village.
4. Walk around and give suggestions and help as needed.
5. Ask each group to present their list of shops in their village.
6. Write the list of shops as each group presents on the board.
7. Ask each student to copy the list of shops into their exercise books.
8. If there are no shops in the village ask students to write what kind of shop do they like to have and why? You can ask this question even if there are shops in their village.
9. Ask volunteers to present to the class about shops they would like to have with reasons

4.5 Surveying Shops and Customers

Objectives:	Students can survey shops and customers in their village. Students can make a tally sheet showing how many people use a shop.
Activities:	Visiting and surveying shops and customers. Counting and recording customers (men, women and children according to gender) visiting a particular shop. Making a tally sheet. Making a graph using the above information. Answering the questions given in the text.
Skills:	Surveying and recoding. Making a graph.
Time:	4 periods.
Resources:	Children's Geography of Bhutan, Book 1.
Organisation:	In groups.
Vocabularies:	Survey, customer, record.

Teacher information:

Prepare this project first in the classroom. Provide clear instructions on what to do during survey using the information in the text. Make sure that how many shops are to be surveyed by each group. Think of safety measures if you like to take students in towns areas.

The Lesson:

1. Explain students about survey, customers and what and how to make a tally sheet.
2. Make a table for survey having name of the shop, date and time of survey, people using the shop and total number of people using the shop.

Students need to fill the table.

3. If there are shops in your locality you can take students by yourself for survey.
4. Appoint a group leader who is older and is responsible for guiding the group members if you need to divide students into groups.
5. Then take students for survey.
6. Let the students make a tally in their exercise books.
7. With the information collected help students to make a bar graph in groups.
8. If your locality has no shops you can follow the suggestions given in the text. Any how the project should be done

4.6 A Sketch of a Market Area

Objectives:	Students can contribute to a class map of the market area. If the village market area is small students should make their own maps of the entire area.
Activities:	Making a map.
Skills:	Classifying information. Making a key Making a map
Time:	2 periods.
Resources:	Sketch pens or crayons. scissors, paper, and glue. A large sketch map of the market area. A blank sheet of newsprint paper for the key.
Organisation:	Students should sit in their groups.

Teacher information:

This lesson plan assumes a market area with several streets and many shops. If you have a very small market area with few shops you may decide not to make the large class map first. Students can design their own maps and draw them in their exercise books.

Preparation:

Make a large sketch map of the village area. You can make it on sheets of newsprint paper fastened together with cello-tape or glue. Show all the market streets that your students investigated. Show the direction symbol. You can have a student volunteer who can draw a good sketch map.

The Lesson:

1. Display the large sketch map where all can see it. Display the blank sheet for the key.
2. Ask the students to tell you the kinds of shops they have found. Ask them to write the names

such as general store, hardware shop, etc.) on the key.

3. Ask a group to make a square for each shop. Decide in advance on a standard size for the squares that is appropriate for your map.
4. Ask them to colour the squares to match the key
5. Then students will glue squares on the map to represent shops in the market area. Decide in advance on a standard size for the squares that is appropriate for your map.
6. When the class map is completed the students should make their own sketch maps in their exercise books. They can use coloured pencils for the squares and the keys.
7. Walk round and give help as needed.

4.7 Test Yourself

Teacher Information:

Let students complete the activities given under the topic 'Test Yourself' in the textbook. Help them to do correctly as usual. Then you can ask many questions

from the topic 'Jobs and Markets' as revision. You can even conduct a quiz competition or debate for better understanding of this topic.

Block Five: Our Government

Aims:

Students will investigate the structure and some of the services of the local administration up to the Dzongkhag level. It is important that every Bhutanese citizen become familiar with his/her own government and its services. This block will also give students the necessary background for study of Dzongkhags in Class V.

Objectives:

Students should be able to:

1. Establish the relationship between the dzongkhag administration and the government.
2. Identify the three offices under the dzongkhag Administrations.
3. Describe the roles of officials & their kabneys.
4. Make dzongkhag administrative structure.
5. Explain the meaning and role of DYT and GYT.

6. Identify the services given by the government.

Student background:

Students had interviewed the Animal Husbandry Officer in lower classes. In Block Three of Class IV they have already interviewed the Forest Officer and investigated government services to farmers. Build on this past experience.

Integration with other subjects:

Dzongkha includes a study of the significance of the various coloured kabneys in Class IV. Discuss any other possible linkages with your Dzongkha lopen.

Timing:

A minimum of 28 periods are allotted for this block. About 9 periods are allotted for interviewing and interpreting the information.

Planning for Block Five:

Adapt this suggested week plan. It must fit your own situation. If you need to move the periods forward or backward the adjustability can always be there.

Week	No.	Lessons	Periods
Twenty	5.1	Our Government	2
	5.2	Dzongkhag Administration	3
Twenty one	5.2	Interviewing Gups, Tshogpas and Mangmis on Dzongkhag Tshogdu	5
Twenty two	5.3	The Drungkhag Office.	4
Twenty three	5.4	The Gewog Office	3
			2
Twenty four	5.4	Interviewing Gup to find more about Gewog Tshogde	4
Twenty Five	5.5	The Officers of the Dzongkhag Administration	3
	5.6	Test Yourself	2

5.1 Our Government

Objectives:	Students can tell the meaning of government and its functions and establish the relationship between the heads of the country and the government.
Activities:	Reading and answering the questions given in the text.
Skills:	Locating country in the map of Asia.
Time:	2 periods.
Organization:	Individual reading and discuss as a class.
Resources:	An enlarged map of Asia.
Vocabularies:	Country, Government, Prime Minister, King, Manage.

Teacher information:

Students may think that there is only one country Bhutan in the world. Help them to locate other countries such as China, India, Nepal and Bangladesh. This location will help students to locate many more countries when they reach in class V.

Preparation:

Prepare teaching-learning materials such as a wall map of Asia to show the location of Bhutan. You can even have a map of Bhutan to locate Trashichho Dzong to show the office of our King.

The Lesson:

1. Display the large map of Asia.

2. Ask students to find the location of Bhutan.
3. Tell them to find other countries that surround Bhutan.
4. Then ask students to read about the government and find out the difficult words.
5. Write the difficult words on the board.
6. Ask if there are students who can guess the meaning of difficult words.
7. Explain them and make sure that students have understood the words.
8. Then explain the content under the government.

5.2 Dzongkhag Administration

Objectives:	Students will establish the relationship between the Dzongkhag, the Drungkhag and the Gewog Offices and reasons out of having three offices. Students should be able to identify and describe the role of the Dzongkhag and explain about the Dzongkhag Tshogdu. Students will also learn about other officers, their works and types of Kabneys they wear.
Activities:	Locating twenty Dzongkhags on the map of Bhutan. Reading for understanding. Interviewing Gups, Mangmis and Tshogpas. Answering questions given in the text.
Skills:	Map reading. Interviewing. Answering the questions given in the text.
Time:	8 periods (5 periods for interviewing).
Organization:	Individual reading and discuss as a class.
Resources:	An enlarged map of Bhutan with twenty Dzongkhag boundaries, Crayons.
Vocabularies:	Administration, appoint, elect, judge, Dzongkha Tshogdu.

Teacher Information:

Decide whether to use a prepared wall map or a stencil cut map during the activity in the class. If you choose the first kind you can involve the students to find their Dzongkhag and then go for discussion. But the preferable one would be to distribute stencil cut map to all the students/ groups/ pair and ask them to mark their Dzongkhag. You have all the following information ready.

Dzongda –is the overall administrative officer of the Dzongkhag. He implements all the development activities in the Dzongkhag. He wears either white kabney without fringes or bura marp (red kabney).

Dzongrab - is the assistant administrative officer to Dzongda. He wears a white kabney with a thin red stripe running through the middle of the scarf length. It has also red strips at both the fringe ends.

Drangpon - is the overall judiciary officer of the Dzongkhag. The Drangpon settles all the disputes in the Dzongkhag. The Drangpon also wears either bura marp or white kabney without a fringe.

Thrimrab - is the assistant judiciary officer to Thrimpon.

The Thrimrab also wears the same kabney as the Dzongrab.

Dzongkhag Tshogdu means Dzongkhag development meeting. Any changes within the Dzongkhag are discussed in DYT. Till the year 2002 the Dzongda was the chairperson of the DYT but now one voting members is elected as the chairperson. All the sectorial heads report on their work and suggest changes. All the other officials such as Gup, Mangmi, Tshogpa, Drungpa, Dzongrab, Dungthrim, Thrimrab, Drangpon and other important men in the Dzongkhag attend it. Any points which are discussed and decided in DYT are taken to the National Assembly in Thimphu.

Preparation:

Prepare a large map with twenty Dzongkhags or stencil cut maps with twenty Dzongkhags.

Make an appointment with the nearest local officials before you take the students for interviewing them.

Make worksheets similar to the one shown below for Gups, Mangmis and Tshogpas the group is going to

interview. (Please note that the questions given below are to be considered only as examples. However, you are advised to ask the students to prepare questions that they would like to ask to the concerned people).

Questions

1. What is your good name, Sir/Madam?
2. Can you tell us something about your educational background?
3. When and how did you become a Gup, a Mangmi or a Tshogpa?
4. What is the name of your kabney?
5. Are you a member of Dzongkhag Tshogdu?
6. Please can you tell us the meaning of Dzongkhag Tshogdu?
7. Who is the chairperson of Dzongkhag Tshogdu?
8. How many times is Dzongkhag Tshogdu held in a year?
9. Who are the members of Dzongkhag Tshodu?
10. What do they usually discuss in the meeting?

The Lesson:

1. Give each pair a copy of the map and tell the number of Dzongkhags in Bhutan.
2. Tell them to find out their Dzongkhag and colour them. Ask them to locate the Dzong.
3. Ask them locate the neighbouring Dzongkhags

located in South, East, West and North? They can colour them if they wish.

4. Read and discuss in a class the whole text.
5. Give the questions in the text as homework (page 64).
6. Tell the class that they are going to study what each of these people do by interviewing them in their office or calling them in the class.
7. Now ask the students what questions they could ask the nearest officials. Put them on the board under different headings. Let them copy in their social studies notebook.
8. Show them the questions prepared by the teacher for Gups, Mangmis and Tshogpas. Let the students then make their own questions in groups. Ask them to present it to the class and compare. Add anything they have forgotten.
9. Tell students how to interview such as greeting and thanking.
10. Select the students who are going to interview Gups, Mangis and Tshogpas.
11. Select group leaders who can take care of their members.
12. Make sure that every student gets a chance to ask one or two questions.
13. After the interview, ask each group to present their work to the class.

5.3 The Drungkhag Office

Objectives:	Students will be able to tell differences between a Dzongkhag and a Drungkhag, its importance and the role of the Drungkhag officials.
Activities:	Reading for understanding and answering the questions in the text.
Skills:	Locating and understanding.
Time:	4 periods.
Organisation:	Group work.
Vocabularies:	Drungthrim, extension office, range office.

Teacher information:

This topic is just to make students understand the differences between a Dzongkhag and a Drungkhag. It informs students about the number of Drungkhags in their country and tells them about the services available in the Drungkhag. Use Dzonkhag and Gewog Boundaries Maps of Bhutan to locate 15 Drungkhags.

Preparation:

Keep ready the Dzonkhag and the Gewog Boundaries Maps of Bhutan.

The lesson:

1. Ask students and explain if required the reasons for dividing Dzongkhags into Drungkhags.
2. Ask a question about number of Drungkhags in Bhutan as someone in the class might able to name some of the Drungkhags.
3. Use Dzongkhag and Gewog Boundaries Maps of Bhutan to show the location of Drungkhags.
4. Read and explain the text.
5. Provide an outline map of Bhutan to groups.
6. Ask them to look the names of the places from Bhutan Map to locate the Drungkhags.
7. Then tell them to colour the place where Drungkhags are located.
8. Displayed their work and make a gallery walk to see the proper location of the Drungkhags.
9. Make immediate corrections if the groups have located in improper places.
10. Let them answer the questions given in the text.

5.4 The Gewog Office

Objectives:	Students will be able to describe the role of the Gewog officials and the functions of the GYT.
Activities:	Interviewing and interpreting data and information.
Skills:	Preparing worksheet, interviewing, and interpreting data
Time:	4 periods.
Organization:	Group work.
Vocabularies:	Khamar, Gup, Mangmi, Tshogpa, village, area, Gewog Tshogde.

Teacher information:

A village is a group of houses in a rural area. When a few groups of villages joined together is called a 'Gewog'. The head of Gewog is called a 'Gup'.

Preparation:

Make an appointment with the Gup before you take the students for interviewing them.

Make worksheets similar to the one shown below for Gup the group is going to interview. (Please note that the questions given below are to be considered only as examples).

Questions:

1. What is your good name, Sir/Madam?
2. Can you tell us something about your educational

background?

3. When and how did you become a Gup?
4. What is the name of your kabney?
5. Are you a member of Gewog Tshogde?
6. Please can you tell us the meaning of Gewog Tshogde?
7. Who is the chairperson of Gewog Tshogde?
8. How many times is Gewog Tshogde held in a year?
9. Who are the members of Gewog Tshogde?
10. What do they usually discuss in the meeting?

The Lesson:

1. Now ask the students what questions they could ask the Gup. Put them on the board under different

- headings. Let them copy in their social studies notebook.
- Show them the questions prepared by the teacher for Gup. Let the students then make their own questions in groups. Ask them to present it to the class and compare. Add anything they have forgotten.
 - Tell students how to interview such as greeting and thanking.
 - Select group leaders who can take care of their members.
 - Make sure that every student gets a chance to ask one or two questions.
 - After the interview, ask each group to present their work.

5.5 The Officers of the Dzongkhag Administration

Objectives:	Students should be able to identify the services provided by the Dzongkkhag officers.
Activities:	Interviewing.
Skills:	Collecting information. Making questions.
Time:	3 periods.
Resources:	Notebook, pen/pencil.
Vocabularies:	Admit, canal, construction, vaccination, treat, manure, compost, pit, manure, harmful, destroy.

Teacher information:

There are many important officers in the Dzongkhags who are providing services to the people. Brief the students that they are to collect six important works done by each of the officer responsible for the respective offices. If the Dzongkhag is far away from the school, students need to collect information from the officers who look after Basic Health Unit, forest, Agriculture, etc. However, you need to explain the officers and their work given in the text.

Preparation:

Teacher must make an appointment with the civil workers and inform them on what the students wish to know. Teacher must tell the students to bring in things such as kabneys (if necessary) for the visit.

The Lesson:

- Group the children. Explain to them that they have to go to the civil officers and collect six main works each of them do.
- Write the name of civil officers on the board. For example – DEO, DAO, DE etc. Ask each group to go to only one officer.
- Ask the students who want to visit the same office to form a group.
- Help them to prepare questions to be asked. Remind them the time to come back.
- Write questions on the board and ask students to copy.
- Select a group leader who can take care of his/her members.
- Look for safety measures while students are on visit.
- After the visit ask each group to present their findings.
- Let each student to write six works each officer does in their notebook.
- Monitor their work.

5.6 Test Yourself

Teacher Information:

Let students complete the activities given under the topic 'Test Yourself' in the textbook. Help them to do correctly as usual. Then you can ask many questions

from the topic 'Our Government' as revision. You can even conduct a quiz competition or debate for better understanding of this topic.

Introduction to Block Six

Much of the material in Block Six is to be taught during the year at the time of the appropriate national holidays.

Aims:

In this Block students will be introduced to a more formal study of History. They will learn about some important history of both pre-modern and modern times. These include timelines, Bhutanese and Western calendars and learning history through the investigation of legends and important old buildings and bridges.

Students will be introduced to the study of Bhutanese History and customs through investigations of the meaning of the national holidays. They will learn about the life of Lord Buddha (487 BC.), life of Guru Rinpoche (746 AD.) and life of Zhabdrung (1616 AD) and the Dzongs built by him. Students will also learn about the national signs and symbols, and how United Nation helps the people around the world.

Objectives:

Students will be able to:

1. Use both the Bhutanese and the Western calendars to find the dates for holidays.
2. Tell the life history of Lord Buddha, Guru Rinpoche and Zhabdrung Ngawang Namgyel and the Dzongs built by him.
3. Learn about Bhutan before the Kings (1907).
4. Tell the life history of our kings and their contributions.
5. Know something about Dasain, a holiday celebrated by both Hindus and Buddhists in Bhutan.
6. Understand the National Anthem and explain its meaning.
7. Explain the symbolic significance of National Flag.
8. Explain the importance of national dresses- kiras and ghos.

Student Background:

Students have learnt about some of their own local festivals in Class III EVS. They have learnt the story of life of Buddha and also have learnt about the eight manifestations of Guru Rinpoche and dances during the tshechu. They have read a story about the Zhabdrung in Class III English.

They have studied Bhutanese hand-woven patterns in Dzongkha classes. They are exposed to other areas of Bhutanese culture in lower primary Dzongkha classes.

Relationship to other subjects:

Dzongkha: There is great potential for cooperation with the Dzongkha teacher in the teaching of Bhutanese culture and history. Seek his/her help when teaching students to use the Bhutanese calendar.

The new Dzongkha reader for Class IV has passages on 'Blessed Rainy Day'. Let your students share with you briefly in English that they have learnt in Dzongkha.

Science: There is an investigation of cloth and dyes in Block Six. You may be able to relate this to the investigation of the national dress.

English: Relate the learning of usage and spelling of key vocabulary words to your teaching of English. Grammar lessons should be applied in Social Studies work.

Some of the stories in lower primary and Class III English lessons relate directly to the teaching of Bhutanese culture and history. Refer to these stories. You can ask the students to read some of them again.

Mathematics: Use addition and subtraction with dates in word problems such as "How many years ago did Guru Rinpoche come to Bhutan?" Work with timelines in Social Studies requires practical application of Maths skills.

Timing:

Block Six will nearly take about 22 periods. Much of the material in Block Six should be used near the time of relevant national holidays. You will need to schedule them into your year plan before you begin teaching.

Planning:

You will need to identify the dates for the national holidays at the beginning of the year and plan your lessons at that time.

Dates for the remaining holidays will be different every year on the Christian calendar. All holidays will differ from year to year on the Bhutanese calendar. The Kuensel calendar will be the best one to use to identify all holiday dates in both versions of the calendar.

The holidays for Dasain and the three final lessons on Bhutanese culture will need to be taught at the end of

the year, in time allotted for Block 6. Remaining lessons on the kings should also be taught then. All of Block Six as well as material from the other five blocks should be revised before the final exam.

In many schools, however, there is very little time for studies during October and November because of school activities and preparations for the King's Birthday. Just teach as much of the material as you can and allow time for proper revision before the exams.

6.1 Our Holidays

Objectives:	Students can use both the Bhutanese and the Western calendars to find the dates for our holidays.
Activities:	Reading calendars and making a table of holidays.
Skills:	Using the Western and Bhutanese calendars. Learning names and dates of Bhutanese holidays. Making a simple table.
Time:	2 periods.
Organisation:	Students should sit in groups.
Resources:	Copies of Bhutanese and Western calendars. Copies of Kuensel English-Dzongkha calendar.
Vocabularies:	Calendar, Dasain, Western.

Teacher information:

This introductory lesson should occur near the beginning of the year. You can investigate the holidays at the same time as you discuss the school timetables and annual calendar.

At the latest the lesson should come one or two weeks before the first government holiday. You must be ready with the calendars having Bhutanese and Western dates before the lesson starts.

The lesson:

1. The students can sit in groups.
2. Ask each group to read the text.
3. After students have finished reading the text, ask the groups the following questions.

What does the group know about the holidays mentioned?

What are other holidays they celebrate?

What are the local holidays they celebrate?

4. Let them discuss in their own group.
5. Ask the group to share their answers after they have their discussions.
6. Then distribute the calendar and ask them to find the differences in terms of dates.
7. Show them how to look for and compare the dates.
8. Then ask each student to copy the table and complete the activity given in the text.
9. Walk around and make sure that everyone has understood the activity and completed it successfully.

Homework:

If students can not completed the activity, ask them do as homework. Everyone must complete the activity.

6.2 Life of Lord Buddha

Objectives:	Students can tell the life history of Lord Buddha and how he was enlightened.
Activities:	Reconstructing the life story of Lord Buddha. Answering the questions in the text.
Skills:	Analyse the life of Lord Buddha.
Time:	2 periods.
Organisation:	Students should be in groups.
Resources:	Pictures of Lord Buddha. The Light of my Life, DCRD publication.
Vocabularies:	Gentle, kind, archer, truth, wealth, enlighten, heaven, Paranirvana.

Teacher information:

This lesson is important for students to understand the life of Lord Buddha and how he was enlightened. All the values in the text must be understood by the students. The students must have studied the life of Lord Buddha in Class III. If they did so, discuss on what they have learnt. Students can refer '*The Light of my Life*' as an additional resource.

Let students do the activity given in the text independently if they have learnt about Lord Buddha in class III. Otherwise let them do in groups.

Preparation:

Find a good picture of Lord Buddha from the internet or from calendars.

The lesson:

1. The students should have read this lesson in advance as homework.

2. Ask students to read and then tell the difficult words.
3. Write difficult words and explain them clearly.
4. Read and explain the text.
5. Then divide students into groups.
6. Ask the groups to discuss and answer the questions given in the text.
7. Monitor and support the students' work.
8. Let the groups present their answers.
9. Write the true answers on the board.
10. Let every student to copy in their exercise book.

Homework:

Ask students to read '*The Light of my Life*'.

6.3 Life of Guru Rinpoche

Objectives:	Students can tell the life history of Guru Rinpoche who first brought Buddhism to Bhutan.
Activities:	Reading the story of Guru Rinpoche's coming to Bhutan. Answering the activity given in the text.
Skills:	Reading for understanding.
Time:	2 periods.
Organisation	Students should be groups.
Resources:	Pictures of Guru Rinpoche.
Vocabularies:	Sambhava, Lotus, adopt, leave.

Teacher information:

This lesson is important for students to understand the life of Guru Rinpoche who first brought Buddhism to Bhutan. You have to explain prophecy of Buddha and why Guru is called Pema Jungney. Most important thing is students have to know that Guru Rinpoche brought Buddhism in Bhutan. You can tell them as many stories about Guru.

Preparation:

Find a good statue or a picture of Guru Rinpoche from the internet or from calendars.

The lesson:

1. The students should have read this lesson in advance as homework.
2. Ask students to read and then tell the difficult words.
3. Write difficult words and explain them clearly.

4. Read and explain the text.
5. Then divide students into groups.
6. Ask the groups to read, discuss and answer the questions given in the text.
7. Monitor and support the students' work.
8. Let the groups present their answers.
9. Write the true answers on the board.
10. Let every student to copy in their exercise book.

Homework:

Ask students to learn more about Guru Rinpoche from their parents.

6.4 Life of Zhabdrung Ngawang Namgyel

Objectives:	Students can identify 1616 AD. as the year Zhabdrung Ngawang Namgyel came to Bhutan and locate the dzongs built on a map of Bhutan.
Activities:	Reading about Zhabdrung. Answering questions given in the text. Making a map showing the dzongs built by Zhabdrung.
Skills:	Making a historical map.
Time:	4 periods.
Organisation:	Group seating is optional.
Resources:	History timeline displayed on the classroom wall. Map of Asia showing Tibet (China) and Bhutan. A picture of Zhabdrung.
Vocabularies:	Powerful, enemies, fled, arrive.

Teacher Information:

Ask you students to share what they learn with the rest of the school. They can display their work in the corridor. Encourage those students who like to draw pictures of Zhabdrung and of the Dzongs he built.

They will learn four important historic dates in Class IV. The students will learn more about Zhabdrung in Class V Social Studies and in the higher classes. You can look at the material in these textbooks for your own information before you teach the lesson.

Preparation:

Prepare an outline map of Bhutan for the students to locate the Dzongs built by Zhabdrung Ngawang Namgyal. Show the rivers and the major towns. They should write the names of the Zhabdrung's dzongs beside the correct towns.

The Lesson:

1. Ask students to read the text in pairs, or you read it aloud and discuss the text, paragraph by paragraph.
2. Ask the students in which year Zhabdrung came to Bhutan. (1616 AD.) This is an important date in history that they should remember.
3. Place a picture of the Zhabdrung on your class timeline and ask a student to make the label (1616 AD. Zhabdrung Ngawang Namgyel came to Bhutan).

4. Ask students to locate Tibet and Bhutan on the map.
5. Ask students to tell why Dzongs are so important.. Discuss dzongs, build by Zhabdrung and any dzongs which the students have seen.
6. You can tell some stories about the dzongs if you wish, but it is not necessary for the students to remember the details.
7. Ask students o make historical timeline of Dzongs built by Zhabdrung.
8. Show students how to make a timeline of Zhabdrung. For example, the timeline can be 15 cm wide. Mark the centimetres. Let each cm stand for ten years. Write the date 1590 at the beginning, and 1660 at the end. Draw a sample on the board. (Do not show any other dates).
9. Now let the students fill in seven important dates in the life of Zhabdrung at the proper centimetre marks.
10. While the students are making their timeline, walk around and make sure the timeline is done correctly.

Homework:

Ask the students to carry out the activity on page no. 79 in groups

6.5 Bhutan before 1907

Objectives:	Students will be able to describe the situation of Bhutan before 1907 in three sentences. Students will be able to state the significance of 17th December and recognize it as the National Day.
Activities:	Reading the Text. Answering the questions in text. Writing a short essay about 'Bhutan before 1907' and 'The National Day of Bhutan.'
Skills:	Explore and find out the fact about Bhutan before 1907 and 'The National Day'.
Time:	2 periods.
Organisation:	Pair Seating or Group seating.
Resources:	Potrait of Gongsu Ugyen Wangchuck. Books from the Library that are related to Gongsu Ugyen Wangchuck. (For example, The Raven Crown).
Vocabularies:	Penlops, Desi, celebrate, rule.

Teacher Information:

Students should be able to remember 1907 as the beginning of the monarchy of our country.

For the essay, students can do it at home and they need not write a detailed essay but share whatever they have known or learnt about the National Day.

Preparation:

If possible search in the library and find books that talk about the Desis and penlops. Find pictures to share with the students. Also explain why 17th December is considered as an important day in our country.

The Lesson:

1. Let students share what they know about 17th December and how it is observed in the schools, before beginning the lesson.

2. Read the first paragraph and show Gongsu Ugyen Wangchuck's potrait.
3. Read aloud and explain each paragraph.
4. Focus on the vocabularies and explain the meaning of the words through pictures.
5. Let children sit in pairs, read the text and discuss the answers for the questions given in the text.

Homework:

Students write a short essay about 'Bhutan before 1907' and 'The National Day of Bhutan'

6.6 Kings of Bhutan

Objectives:	Students can identify our kings and important contributions each has made to Bhutan and remember the important dates related to each of the kings.
Activities:	Reading the text on 5 kings. Collecting or tracing pictures of the king. Group or individual Project.
Skills:	Acquiring information through reading. Making a timeline for each king. Tracing.
Time:	5 periods. (1 period for each sub topic).
Resource:	Pictures of the five kings of Bhutan.
Organization:	Individual. Group/pair seating for answering the questions in the text.
Vocabularies:	National Day, crown, penlop, monarchy, culture, Tshogdu.

Teacher Information:

The date for the beginning of the monarchy, 1907, is the only date from these lessons on the kings that the students should be required to know. It is one of the four *framework dates* for Bhutanese history.

The students do not need to remember all of the dates they put into the timelines for the examinations. However, you can encourage them to memorize dates for quiz contests or non-graded class tests. The emphasis in Class IV is on learning to relate events to year dates, and to mark it on a timeline. You can also use dates associated with the kings for simple word problems in mathematics.

Important dates:

The dates given below can appear on the timelines for each king. You and the students may wish to add other important dates.

King Ugyen Wangchuck: The important dates are:

1862 He was born.

1905 His first son, Jigme Wangchuck, was born.
1907 He became the first king of Bhutan.
1926 He died.

King Jigme Wangchuck: The important dates are:

1905 He was born.
1907 His father became the first king of Bhutan.
1926 Ugyen Wangchuck died and Jigme Wangchuck became the second King of Bhutan.
1928 His first son, Jigme Dorji Wangchuck was born.
1947 Bhutan and India promised to be friends.
1952 He died.

King Jigme Dorji Wangchuck: The important dates are:

1928	He was born
1952	His father died and Jigme Dorji Wangchuk became the third king of Bhutan.
1955	His first Son, Jigme Singye Wangchuk, was born.
1971	Bhutan joined the United Nations.
1972	He died.

King Jigme Singye Wangchuck: The important dates are:

1955	He was born.
1962	He began his studies in Bhutan, India and England.
1970	He began his studies in Paro.
1972	King Jigme Dorji Wangchuck died and Jigme Singye Wangchuck began to rule Bhutan.
1974	Jigme Singye Wangchuck was crowned the fourth king of Bhutan on June 2.

King Jigme Khesar Namgyel Wangchuck:

The important dates are:

1980	He was born
1999	He opened the first Juvenile Rehabilitation Centre in Tsimasham, Chukha.
2000	He began his studies in UK, India, USA, etc.

2004 He was installed as the 16th Trongsa Penlop.

2008 He was officially crowned as the 5th King of Bhutan on November 1st.

Preparation:

Arrange large portraits of the kings together, in order of their reign. This can be displayed with the label “*Monarchy began in Bhutan: 1907*” to help students recognize the kings and know their order of reign.

The Lesson:

1. Look at the list of holidays which celebrate the events in the life of the kings of Bhutan
2. Display the poster showing portraits of the five kings together.
3. Let students paste pictures of the kings from newspapers and magazines or trace pictures into their notebooks.
4. Let students list the contributions made by the kings under the picture of each king.
5. Students must then make a timeline for each king. The teacher can help students with the important dates given above in ‘Teacher Information’.
6. Students will have to share their work with each other.
7. At the end of each King’s text, there are questions to be answered. The students must answer those questions by discussing in pairs or groups.

6.7 Dasain

Objectives:	Students will be able to explain why Dasain, is celebrated by both Hindus and Buddhists in Bhutan.
Activities:	Drawing/ story writing. Answering the questions in the text.
Skills:	Imaginative drawing. Story Writing.
Time:	2 periods.
Resources:	Pictures from the Ramayana if available. Versions of the Ramayana story with illustration. A teacher or other person who can tell stories from the Ramayana. A map of Asia showing India and Sri Lanka.
Organization:	Group seating is optional.
Vocabularies:	<u>Demon, Dasain, Ramayana, Ram, Sita, Hanuman, Sri Lanka.</u>

Teacher Information:

This is meant to be an introduction to the Ramayana. The emphasis is on the story itself, and on drawing. You can follow instructions in the text. (Students who don't like to draw can write a paragraph about the part of the story, or about ways they celebrate the holiday.)

Use the map to show Sri Lanka and India. You can also use it to show some of the countries where this story is often told. Although it is originally a Hindu story from India, it is also loved in Nepal, Thailand, Indonesia and Malaysia.

You can expand the lesson to fit your own situation. If there is an Indian teacher in your school who is also a good story teller, let him or her share more of the tale. If some or most students in your area celebrate the holiday actively, let them share something about the celebrations.

Hinduism and Buddhism are closely related religions and share much in common. Both religions teach respect for other faiths, and Bhutanese students need to learn and practise. Sharing this story can be one way.

Preparation:

Find out who wrote the story 'Ramayana' and explain this to the students while presenting the story.

The Lesson:

1. Introduce the characters through pictures before reading the text.
2. Let student volunteers read the text.
3. Inform students about the original writer of the story and add information if required.
5. Let interested students, if any, share what they know about Dasain.
6. Let students discuss the answers for the questions in the text and write in their notebooks.

Homework:

Let students draw any of the characters from the story which they like. Students who are not interested in drawing can write a paragraph about any of the characters or a part of the story that they like.

6.8 Our National Anthem

Objectives:	Students will be able to understand and compare the English version of the National Anthem to that of Dzongkha.
Activities:	Reading the text for information. Illustrating the anthem. Answering the question in the text. Translating.
Skills:	Creative illustration. Comparing English and Dzongkha.
Time:	2 periods.
Resources:	Example or picture of a 'tsenden shing.' Any pictures which illustrate the anthem.
Organization:	Pair work.
Vocabularies:	Dragon, cypress, National Anthem.

Teacher Information:

Discuss this lesson with your Dzongkha lopen. He or she will know what the students have learned about the anthem in Dzongkha classes. This lesson emphasizes the translation into English. This may help some students who do not yet know Dzongkha well better understand the meaning. It can help all students think more carefully about what the words mean.

The Lesson:

1. Read the English version of the anthem together and ask students to compare it with the Dzongkha version that they have learnt in the Dzongkha classes.

2. Be sure the students can identify the national tree, the 'tsenden shing' or Cypress. If possible, have some pieces of the wood for them to smell or show pictures. Is the wood used in their area? How?
3. Pair students. Let one of the students illustrate the anthem, as suggested in the text and the other can copy the English version nicely, to go with the illustrations.
4. Encourage any student who wants to try to do his or her own translation into English.

Homework

Students must answer the last question on page 87.

6.9 Our National Flag

Objectives:	Students can explain the significance of the two colours and the dragon in Bhutan's flag.
Activities:	Cooperatively making a flag. Identify and explain the significance of the colours and the Dragon in the National Flag.
Skills:	Following instructions. Interpreting symbols.
Time:	2 periods.
Resources:	Newsprint, crayons, scissors and glue. Real or picture of the National flag. Pictures of other national flags from the Atlas.
Organisation:	Students should work in groups of three.

Teacher Information:

You can let your best artists volunteer to draw the dragon and organize the groups.

This lesson should encourage respect for the national flag as a symbol, and the ability to interpret its meaning in English.

Preparation:

Cut the paper (any appropriate size) in advance. Make sure you have enough crayons, glue and scissors for all of the students. Those drawing the dragons can work from the picture in the text on page 88.

The Lesson:

1. Display the national flag. Display pictures of other national flags. (Oxford Atlas).
2. Go through the paragraphs one by one and ask the following oral questions.

E.g. **explain the significance of the colour yellow.**

(What does it stand for?)

What are some good things the king does for our country?

Whose teachings does our king follow?

Explain the significance of the colour orange.

(For what and whom does it stand?)

Who are the teachers of the lamas? What do the lamas try to teach us?

What are some of the things Lord Buddha taught?

Explain the significance of the dragon.

(For what does it stand?)

What is the Bhutanese name for our country?

Why is the dragon white?

Explain the symbol of his mouth.

Explain the symbol of the jewels.

What are some of the good and precious things in our country?

3. All students should, as a minimum, understand and be able to answer correctly those questions printed in bold type above. Repeat the questions. Also repeat some of the other questions. Give as many students as possible an opportunity to answer. Encourage thoughtful discussion.
4. Divide the students into groups of three. You can ask for volunteers to draw the dragons and form the groups around them.
5. Walk among the students as they work. You can repeat some of the questions about the significance of the colours and the dragon symbol.

6. Completed flags can be hung on a string across the classroom.
7. If you wish, close with a simple written quiz. A sample is given below. If the students write in their exercise books they will have sentences for later review.
8. Yellow is the symbol for _____
9. Orange is the symbol for _____
10. The dragon is the symbol for our _____
11. The Dzongkha name for our country is _____
12. Exchange the papers and correct the errors.

6.10 Our National Dress

Objectives:	Students will be able to identify ten common patterns used in our kiras and ghos. Students will be able to state the importance of wearing our national dress.
Activities:	Reading the text. Collecting samples of textile patterns. Drawing textile patterns. Answering questions in the text.
Skills:	Classifying, analyzing and evaluating. Drawing and identifying patterns.
Time:	2 periods.
Resources:	Chart/newsprint papers, crayons, scissors and glue. Samples of textile patterns used in hand-woven kiras and ghos. Samples of cloth materials (wool, silk, cotton, etc.)
Organisation:	Individual work.
Vocabularies:	Fabric, pattern, imported, yarn, traditional, loom.

Teacher information:

Please consult with the Dzongkha lopen before teaching this lesson. The students also learn about Bhutanese cloth patterns in Dzongkha. The lopen can help you build on what they have already learned.

A sample table is included here with identification of the most important patterns used in Bhutan. If you are not familiar with Bhutanese kira and gho patterns please ask a Dzongkha lopen or a Bhutanese teacher or friend to help you with the identification. In many areas a tailor shop will be a good source for snippets from ghos. Kira samples may be harder to find, since there is usually no cutting involved in the making of a kira.

Preparation:

Prepare a large chart of the most commonly used patterns and fabrics of Ghos and Kiras. The teacher will need to start preparing this a week or two before the lesson.

Let the students help you collect small cloth samples from home, from tailors, etc.

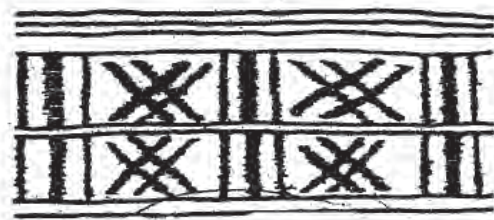
You can also help students identify patterns in the kiras and ghos teachers or others are wearing.

Also gather some samples of materials of cloths or yarns (threads) like that of wool, cotton, silk, nylon etc.

The chart which follows should also be of help to you.



MENTHA



AIE KAPOR



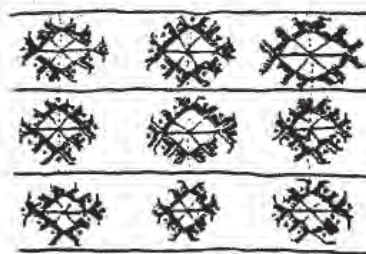
KISHU THARA



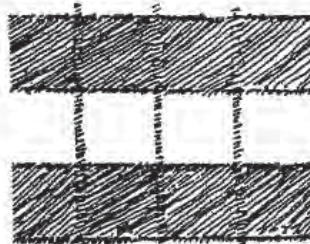
KERA



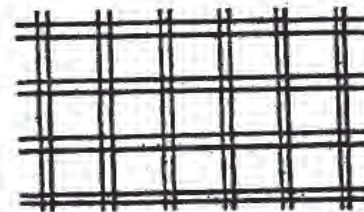
NGOSHAM



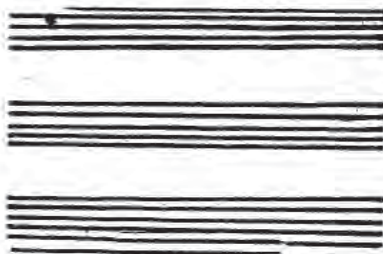
NAPHEM



MATHRA



PANGTSI



ADANG MATHRA



MENTSHI MATHRA

The Lesson:

1. Ask students to read the text individually.
2. Discuss the selection as a class. Relate it to your area.

(E.g. Do the students or their parents weave cloth? Do they use cotton, wool or silk? Where do the materials come from? Do they collect and process the materials themselves, or do they buy readymade yarns? (It will be good if the

students can help you collect samples of any raw materials used in the area.) Do they have looms in their houses? What types of looms? What do they know about them? Who made the looms? Have they ever been to tshechu?

What do they already know about patterns used in kiras and ghos? What pattern is used in the school uniform? What are some of the patterns worn by teachers?)

Of course the discussion will be very different in an area where hand weaving of cloth for ghos and kiras is not traditional.

In this case you can emphasis the patterns used by students and teachers in the school. Encourage respect for the hand weaving craft.

3. Introduce your chart with ten of the most important patterns. Include those most commonly worn in your area. Also include some of the most important from areas with a different climate.
4. Ask students to look at the patterns one by one. Say the names aloud.
5. Show students the samples of different materials used to make clothes. Explain that wool is used primarily in the high mountain valleys. Light silks and cottons are more comfortable in the lower valleys. They should also indicate the

kinds of threads used for each pattern learnt. (wool, cotton, silk).

6. Ask students to draw, colour and copy the names of these most common patterns in their exercise books. If the samples of the patterns are available to the students, they can paste it in their exercise book along with the drawings.
7. Ask the students 'Why do Bhutanese wear Gho and Kira?' Explain the importance of wearing our National Dress to the students.

Home Work:

Ask the students to answer the questions given in the text as homework.

1. What kind of patterns and materials of clothes do you like?
2. Why is it important to wear our national dress?

6.11 Test Yourself

Teacher Information:

Let students complete the activities given under the topic 'Test Yourself' in the textbook. Help them to do correctly as usual. Then you can ask many questions from the topic 'Our Country' as revision. You can even conduct a quiz competition or debate for better understanding of this topic.