



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements.

Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

*- His Majesty Jigme Khesar Namgyel Wangchuck*

## Acknowledgement

---

### Advisor:

1. Mr. Kinga Dakpa: Director, REC
  2. Dr. Tandin Dorji: President, NRC
  3. Mr. Wangpo Tenzin: Dean, REC
  4. Mr. Norbu Wangchuk: Unit Head, Social Science, REC
- 

### Research & Writing

1. Mr. Dorji S: Dean, Student Affairs, SCE
2. Mr. Paljor Galey: Lecturer, SCE
3. Dr. Rinzin Wangmo: EMD, MoE
4. Mrs. Sonam Zangmo: Teacher, Wangbama CS
5. Mr. Namgay Thinley: Teacher, Dashiding HSS
6. Mr. Tandin Wangchuk: Teacher, Mongar HSS
7. Mr. Thukten Tenzin: Teacher, Chapcha MSS
8. Mrs. Pema Choden: Teacher, Khasadrapchu MSS
9. Mr. Ugyen Namgay: Teacher, Punakha CS
10. Mr. Ngawang Drakpa: Teacher, Zilukha MSS
11. Mr. Dorji Wangchuk: Teacher, Dingtse CS
12. Mr. Jigme: Teacher, Dekiling LSS
13. Mrs. Rinzin Choden: Training Developer, REC
14. Dr. Sonam Chuki: Curriculum Developer, REC
15. Mr. Thukten Jamtsho: Curriculum Developer, REC
16. Mr. Karma Phuntsho: Training Developer, REC

### Proof Reading & Editing:

1. Dr. Kinley Dorji: Assistant Professor, PCE
  2. Dr. Tandin Dorji: President, NRC
- 

Published by Department of School Education (DSE)  
Ministry of Education and Skills Development (MoESD)

First Edition 2020



Copyright © 2023 DSE, MoESD, Thimphu

**Copyrights reserved.** No part of this book may be reproduced or transmitted in any form without prior written permission from the copyright holder. If there are any objections with regard to the use of pictures and photographs in this book, please contact Department of Curriculum and Professional Development (DCPD), MoE, Thimphu.



Cover & Layout design by : Chandra S Subba, Newsy Advertisement & Media

# WORLD HISTORY

— CLASS VII —



DEPARTMENT OF SCHOOL EDUCATION  
MINISTRY OF EDUCATION AND SKILLS DEVELOPMENT  
ROYAL GOVERNMENT OF BHUTAN  
THIMPHU

## Foreword

We live in an interconnected global world. International historical perspectives, types of governance, forms of civilization and culture influence the world order. Therefore, it is important for learners to understand the worth of learning History. This is because it has an impact on our present and future.

Different historians share varied views about historical documents. Learners need to comprehend and explain the importance of learning History. They should view History as a perspective-based study and be able to relate the impacts of civilisation on today's scientific and technological advancement. Moreover, learners must understand the significance of governance and appreciate diverse culture. Further, learners have the opportunity to learn how to write personal history.

Thus, this book sets the foundation for the beginners to understand History based on political, social, cultural and economic dimensions of high school History education. In addition, it will help them to appreciate the value of History in determining human identity and promoting peace and harmony. The textbook caters to the first time learners of History as a separate subject with clear and simple text, exciting learning activities and informative pictures.

We are grateful to all our writers and reviewers from the Royal University of Bhutan, the Ministry of Education and colleagues from the Royal Education Council for their valuable contributions. We hope that our teachers and learners enjoy teaching and learning History and contribute to the promotion of History education in the country.

Tashi Delek!



**Kinga Dakpa**  
Director

<b>Table of Content</b>	<b>Page</b>
Introduction	1
<b>Chapter One: Understanding History</b>	2
Learning objectives	2
Introduction	2
Concept of History	3
Characteristics of History	4
Ideas of History in time and space	5
Importance of History	7
History in relation to other subjects	8
<b>Chapter Two: Understanding Civilisation</b>	10
Learning objectives	10
Introduction	10
Beginning of Civilisation	11
Characteristics of civilisation	14
Inventions of Wheel	15
Impact of Wheel	15
<b>Chapter Three: Understanding Governance System</b>	17
Learning Objectives	17
Introduction	17
Concept of Governance System	18
Emergence of Governance	19
Forms of governance system	19
Concept of Theocracy	20
Advantages and disadvantages of Theocracy	20
Concept of Monarchy	21
Concept of Feudalism	22
<b>Chapter Four: Understanding Culture</b>	24
Learning objectives	24
Introduction	24
Concept of Culture	25
Cultural diversity	28
Importance of cultural diversity	29
<b>Assessment</b>	30

## **Introduction**

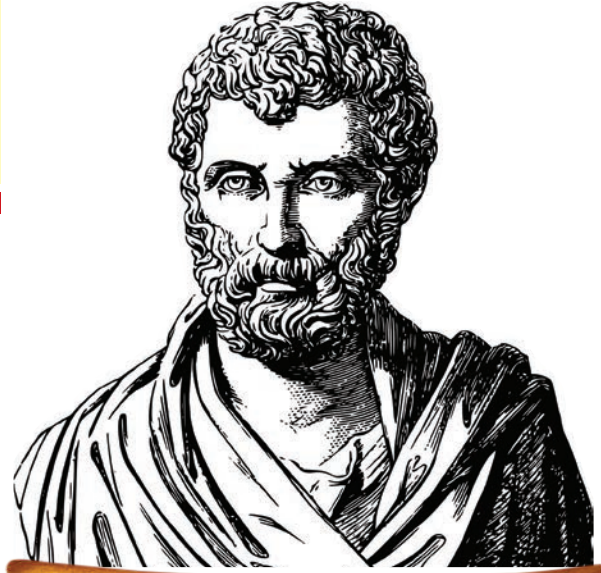
History is the living past of humankind. It is an attempt made by the people through the centuries to reconstruct, describe, and interpret their own past. By informing about the past, history will justify the present and guide us through the future.

History plays a critical role in developing our learners' identity through the understanding of the subject from personal, national, and international perspectives. It deals with human interactions and social environment. History not only opens the door to the world outside in all its aspects, it also gives an opportunity to craft the historical processes through sources, historiography, and multiple interpretations. It encourages independent learning and research skills through activities like collaborative projects.

Therefore, History aspires to assist learners in understanding the evolution of social, political, cultural, and economic conditions of the people and about the places and events from the past. It inculcates a sense of belonging that leads to unity, solidarity, and protection of oneself and others.

# Chapter One

## UNDERSTANDING HISTORY



### Learning objectives:

1. Define History
2. Explain the importance of learning History
3. List characteristics of History
4. Explain History as a perspective-based study
5. Evaluate History in relation to other subjects

### Key terms

History, Herodotus, Historia, Perspective, Discipline, Ideas, Art

### Introduction

History is an important subject. It helps us understand the past as an integral part of what we are today. From a simple art of storytelling, history has evolved into a scientific method of inquiry and writing. The essence of history is not only studying the past but also relating the past to the present. This chapter will introduce you to the definition, characteristics, and importance of history.

### Concept of History

The word 'history' is derived from the Greek word *historia* or *istoria*, which means finding the truth or collecting information. History is a subject that helps us find answers to the following questions: What happened? When did it happen? Why did it happen? How does the past connect with the present? In short, history is an attempt to describe and interpret the past in order to understand the present.

### Do you know?

- A person who writes history is known as a historian.
- The first people to study history seriously were the ancient Greeks.
- The 5th century BCE historian, Herodotus, is known as the Father of History.
- His famous work was *Histories* from which the word History was derived.
- Herodotus set out to write a true and systematic record of the wars between the Greeks and the Persians.

## Box No. 1.1



**Dionysis** (c. 60 BCE-7 BCE), a Greek historian, defines history as philosophy teaching by examples.

**Edward Hallett Carr** (28 June 1892 - 3 November 1982), an English historian, defines history as a continuous process of interaction between the historian and his facts. It is unending dialogue between the present and the past.

**Thomas Carlyle** (4 December 1795 - 5 February 1881), a Scottish philosopher and historian, defines history as the biography of great men.

**Ranke** (21 December 1795 - 23 May 1886), a German historian and a founder of modern source-based history, defines history as the knowledge of the past as it really happened.

### Learning Activity 1.1:



1. Ask your friends or parents to define History and write your own definition.
2. Find a similarity and a difference between your definition and the definition given by any one of the historians.
3. From the definitions of History given by Thomas Carlyle and Ranke, which one do you like? Give two reasons to support your answer.



## Characteristics of History

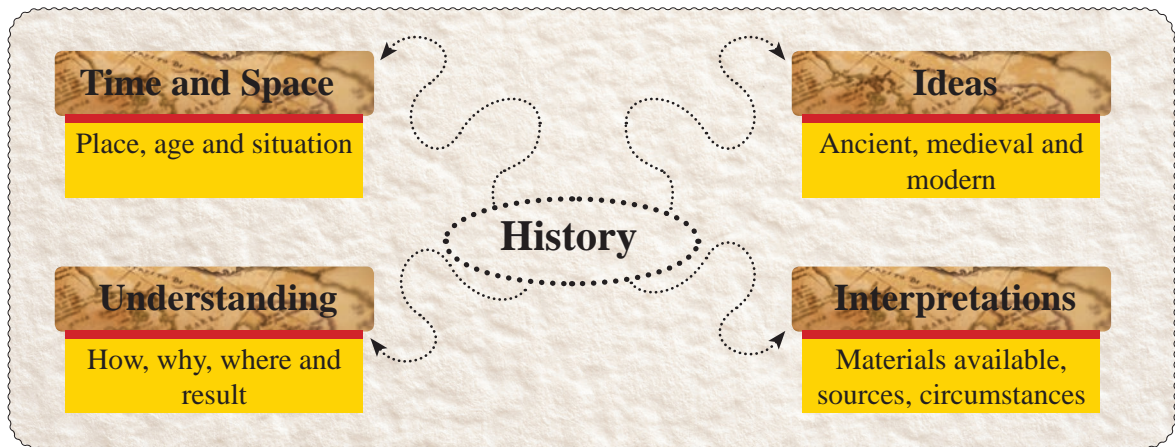


Figure 1.1 Characteristics of history



History reveals the characteristics of the age in which it was written. In the ancient period, history focused on socio-cultural and political aspects of rulers and dynasties. In the medieval period, it was dominated by religious ideals. In the modern period, history has become scientific and includes all human activities.

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

### Example: Event – Indian revolution of 1857

1. Indian historians write about the Indian event of 1857 as the national war of independence, the first struggle for freedom from British rule which resulted in revolution marked by nationalism –nationalist point of view.
2. On the other hand, British historians write that the Indian rebellion of 1857 as mutiny (a group of people openly opposing a lawful authority)–imperialist point of view.



Furthermore, a nation's ideology also influences the interpretation of history. Various ways of interpreting history make history a perspective-based study.

## Ideas of History in time and space

1

**Country:** Greece

**Central Idea:** Culture, Politics, and Society



2

**Country:** Rome

**Central Idea:** Political



3

**Country:** France

**Central Idea:** Liberty, Fraternity, and Equality



4

**Country: India**

**Central Idea: Nationalism**



### Learning Activity 1.2:



1. Discuss why events are interpreted differently by different historians.

# Importance of History

History provides information on the evolution of history, humankind, governance system, and culture. With this information, we understand the evolution of history and humankind, the development of governance system, and the origin of culture. Furthermore, the study of history can make us realise the importance of peace, unity, and international cooperation through the understanding of international governance.



In addition, it provides us opportunities to evaluate the past experiences to understand the present and draw lessons to plan for the future. History imparts the skills of inquiry, reasoning, and interpretation.

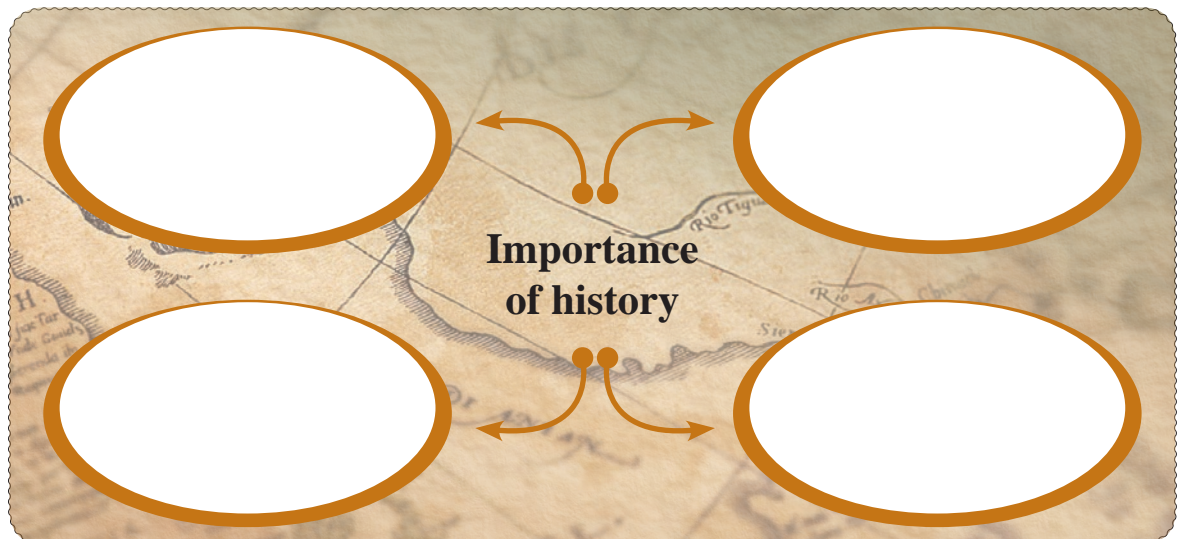


## Learning Activity 1.3:



1. Copy the figure below and fill in with any four importance of history.

Figure.1.2 Importance of history



## History in relation to other subjects

The way in which history has been written and taught in relation to other subjects has changed over time. Historians use their imagination, feelings, and humour to narrate history. They also generalise and draw conclusions on events, thus making history an art. However, some historians argue that history is a science. Just as in science, in history writing, historians use scientific methods like observation, logical and critical inquiry analysis, and in-depth assessment. We can relate history to other subjects based on the subject matter, too. For example, in Geography, human settlement is one of the topics studied which is also taught in history while discussing civilisation.

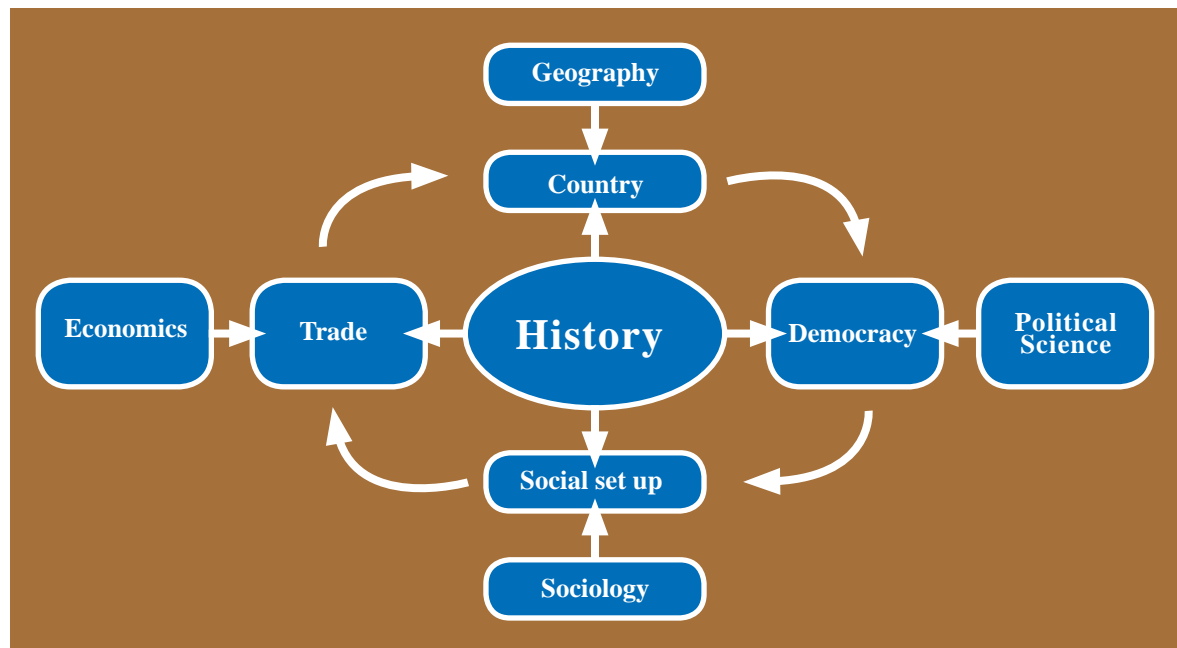


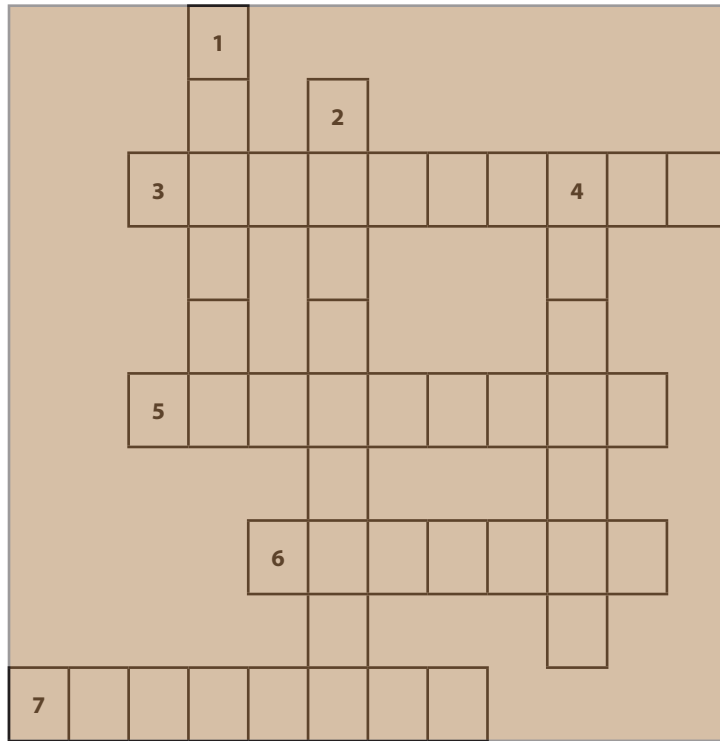
Figure 1.3 History in relation to other subjects



### Learning Activity 1.4:

1. List four reasons why you like or dislike history as a subject.

2. Complete the crossword puzzle with the help of clues given in the box below. After completing the crossword, design another crossword puzzle.



1. A nation where the idea of fraternity, equality and liberty was born.
2. A person who writes history.
3. A guiding principle of non-communist countries.
4. Investigation carried out to find out truth by asking questions.
5. The Father of historical writing
6. A discipline dealing with both the past and present. It keeps the records of human actions in chronology.
7. It is the basis of writing history. Without this, nothing can be proven.

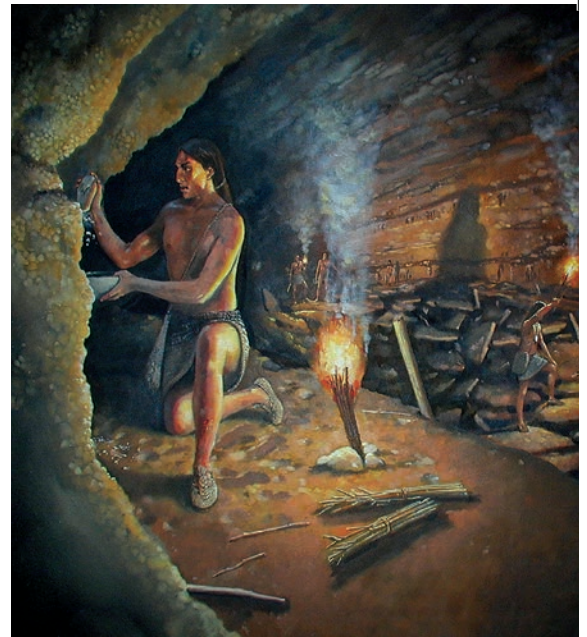
### Points to remember

- History does deal only with the past but also with contemporary events of the world.
- History is a narrative of events related to people and places in a chronological order based on scientific methods.
- History presents four characteristics: Time and Space, Ideas, Understanding, and Interpretations.
- Different historians interpret history differently, making it a perspective-based study.



## Chapter Two

# UNDERSTANDING CIVILISATION



### Learning objectives:

1. Write the concept of civilisation
2. List the factors leading to the rise of a civilisation
3. Explain the characteristics of a civilisation
4. Relate the impacts of civilisation to the advancement of scientific invention and technology

### Key terms

Civilisation, Evolution, Farming, Domestication, Hunter-gatherers, Tools

### Introduction

Civilisation is an important aspect of human civilisation. It means an advanced state of human society with a developed culture, science, industry, and government.

Civilisation began from circa 3,000-800 BCE with the evolution of humans. It is generally accepted that humans evolved from apes. Early humans were different from the humans of today. They had a smaller brain, their body bent forward and was covered with thick hair. Their speech was limited to growls. They did not have proper shelter and clothing. Early humans survived on raw meat of animals and wild fruits.

After circa 10,000 BCE, humans did not have to wander from one place to another in search of food because, by then, they learned how to grow their own food and raise animals for a living. This led humans to live in one place for a long period of time resulting in the formation of villages, which ultimately led to the growth of towns and cities.

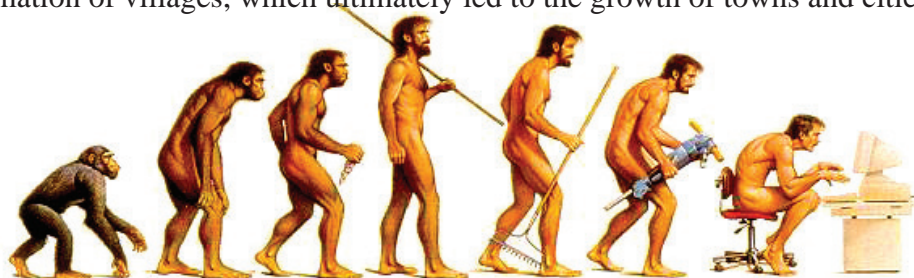


Figure 2.1 Human evolution and civilisation

## Beginning of Civilisation

People began to settle in groups along river banks where the land was fertile for farming. In circa 5,000 BCE, they began to practise agriculture and domesticated animals apart from picking up pottery skills, which resulted in the growth of settlements. Larger settlements needed proper organisation and rules to maintain peace and harmony. This led to the development of a governance system. They started trade with other places to acquire things that they could not produce on their own. This marked the beginning of civilisation. Some important civilisations were Mesopotamian, Indus, Egyptian, and Chinese civilisations.

Some factors responsible for the rise of civilisations are:

### 1. River valleys

Most civilisations flourished along river valleys where the land was fertile and water was easily accessible for irrigation. Rivers were used for transportation and fishing. All these conditions led to increased settlements along river valleys leading to the formation of villages. These villages later developed into towns and cities.

### Do you know?

- Farming began circa 10,000 years ago
- Beer made from grain was produced in 6,000 BC
- Farming was adopted in China and Egypt and it spread to Europe in 5,000 BC. In the same year, farming began in India along the Indus and Ganges
- The earliest plough was discovered in Mesopotamia



Figure 2.2 River valley civilisation





## Learning Activity 2.1:

1. Paddy fields in Bhutan are mostly located along the river basins. Discuss the possible reasons in relation to early civilisations.
2. Match the river valleys against the civilisations.

### Civilization

Mesopotamia and Babylonia

Ancient Egypt

Harappan

Shang

Mayan

### River Valley

Indus

Hwang Ho or Huang He  
and Yangtse-Kiang

Tigris and Euphrates

Nile

## 2. Farming

The early inhabitants were hunters and gatherers. As people moved from one place to another, they discovered that some seeds could be cultivated. This led to the domestication of grains like rye, wheat, and barley. Thereafter, people carried out farming as their main occupation which provided them a steady supply of food for livelihood and trade. Adequate water, a favourable climate, and fertile land changed the way of farming.

To supplement agriculture, people domesticated animals for milk, wool, meat, and transportation. As domestication took place, humans evolved from a hunter-gatherer society to a settled way of life. This change led to the rise of civilisation.



Figure 2.3 Farming activities



Figure 2.4 Domestication of animals

Table 2.1 Timeline of early farming

Time line	Food	Location	Civilization
9000 BCE	Wheat/barley	West Asia	Mesopotamia
8000 BCE	Potatoes	South America	Inca
7500 BCE	Goats/Sheep	West Asia	Mesopotamia
7000 BCE	Rye	Europe	Rome and Greece
6000 BCE	Chickens	South Asia	India
3500 BCE	Horse	West Asia	Mesopotamia
3000 BCE	Cotton	South America	Inca
2700 BCE	Corn	North America	Maya



Figure 2.5 Use of advanced tools

### 3. Tools

Farming led to advances in tool making. The earliest farming tools were made from stones. Gradually, people began to make tools from metals such as copper, bronze, and iron. The improvements in tool making made their work easier and encouraged economic and farming activities, transforming the way of life.

### Learning Activity 2.2:

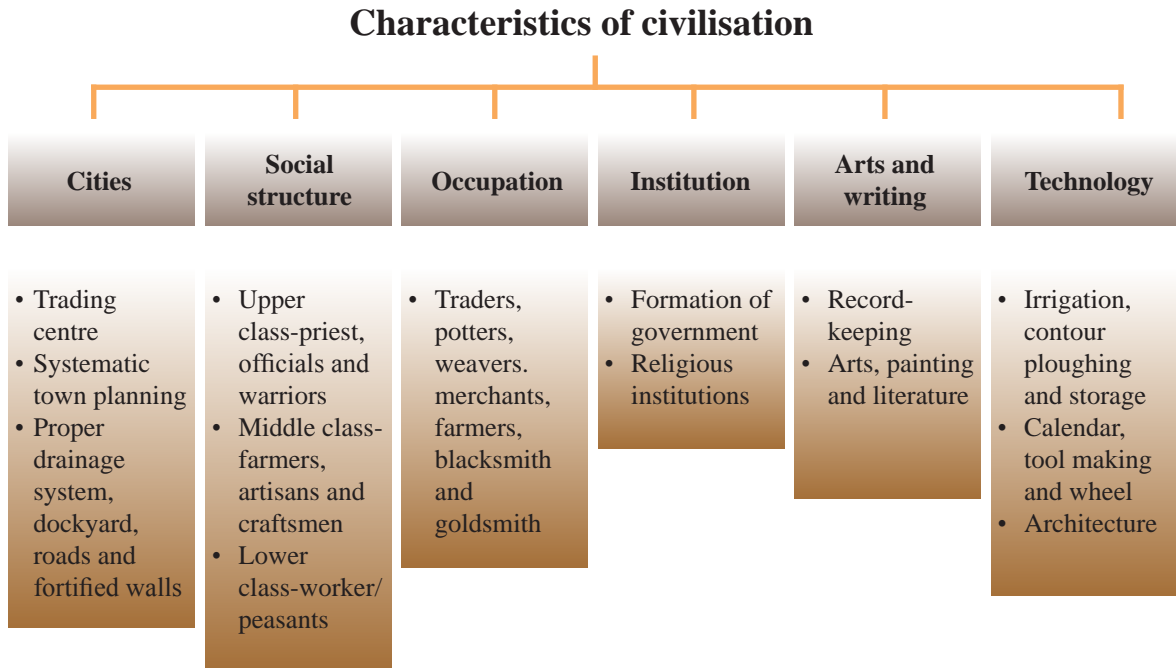


1. Discuss the changes you see in the modern farming practices in comparison to those of ancient civilisations.



## Characteristics of civilisation

There are certain characteristics that describe a civilisation. Some of the prominent characteristics are as follows:



### Learning Activity 2.3:



Tick (✓) for Yes and cross (X) for No against the features of civilisations in your place and give appropriate examples.

Sl.	Features of civilisations	Yes/ No	Example
1.	Cities		
2.	Institution		
3.	Occupation		
4.	Religion		
5.	Social structure		
6.	Technology		
7.	Arts and writing		
8.	Stable food supply		

## Inventions of Wheel

Since the beginning of time, humans everywhere have been inventing according to the needs of the time and situation. In fact, most of what we see around us today such as ink, paper, clothes, chair, and alphabet were invented.

Wheel was one of the most important inventions of the ancient civilisation. It is important even today.

### Facts of wheels

- The wheel was one of the oldest inventions
- It was first used in ancient Mesopotamia circa 3,500 BCE
- Wheel was first used for pottery making and transportation

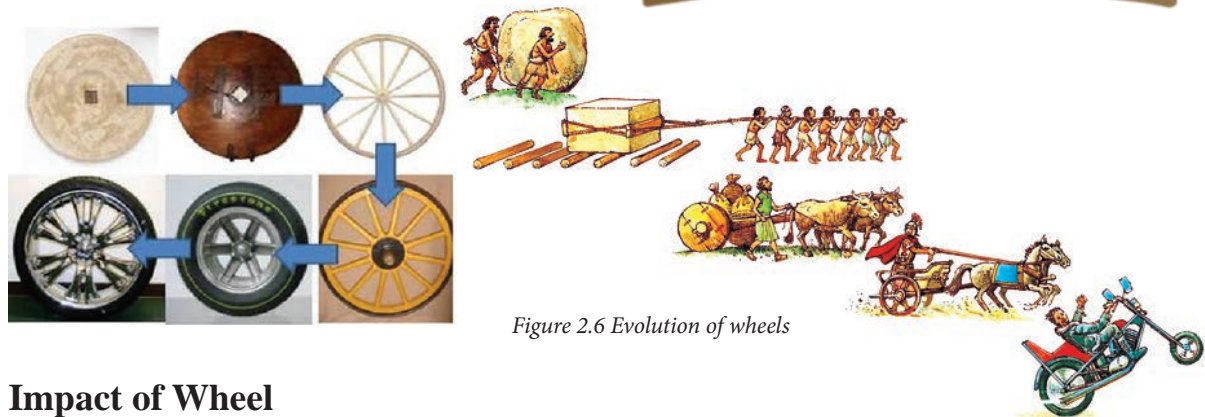


Figure 2.6 Evolution of wheels

## Impact of Wheel

The invention of wheel made transportation easy and efficient as people could travel with and trade with far away places. Chariots were the earliest forms of vehicle used for transportation.

As civilisations advanced, wheels were also used in making other things like pottery, toys, clocks, pulleys besides things that were needed in day-to-day activities of people.

Many things that we use today would not have been possible if wheel was not invented. Today, wheel is used to make automobiles, computers, mobile phones, and to generate electricity.



Figure 2.7 Wheel used for chariots



### Learning Activity 2.4:

1. Identify and list items found at your home that has wheel in it.
2. Write the impact of the following inventions.

Sl no	Inventions	Place of invention	Impact	Impact on today's world
1	Wheel	Mesopotamia (Modern Iraq)	Pottery and transportation	Transportation, pulley, and water mill
2.	Paper			
3.	Boat			
4.	Seals			
5.	Plough			
6.	Printing			

### Points to remember

- River valleys, farming, and tools had contributed to the rise and growth of civilisation.
- The main characteristics of civilisation are Cities, Institutions, Occupation, Religion, Social Structure, Technology, Arts and Writing.
- Wheel was one of the oldest inventions.
- The first wheel was used for pottery making and chariots were the earliest forms of vehicle used for transportation.



## Chapter Three

# UNDERSTANDING GOVERNANCE SYSTEM

### Learning Objectives:

1. Explain governance system
2. Write the significance of governance system
3. Define Theocracy and Monarchy
4. Differentiate the characteristics of Theocracy from those of Monarchy
5. Write the advantages and disadvantages of theocracy and monarchy in the medieval period
6. Explain feudalism with its characteristics

### Key terms

Governance, Theocracy, Monarchy, Feudalism



Figure 3.1 Pope crowns the Roman Emperor

### Introduction

Governance system started with human civilisation when people began to settle into small communities. With the superiority of lineage, bravery, and wealth, there evolved a group which could protect others and take decisions on their behalf. It led to the formation of leadership and governance.



Figure 3.2 Beginning of governance system

There are different forms of governance system that developed during the ancient and medieval periods. These forms of governance system changed from one form to another according to the nature of rule and changing times.

## Concept of Governance System

The terms government and governance are often considered the same, both denoting the exercise of authority in an organisation, institution, or state. But they are not the same. Government is an entity which exercises authority whereas governance is the way in which the entity functions.

The governing process has existed ever since human settlements began. The concept of governance emerged as society became complex leading to the need for proper administration of its activities by a few representatives. The governance system includes the representatives of people, civil servants, market, and civil society.

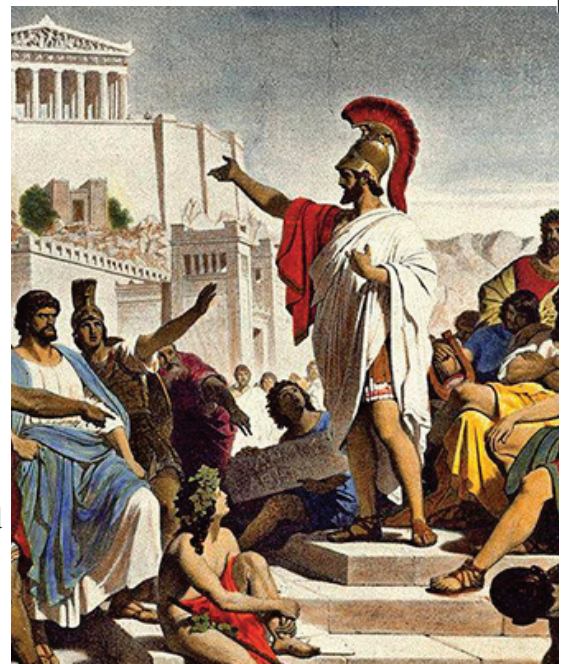


Figure 3.3 Early governance system



Figure 3.4 School Governance System

### School Governance System

As a student, you must have observed the way in which your school functions. School is an entity where the Principal, Vice Principals, Teachers, other Staff, Student leaders, and school management board members represent the governing body. They have different roles and responsibilities in day-to-day activities of the school.

### Learning Activity 3.1:



1. Study and describe the governance system of an organisation in your locality.
2. Define governance system.

## Emergence of Governance

Governance is as old as human civilisation. There has always been some form of governance within any civilisation. A system of governance had begun from a family. As a small organisation, there was a need to share and distribute the responsibilities among the members for the management of the family. The head of the family managed the family and rest of the members carried out other responsibilities.

In the course of time, groups of families formed communities and villages where strong and powerful individuals assumed the role of leaders. Thus, a traditional hierarchical system of governance was established.

With the emergence of civilisations, there evolved an organised form of governance. Based on the type of work people performed, they were divided into social classes: farmers, artists, merchants, warriors, and priests. They were the main players of the governance system in their community.

The first form of governance emerged from hunting-gathering and agricultural societies. However, agriculture was not the only factor that led to the emergence of a governance system. The economic, social, cultural, and environmental factors contributed to the rise of different governance systems.

## Forms of Governance System

In ancient times, the most prominent governance systems were Theocracy and Monarchy. The Sumerian city state of Mesopotamia had Theocratic governance system and Egypt had a Monarchical form of governance system. Towards the medieval age, Feudalism emerged as the dominant form of governance in Europe.



Figure:3.5 The Sumerian City



## Concept of Theocracy

*Theocracy is a governance system in which the ruler is considered to be the political and spiritual head of the state.*



The word *theocracy* has its origin in the Greek word *theokratia*. *Theo* in Greek means 'God' and *cracy* means 'government'. Hence, *theocracy* means the 'rule by God or government by God'. Theocracy is an old form of government in which God is considered to be the ultimate source of authority. The ruler is believed to be the representative of God and laws are written in accordance with religious texts.



## Advantages and disadvantages of Theocracy

### Advantages

- Decisions were easily made as there were only a few people involved in making laws and rules
- In ancient civilisations, Theocracy provided social unity

### Disadvantages

- Power and authority were abused in the name of religion
- Prevented civic rights and freedom

### Learning Activity 3.2:



1. Imagine that you were living in a country with a theocratic form of government. Describe your life as a citizen.

### Concept of Monarchy

*Monarchy is a form of government in which the monarch (a king or a queen) is the ruler who holds supreme authority over the state.*



The word monarchy comes from the Greek word *monarkhia*, meaning the rule of one, *monos* – ‘one, singular’, *arkhein* – ‘to rule’ which refer to a single ruler. Monarchy was the most common form of government until the 19th century. The first monarchs of the world were elected by the people. Later, the monarchs became hereditary, forming dynasties. The monarchs in ancient civilisations were considered the representatives of God. They exercised only political power and left the matters of religion to priests. The monarch was the law giver and the protector of the people, thus exercising supreme authority.

The monarchs were addressed using different titles such as King, Queen, Emperor, Empress, Pharaoh, and Czars. History proves that the civilisation of any country is built by the monarchs. Hammurabi of Mesopotamia, Cleopatra of Egypt, and Ashoka of India are some examples.

Monarchy enhances and strengthens unity, peace and prosperity, and national integration. Monarchy ensures the state’s security and sovereignty as it controls a strong standing army.

### Learning Activity 3.3:



1. Name atleast four countries which follows monarchical system of governance.
2. The earliest form of monarchy began through a democratic process. Explain.
3. Identify two differences between Monarchy and Theocratic form of governance system.

### Concept of Feudalism

Feudalism is a governance system in which landlords gave land and protection to peasants. In return,peasants rendered their services to landlords.



The word feudal comes from the Latin word *feudalis*, meaning ‘feudal estate’, one who holds land of an overlord in exchange for service. By 476 CE, Roman Empire declined, leading to a violent and unstable period in Europe. The need to restore peace and stability gave rise to Feudalism. The feudal system was hierarchical with the king at the top and peasants at the bottom as shown in Figure 3.5.

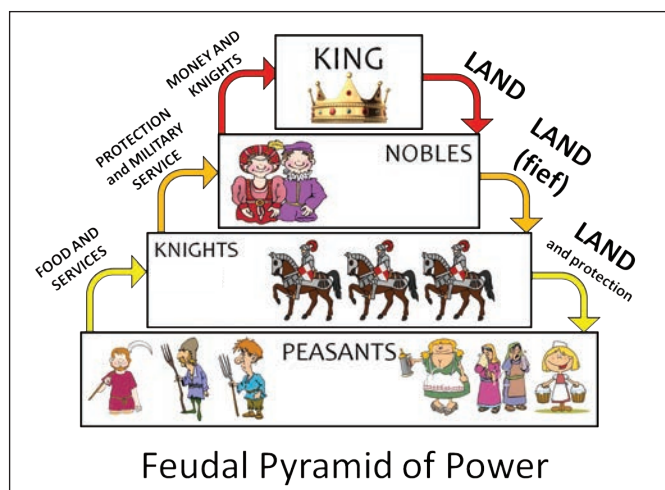


Fig. 3.6 Hierarchical pyramid of feudal organisation

In the feudal system, there was a reciprocal relationship. The king granted rights over land to nobles in return for military services. This reciprocal relationship extended down to the level of peasants.

With the passage of time, the feudal system became complex, rigid, and open to abuse. Land and property became hereditary. The relationship between the king and nobles deteriorated, resulting in the monarchs taking absolute power and not depending on the nobles and the knights. The traders and merchants emerged as a new class and supported the monarchs.

In addition, constant internal and external conflicts, along with the spread of plague, contributed to the decline of the Feudal system by the end of 15<sup>th</sup> century.

### Learning Activity 3.4:



1. Write a short notes on ‘the Emergence of Feudalism in the Middle Ages’.
2. Write down the factors that led to the decline of feudalism.
3. Explain the three forms of government that prevailed in Bhutan.
4. What would happen if a country does not have a governance system? Share your views.
5. Complete the table.

Name of Government	Meaning	Ideology	Advantage	Disadvantage
<b>Theocracy</b>	» It is a form of government by God or directly by priest/ruled by religious leaders		» It provided social unity » As few people are involved in making rules,decisions are made easily.	
<b>Monarchy</b>		» The king is considered the representative of God on the earth. » It is based on hereditary system		» Leader can misuse the power as the people do not have the power to remove them. » It may pave the way for rebellion and chaos
<b>Feudalism</b>	» It is a system in which the society is structured based on relationship between landowners and peasants		» It provided stability and security. » Protected people from external invasion	

### Points to remember

1. Governance is a vital component of any organisation or government.
2. The most common governance systems in ancient times were Monarchy and Theocracy.
3. Theocracy is an old form of government in which God is considered to be the ultimate source of authority.
4. The Monarchs in ancient civilisations were considered to be the representatives of God.
5. The feudal system was hierarchical with the king at the top and peasants at the bottom.



## Chapter Four UNDERSTANDING CULTURE

### Learning objectives:

1. Explain culture
2. Write the characteristics of culture
3. Explain the importance of culture
4. Write the impacts of culture on social life
5. Explain the reasons for diversity in culture

### Key terms

Food, Clothes, Shelter, Culture, Society, Diversity, Enculturation

### Introduction

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



Figure 4.1 Way of life in ancient period



Figure 4.2 Culture of ancient Egypt

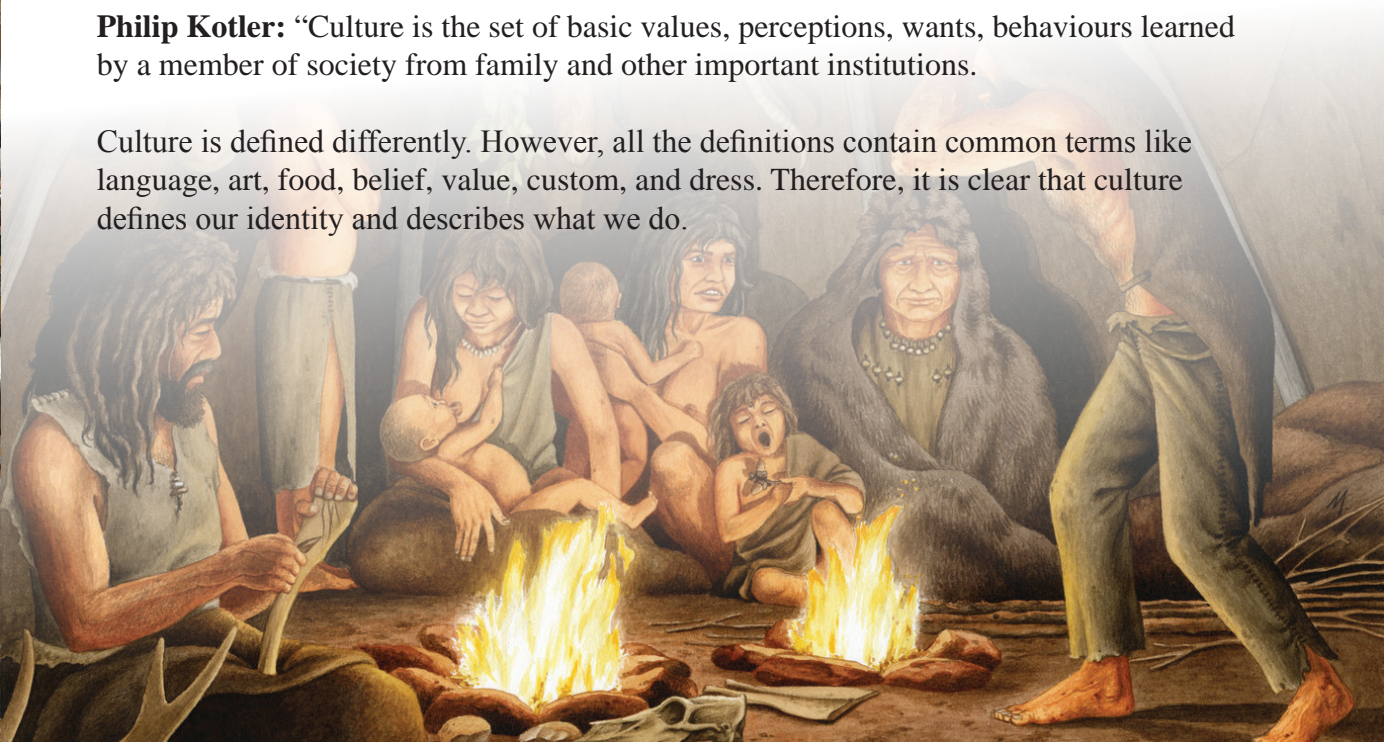
## Concept of Culture

**Taylor:** Culture is “that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.”

**Warren J. Keegan:** “Culture includes both conscious and unconscious values, ideas, attitudes and symbols that shape human behaviour and that are transmitted from one generation to the next.”

**Philip Kotler:** “Culture is the set of basic values, perceptions, wants, behaviours learned by a member of society from family and other important institutions.

Culture is defined differently. However, all the definitions contain common terms like language, art, food, belief, value, custom, and dress. Therefore, it is clear that culture defines our identity and describes what we do.



### Learning Activity 4.1:



From the definitions given by scholars, which definition do you prefer? Give reasons.

### Culture is learned

Culture is not genetically inherited in the same way as we inherit our physical characteristics. It is learned gradually from parents, friends, the media, and social institutions. This process is called enculturation. The values of respect and care that we learn over time are an example of enculturation.

## Culture is shared

A characteristic of culture is that a society adapts to its culture within itself and with others. Culture is mainly shared through interactions and the media. For example, people living in a society speak the same language, dress in the same style, eat similar food and celebrate the same festivals. This is because culture is shared with other members of society which enables us to act in socially appropriate ways.



Figure 4.3 Sharing of culture in ancient period

## Culture and Society

Culture and society are inseparable. There is no society without culture and no culture without society. Culture gives identity to a society as it is not an individual way of leading life but a collective way of life. For example, New Year Festival is celebrated as ‘*Losar*’ in Bhutan and ‘*Songkran*’ in Thailand.

## Food habits

Food habits are an important aspect of culture. Food habits give a society its cultural identity. People from different cultural backgrounds have different food habits. We cannot imagine a Bhutanese meal without rice where as rice may not be included as an important part of an American and European meal.



Figure 4.4 Different food habit

## Shelter

Every society has the culture of building shelters. Shelters built in different societies have unique shapes, sizes, designs, and art. The design is influenced by beliefs, climatic conditions, religion, and values.



- The roof of Japanese houses are influenced by the Buddhist style of roofing



- The design of Muslim houses are influenced by their religion, Islam



- The design of a traditional Bhutanese houses are influenced by the Buddhist style

## Clothes

Different societies have distinct clothing. It is an important aspect of culture. It defines the identity of a society.

*Hi! We are Chinese and this is our dress.*



*Hi! We are Indian and this is our dress.*



*Hi! We are Muslims and this is our dress.*



*Hi! We are Bhutanese and this is our dress.*





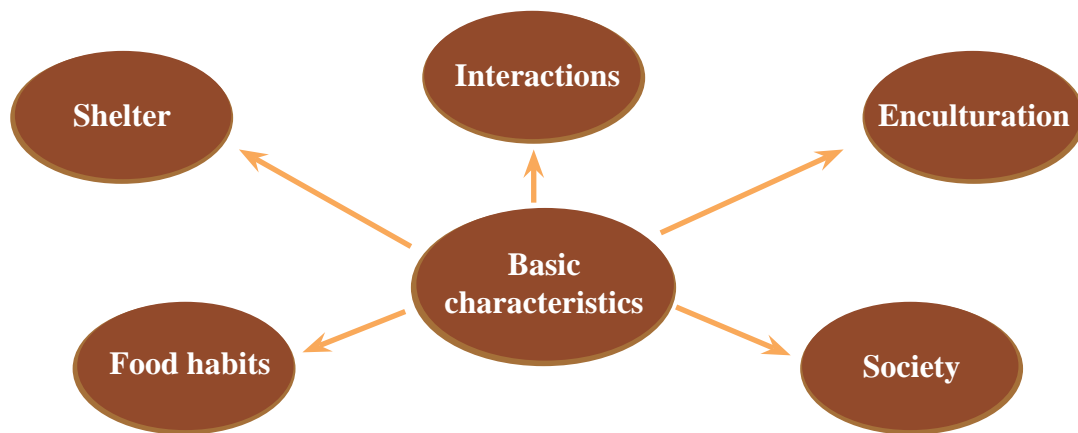


Figure 4.5 Basic characteristics of culture



### Learning Activity 4.2:

1. Conduct a role play wearing clothes representing different countries or different regions within Bhutan.
2. Describe the shelter of your locality.
3. Fill in the following table:

Sl. No	Country	Food habits
1		
2		
3		
4		
5		

### Cultural Diversity

Cultural Diversity means the variety of culture and cultural differences that exist in an institution, society, and the world at large. It refers to the differences among people because of their racial backgrounds, language, dress, and traditions. More importantly, cultural diversity means respecting one's own culture and equally appreciating other culture.

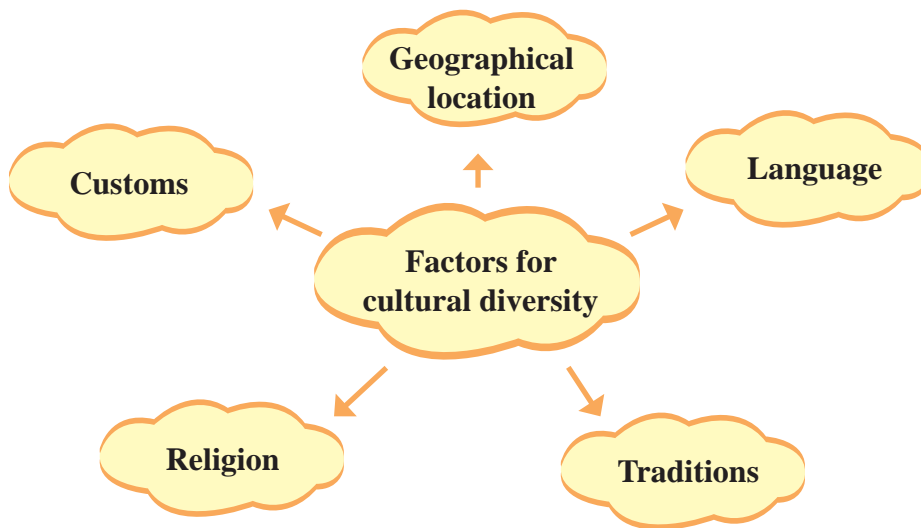


Figure 4.6 Factors for cultural diversity

## Importance of Cultural Diversity

Cultural diversity brings together people from various backgrounds with different life experiences. A culturally diverse society allows regular exposure to people, cultures, traditions, and practices. The knowledge of cultural diversity enables better interaction with others that will lead to unity and peace in a society.



Figure 4.7 Importance of Cultural Diversity

### Learning Activity 4.3:



1. What would have happened if there were no cultural differences?
2. List ways to appreciate and promote cultural diversity in your school.

### Points to remember

- Culture defines our identity and describes what we do.
- Shelter, interaction, food habits, enculturation, and society are some of the characteristics of culture.
- Cultural diversity promotes the idea of a global citizen and communal harmony.



## **Assessment**

### **Weighting and time allocation**

**Class VIII**

**World History**

<b>Sl No.</b>	<b>Chapter</b>	<b>Weighting (%)</b>	<b>Teaching Time per week</b>	<b>Remarks</b>
1	<b>History and its Sources</b>	12	576 Mins	<ul style="list-style-type: none"><li>• 160 minutes of instructional time in a week.</li><li>• Schhols to work on the period allocations based on the time duration allocated for each period.</li></ul>
2	<b>The Stone Age</b>	10	480 Mins	
3	<b>Governance and Peace</b>	10	480 Mins	
4	<b>Understanding Religion</b>	08	384 Mins	
Total		40%	32 Hrs or 1920 Mins	

Table 1. Assessment matrix

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 understand what teaching methods and materials work best.		Assesses student's cumulative performances and achievements at the end of each term.	
Domains	<p>Knowledge (Cognitive)</p> <p>Skills (Psychomotor)</p> <p>Values &amp; attitudes (Affective)</p>	<p>Knowledge (Cognitive)</p> <p>Skills (Psychomotor)</p> <p>Values &amp; attitudes (Affective)</p>	<p>Knowledge, Skills</p> <p>Values &amp; attitudes</p>	<p>Knowledge, Skills</p> <p>Values &amp; attitudes</p>	<p>Knowledge, Skills</p> <p>Values &amp; attitudes</p>
Techniques	<p>Library research,</p> <p>Museum,</p> <p>Lesson diary, History Day, Declaration, Quiz, debate, role play, self &amp; peer assessment, classwork, homework.</p> <p>Class Work</p> <p>Classwork, Homework, exhibition.</p> <p>Independent work-</p> <p>Observation of student's conduct, group work, field trip, self &amp; peer assessment.</p>	<p>Class test and Homework</p> <p>Written History</p> <p>Oral History</p>	<p>Class test and Homework</p> <p>Written History</p> <p>Oral History</p>	<p>Class test and Homework</p> <p>Written History</p> <p>Oral History</p>	<p>Examination</p> <p>Examination</p>

Assessment Tools	Q&A, checklist and anecdotal record	Checklist and anecdotal record	Checklist, anecdotal record and rating scale	Question & Answer	Rubrics for Class-work Written History	Rubrics for Oral History	Test blue print	Test blue print
Frequency interval (when & how)	Checklists and anecdotal records must be maintained for each topic throughout the academic year			Class Test Homework and twice in a term.	Written History Project work once in each key stage	Oral History once in each key stage.	Once in a term	Once in the year
Format in Progress Report				HK	HS	SV	Annual Exam	
Weightings				Term 1=5 Class test =2.5 Homework 2.5 Term 2=5 Class test =2.5 Homework 2.5 Total 10	Term 1=1 Written History =2.5 Term 2= Written History =2.5 Total=5	Term 1=Oral History=2.5 Term 2 Oral History=2.5 Total=5	Term 1=30 Term 2=50	

## **i. History Museum**

### **History Museum**

History Museum is a process of collecting and conserving the artifacts and other objects of artistic, cultural, historical, or scientific importance. Learner collects artifacts from the community with a brief description encompassing:

- a. Name
- b. Origin
- c. Composition/materials used
- d. Purpose
- e. Significance in today's era

### **Objectives:**

**The History Museum helps learners to achieve the following objectives:**

- To enhance indigenous knowledge
- To develop the skills of identifying, collecting, preserving, interpreting items of artistic and cultural significance
- To create an opportunity to understand Bhutanese culture
- To impart the sense of appreciation on Bhutanese culture and traditions

### **Process**

In this task, learners identify and collect artifacts for the museum with a short description. Learners follow the following procedures to create the History Museum in the school:

1. Decide an area: room or an open area
2. Prepare a floor layout plan of the museum
3. Create your own ways of displaying artifacts with write-ups
4. Change the display as and when new artifacts are available
5. Create visitor's book for feedback and suggestion

## Assessment

History Museum as a technique for assessment is assessed by using a checklist.

Table 2: Sample checklist for History Museum

Name	Criteria					Teacher's Feedback
	Associates artifacts to Indigenous knowledge	Displays team work	Demonstrates appreciation for our culture and tradition	Exhibits interest in inquiry and investigation	Labels artifacts with prescribed information	
Tenzin				x		Need to work on inquiry and investigation skills

## ii. Historical Memoir

Historical memoir is the collection of information, taking an account on historical event, place or a person. It provide opportunities for learners to reflect and appreciate the significance of historical events.

### Objectives:

Historical memoir is intended to achieve the following objectives:

1. Promote independent learning beyond the prescribed content learning
2. Build historical perspectives on historical events and figures
3. Enhance historical knowledge, skills, values and attitude

### Procedure:

1. Students identify/choose a topic on any of the following:
  - a. Historical events
  - b. Historical figure
  - c. Historical place
2. Students collect information on the chosen topic from available resources
3. Record the information collected in the form of narration supported by illustrations and pictures.
4. Students display their work for gallery walk

## Assessment

Students shall be assessed using a checklist designed by the teacher.

*Table 3: Sample checklist:*

Name	Topic	Criteria				Teacher's Feedback
		Demonstrates clear understanding of the topic	Analyses the information creatively	Presents information chronologically using illustrations and pictures	Relates the theme or learning to one's own life	
Sonam				X	X	Inadequate illustrations and failed to relate the themes to your life
Wangmo						

### iii. History Day

A school can mark history day dedicating to celebrate an event to create awareness on the significance of important historical events/historical figures. School can mark History day dedicated to any historical event or historical figure coinciding with its date as a whole school approach programme.

#### Objectives:

The celebration of history day in school is to achieve following objectives:

- To explore, reflect and appreciate contributions of historical events/figures
- To make History interesting, lively and hands on for the learners
- To create awareness on the importance of the past and its influence on the present era
- To promote experiential and process based learning in History
- To help learners acquire skills of inquiry, investigation, critical analysis, interpretation and presentation



## Process

The History Day in school is celebrated once in year, as a whole school approach, led by History teachers. Some of the suggested activities are:

- a. quiz
- b. poster display
- c. debate
- d. role play and dramatization
- e. declamation
- f. exhibition

## Assessment

The competencies of students in learning History can be assessed through the History Day by using a checklist. The teacher designs the checklist based on the objectives as per the sample provided.

Table 4: Sample checklist

Name	Criteria					Teacher's feedback
	Demonstrates confidence in presentation	Possesses clear understanding of the topic	Exhibits active participation	Collaborates with team-mates in completing the task	Demonstrates ability to relate the past to the present era	
Sonam				X		Need to improve in team work
Deki						Excellent work. Keep it up

The teacher uses the checklist to provide feedback on learners' performance.

## iv. Written History

Written History is an authentic documented records of happenings with proof and evidences. The written history are happenings with verifiable authentic facts such as of civilization, inventions, treaties, monuments, religions, and many other events and happenings. It is also known as recorded history as it is based on written records or other documented communication. Historical books, papers, letters, photos, newspapers and archives are examples of written history.

In order to enrich students' learning in history, written history as a technique for

assessment engages students to write short assignment on a topic, transcending the thematic concepts taught in the history lesson.

### Objectives:

Written history as an assignment is proposed in the history curriculum with the following objectives:

1. Enrich learning beyond the prescribed syllabus.
2. Promote literary review and research skills to be a lifelong learner.
3. Foster metacognitive learning.
4. Promote responsible and independent learning culture.

### Process

Learners complete the assignment based on the following suggested process.

1. Learners choose any topic from the theme taught in the History lesson.
2. Gather information by using various sources.
3. Compile the information and make a narrative.
4. Submit the final write up for assessment.

### Assessment

Written history as the technique for assessment is assessed by using a rubrics.

*Table 5: Rubrics for Written History*

Criteria	Excellent (4)	Very good (3)	Good (2)	Satisfactory (1)	Score
Writing Organisation	Content contains: introduction, narrative, self-reflection and conclusion	Content contains any three components of the write up	Content contains any two components of the write up	Content contains any one component of the write up	

Assignment writing convention	Write up shows complete work of inquiry, investigation, and analysis.	Write up shows partial work of inquiry, investigation, and analysis.	Write up shows scanty work of inquiry, investigation, and analysis.	Write up shows poor work of inquiry, investigation, and analysis.	
References Style	Follows APA references having more than four references cited.	Follows APA references having more than three references cited.	Follows APA references having more than two references cited.	Follows APA references having two or less references cited.	
Total					

Written History Assignment is assessed out of 5 marks in each term. The total score secured by the learners is converted to 5 marks. Use the formula suggested to convert the score to marks. For instance,  $n/12 \times 5$ , where 'n' is the score secured.

## v. Oral History

Oral History is a method of conducting historical research through recorded interviews between a narrator and interviewer, with the goal of adding historical knowledge and understanding to historical record. Oral history technique is employed by learners to develop Personal, Family and Local History through interview, personal interactions and recordings.

### Objectives:

History is an understanding of the past and relating to present time, which can be learned through both written and oral. The oral history is to facilitate learners the opportunity to develop historical skills such as inquiry, investigation, analysis and interpretations and draw conclusion.

The objectives of oral history are:

1. Develop historical research culture in learners
2. Develop social skills through interview and personal interactions.
3. Promote values and relevance of Oral History in Bhutan
4. Create a rich narrative archive of stories of people and events.

## Process

Oral history is carried out by each learner as a project work on personal history in Classes VII & VIII. Information is collected using field notes.

The processes involved in Oral History Project Work are:

1. Prepare interview question
2. Conduct interview
3. Analysis and interpret information
4. Report writing

## Assessment

The assessment will be carried out using the following rubrics.

*Table 6: Rubrics for Oral History Project*

Class VII: Term I					
Criteria	Excellent (4)	Very Good (3)	Good (2)	Poor (1)	Score
Interview question preparation	Question are clearly stated without grammatical error provides holistic information to develop personal history.	Question are clearly stated but with few grammatical error provides adequate information to develop personal history.	Question provides partial information to develop personal history.	Question are irrelevant to the topic.	
Term II					
Conduct Interview	Interview is conducted by following the techniques of interview: pre, during, and post.	Interview is conducted by following the techniques of interview: pre, and during.	Interview is conducted by following only the techniques of during interview.	Interview is conducted without any of the techniques.	

Class VIII: Term I					
Criteria	Excellent (4)	Very Good (3)	Good (2)	Poor (1)	Score
Analysis and Interpretation	Information is arranged in convincing and systematic order	Information is arranged in systematic order but not convincing	Information is arranged in convincing but not systematic	Information is not arranged in logical order	
Term II					
Report Writing	Report contains all the following component: a) Introduction b) Methods c) Presentations: Write up and Illustrations d) Conclusions	Report contains any of the three components	Report contains any of the two components	Report contains only one component	

Oral History Project is assessed out of 5 marks in each term. The total score secured by the learners is converted to 5 marks. Use the formula suggested to convert the score to marks. For instance,  $n/4 \times 5$ , where 'n' is the score secured.