



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

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

*- His Majesty Jigme Khesar Namgyel Wangchuck*

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# WORLD HISTORY

— CLASS VIII —



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Different historians share varied views about historical documents.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

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## **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 1

## HISTORY AND ITS SOURCES

### Learning Objectives

1. Identify the value of knowledge building through documentation and collection of sources.
2. Explain sources of history and their uses.
3. Define primary and secondary sources.
4. Write the advantages and disadvantages of primary and secondary sources.
5. Explain historiography and its importance in studying history.

### KEY TERMS

Source, Primary Source, Secondary Source, Material Source, Non-material Source, Historical Knowledge, Historiography, Interpretation and Historical Accounts

### Introduction

Historical source is the fundamental aspect of writing history. There are different sources of history. Sources are evidence upon which the knowledge of history is constructed. Without evidence, history cannot be written. Historical writings have been trying to satisfy the aspirations of people in understanding historical knowledge. The study of history captures all human experiences. Thus, history deals with tracing of the past to understand the present, and plan for the future. This chapter will introduce different historical sources and the basics of writing history.



### Understanding Historiography

Historiography first began in ancient Greece as historians started recording events, people and places. Historiography is more recently defined as the study of the way history has been; the way history is written and the approaches to writing history. Historiography is also called the history of history.



The writing of history involves collection and verification of sources as evidence to write history. After verifying the available sources, a historian interprets these sources to write about the past or present.

Historiography involves re-examining, reviewing, verifying information of completed literary works, make commentaries, interpretations and drawing conclusions.

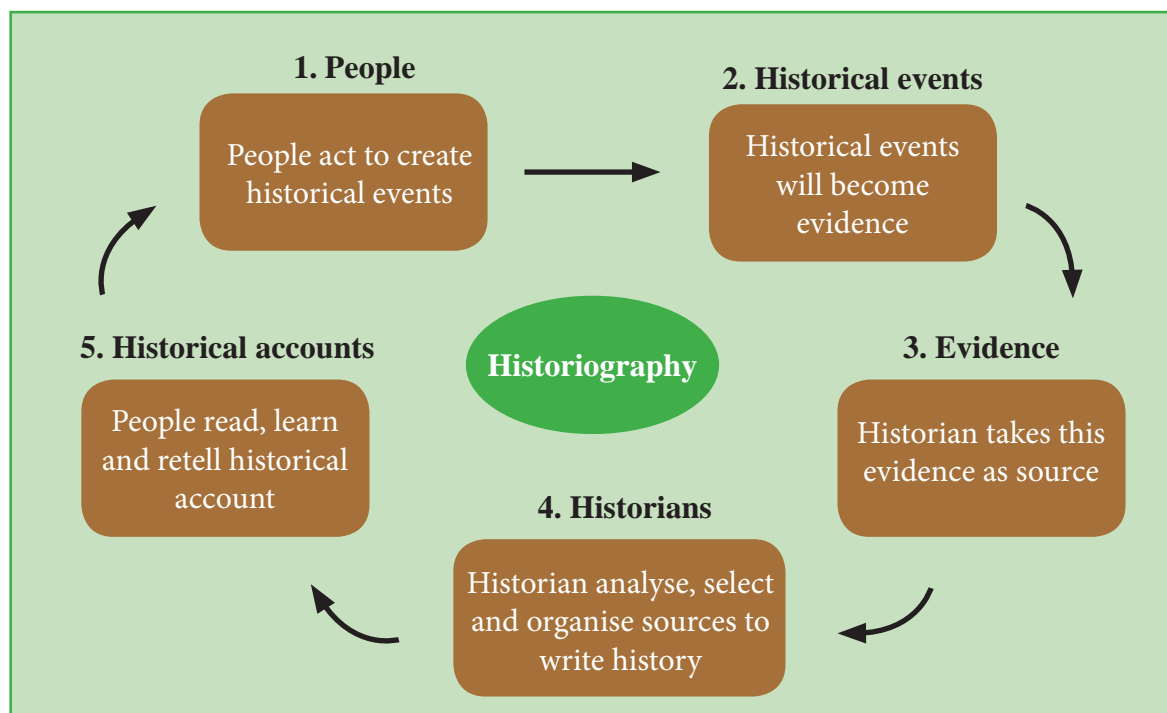


Fig.1.1: Process of writing history

Right after the Second World War, there was misunderstanding between the USA and the USSR. This situation of the world was called Cold War. They did not fight wars directly but instigated other nations which seriously disturbed the world peace. The historians of the 1950s in the west portrayed the USA as the hero and the USSR as the villain during Cold War. The historians of the 1960s viewed otherwise; the USSR as the hero and the USA as the villain. The historians of the 1970s interpreted that there were no heroes or villains but everyone was responsible for the outbreak of Cold War.



Box 1.1: Interpretations on Cold War



**Activity 1.1: With reference to box 1.1, find out why historical interpretation changes over time.**

## Sources of History

Sources of history refer to anything that provides information. It may be an official record, a picture, a sound recording, a story, a song, a book, a film, a television programme, a newspaper, a treaty or an object. Historians use these sources to write and provide historical knowledge. Historical sources can be categorized as primary and secondary sources.

### Primary Source

Primary source refers to written accounts or objects produced by someone who is a witness to an event. It is an original source for writing history. Primary sources are authentic and reliable. They directly address a topic and provide first hand information unavailable elsewhere.

Primary sources are produced in a particular context by an individual from a particular socio-cultural, political and religious background. Therefore, the information can become subjective.

### Secondary Source

Secondary source refers to second hand accounts written or objects produced at a later stage based on a primary sources. Secondary source provides a variety of interpretations and commentaries. In the process of interpretations and commentaries, they can become biased.



Fig. 1.2: Different sources of history



**Activity 1.2: Referring to figure 1.1, categorize the objects under primary and secondary sources.**

## Material and Non-material Sources

Sources can be either material or non-material. **Material sources** are those sources that are physical objects. Examples: coins, pottery, books and statues. **Non-material sources** are those sources that cannot be touched. Examples: folklores, songs, norms, ideas and beliefs.



**Activity 1.3: List two material and non-material sources available in your locality.**

## Importance of Source in History

We cannot write history without a source. Sources give ideas and information about the past and a historian uses it to understand and interpret the past. A historian uses diverse sources to write history as each source provides different evidence and information.

If a historian uses coins as source to write history, he or she will get information from the inscriptions on the coin related to dynasties, religions, and culture.



**Activity 1.4: Look at this artefact and answer the questions:**



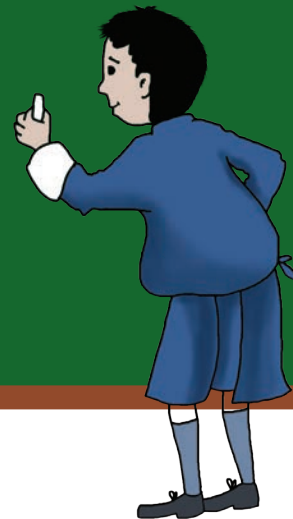
1. Identify the artefact.
2. Which category of sources does it fall under?
3. Study the artefact and list a few pieces of information you get from the artefact.

## Revision questions

1. What is a source?
2. Choose any written piece of history and identify the sources that could have been used.
3. Define historiography.
4. A historian plays an important role in writing history. Mention two roles.
5. Write the importance of historiography using a web diagram.

## Points to remember

- Historiography first began in ancient Greece.
- The writing of history involves collection and verification of sources.
- Primary sources are reliable and authentic.
- Secondary sources provide a verity of information.
- Sources can be either material or non-material.



# CHAPTER 2

## THE STONE AGE

### Learning Objectives

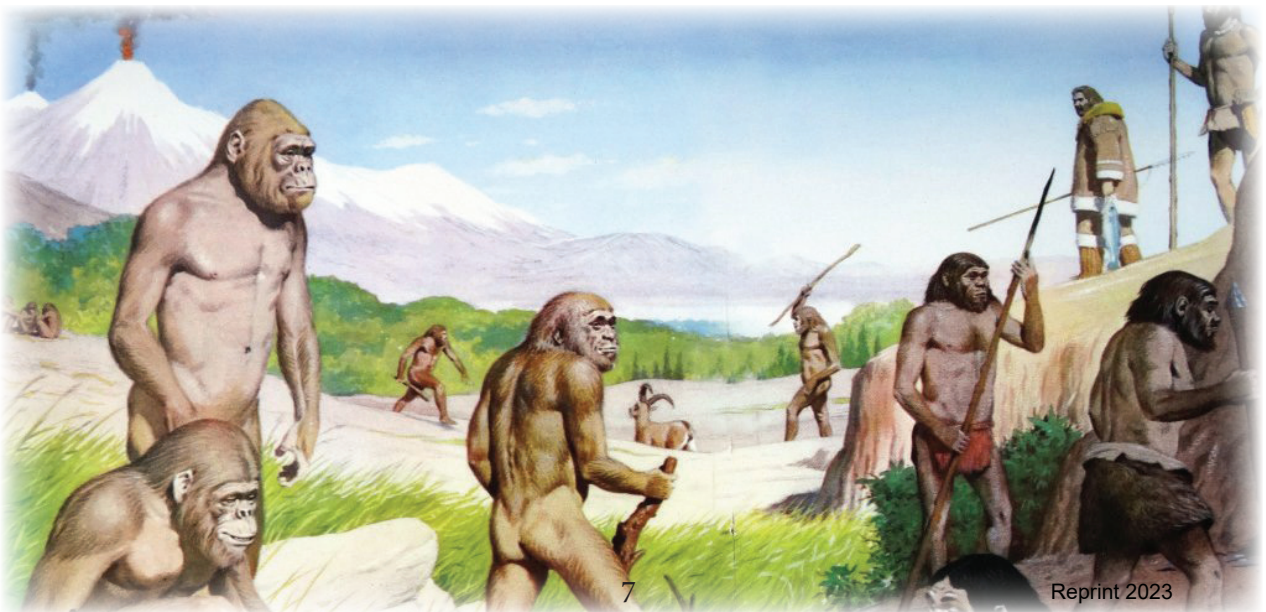
1. Explain the biological evolution of human beings.
2. Describe the three periods of Stone Age and its features.
3. Compare Palaeolithic and Neolithic ages.
4. Explore the patterns of interactions to understand the present.

### Key Terms

Evolution, Primates, Genus Homo, Bipedalism, Hominids, Palaeolithic, Mesolithic and Neolithic

### Introduction

As humans started to get civilized they began to live in groups leading to formation of societies. People formed societies with common beliefs. As they collaborated in groups, it led to discoveries and inventions which further accelerated the process of human evolution.



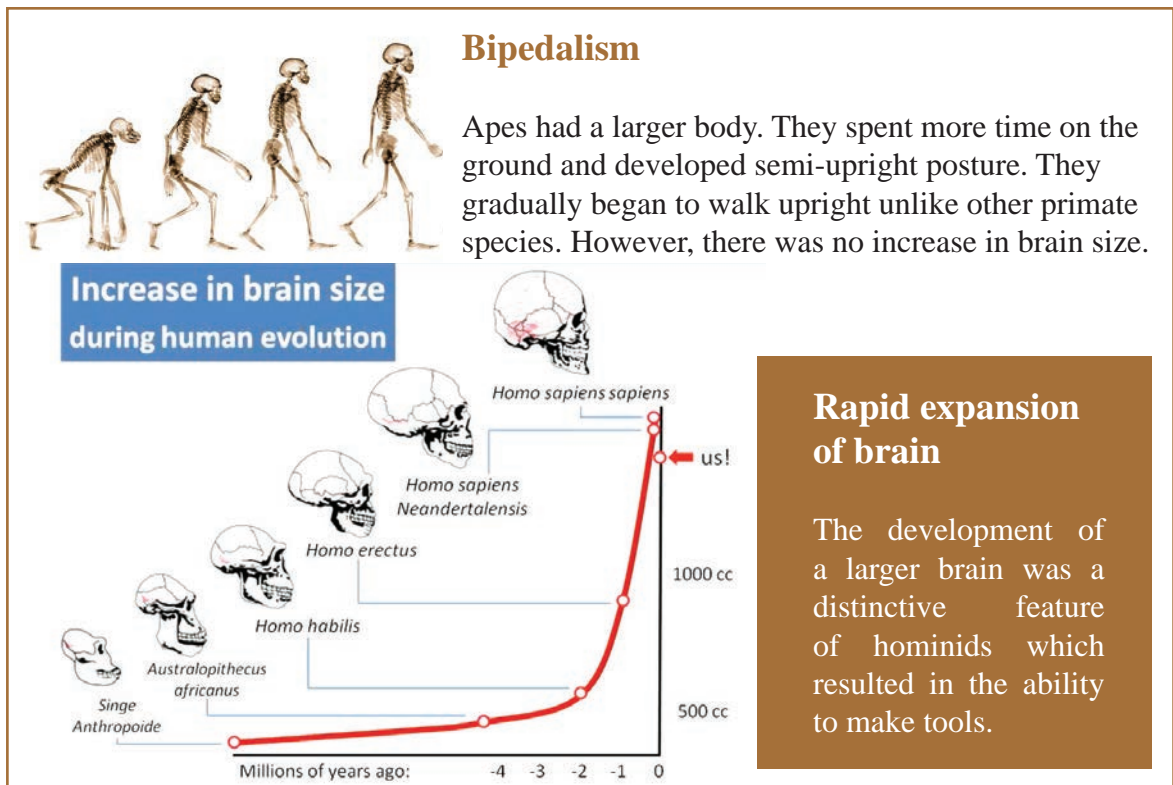
## Human Evolution

Nature is not static and every living organism has to evolve to adapt to the changing environment. Failure to adapt results in the extinction of species.

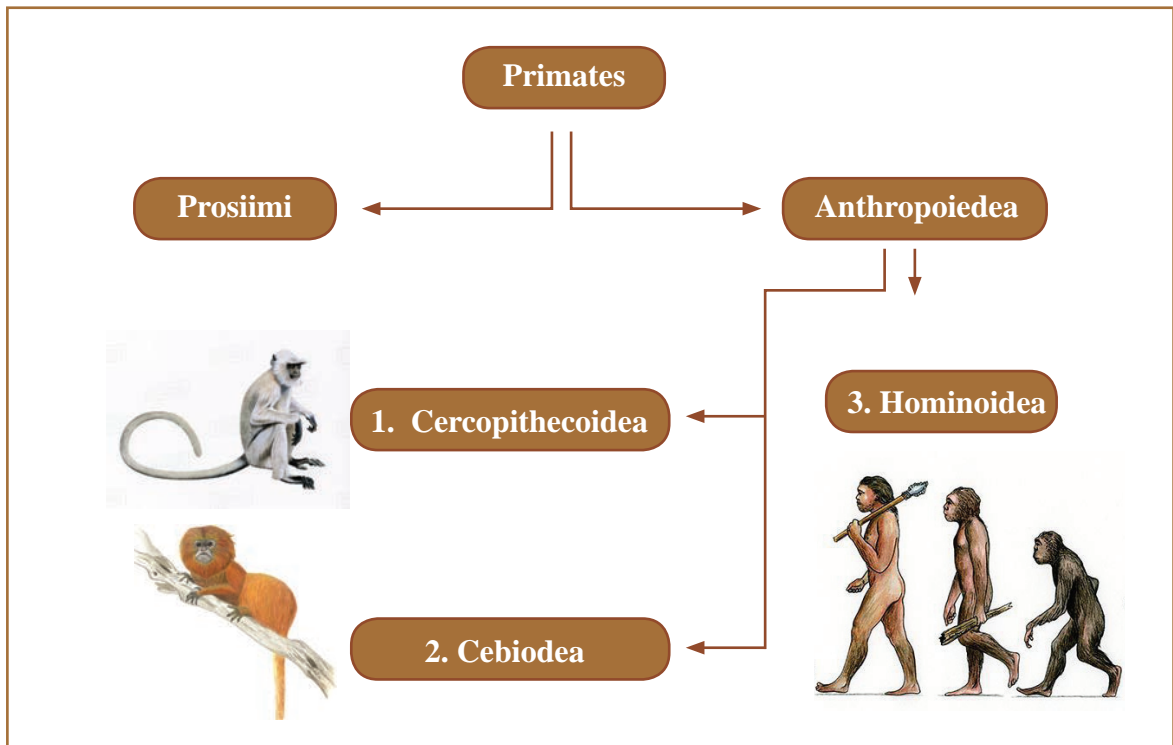
The modern humans have gone through various evolutionary processes to reach the present stage. The process began with apes which belong to the primate species.

The evolution of Homo Sapiens to the present form happened through two important phases, namely bipedalism and rapid expansion of brain size.

*Evolution is a biological process by which different kinds of living organisms undergo gradual change over a long period of time.*



Primates are classified as Anthropoidea and are more advanced with larger brains. Anthropoidea comprises Hominid species like apes and humans. Hominids were able to walk upright, had larger brains and were able to adapt to the changing environment. The evolution of hominids consists of two phases.



Earliest primates evolved around 70 million years ago and adapted to forest for survival. Primates are mammalian vertebrates characterized by development of hands and feet, a shortened snout, and a larger brain. Apes, monkeys and bears resemble human beings with a larger number of characteristics.

Primates are classified into two groups, namely Prosiimi and Anthropoiedea. Prosiimi are more primitive and smaller in size. Anthropoiedea are more advanced primates bigger in sizes and their face resembles that of humans.

Anthropoiedea are divided into three sub groups.

1. Cercopithecoidea (Old World Monkeys).  
Example: Gray Langurs
2. Cebiodea (New World Monkeys). Example:  
Marmoset and Tamrin monkey
3. Hominoidea (Apes and Humans).



Hominoidea is further divided into Pongidae (Apes) and Hominidae (Humans). Apes emerged in circa 30 million years ago and they share a close resemblance to humans. Apes got separated from the monkeys as they could adapt to the environment in a different way than monkeys. Apes like gorillas spent most of their time on the ground and due to change in environment –more open grasslands, legs of the apes became more developed compared to their upper body and acquired bipedalism and a larger brain size.

The shape of the face structure changed due to increase in brain size. This change led to the evolution of modern human. Human beings and their immediate ancestors are placed in the Genus- Homo.

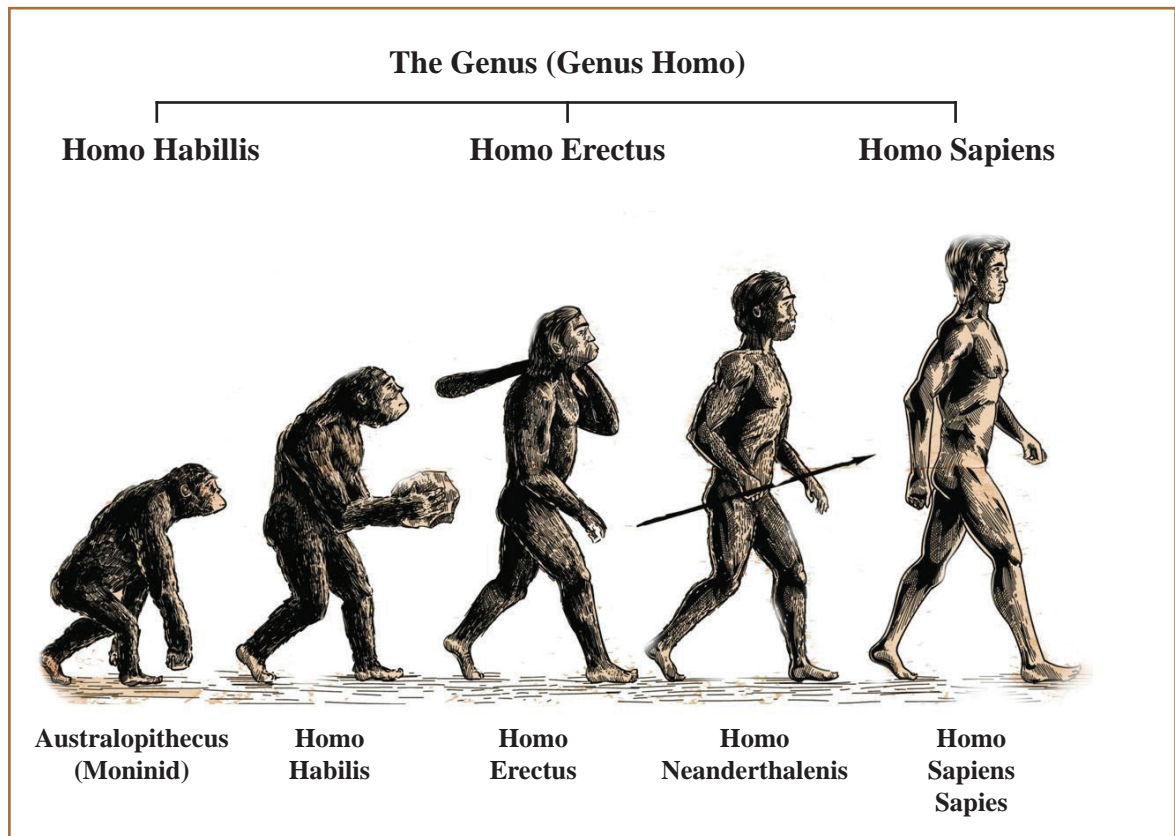


Figure 2.1: The Genus (Genus Homos)

The table 2.1 shows the classification of three species of genus homo. Member of homo are distinguished from other hominids by an erect posture, a large cranium, two feet, fully opposable thumbs and well-developed tool-making ability.

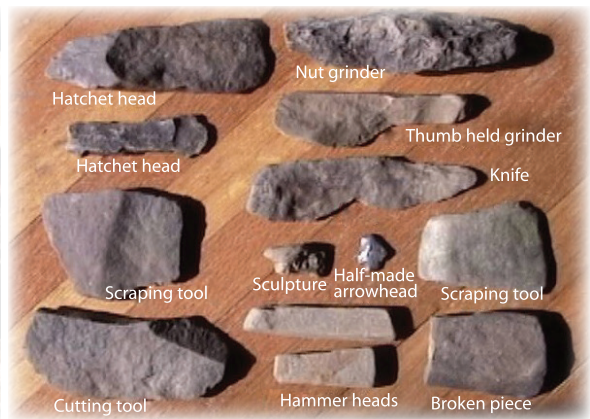


Table 2.1: The classification of three species of genus homo

Name of species	Period (Circa)	Place discovered	Features
Homo Habilis	1.7 million years ago	Found in Lake Turkana in Kenya.	<ul style="list-style-type: none"> <li>Brain size of 800 cranial capacity</li> <li>Made crude tools from bones for hunting</li> <li>Practiced food gathering, hunting and scavenging.</li> </ul>
Homo Erectus	1.9 million years ago.	Indonesia – Java man China- Peking man	<ul style="list-style-type: none"> <li>Brain size of 850 - 1100 cranial capacity.</li> <li>Made tools with greater skills like Hand Axe</li> <li>Hunting emerged as a main occupation</li> <li>Used fire</li> </ul>
Homo Sapiens	200,000 years ago	Neanderthal – Germany	<ul style="list-style-type: none"> <li>Brain -1450 cranial capacity</li> <li>Appearance very similar to modern human</li> <li>High forehead encasing a large brain, lower jaw with chin</li> </ul>
Homo Sapiens Sapiens	40,000 years ago	Cro-Magnon- France	<ul style="list-style-type: none"> <li>Excellent hunter, sophisticated weapons, control over environment</li> <li>Developed art</li> </ul>

### Three Periods of Stone Age

The evolution of Homo Sapiens can be traced through the increase in brain size and the ability to make stone tools. The first tools were crude in shape which began to improve through the different phases of Stone Age. Based on the progress of making stone tools, shelter, clothes and introduction of agriculture, Stone Age has been broadly divided into Palaeolithic, Mesolithic and Neolithic periods.



### 1. Paleolithic

Paleo = Old  
Lithic = Stone

The Palaeolithic is also called the Old Stone Age

### 2. Mesolithic

Meso = Middle  
Lithic = Stone

The Mesolithic is also called the Middle Stone Age

### 3. Neolithic

Neo = New  
Lithic = Stone

The Neolithic is also called the New Stone Age




Ages	Periods (Circa)	Features	Pictorial Presentation
Palaeolithic Age	50,000BCE-10,000 BCE	<ul style="list-style-type: none"> <li>Scavenging</li> <li>Hunting and gathering</li> <li>Used core and flake stone tools</li> <li>Used fire</li> <li>Lived in caves</li> <li>Cave paintings</li> </ul>	
Mesolithic Age	10,000-8,000 BCE	<ul style="list-style-type: none"> <li>Hunting, gathering and fishing</li> <li>Used varieties of improved tools</li> <li>Used Canoes for navigation</li> <li>Domesticated dogs</li> <li>Developed wood carving and pottery</li> <li>Lived in semi- permanent shelter</li> </ul>	
Neolithic Age	In circa 8,000-4,000 BCE	<ul style="list-style-type: none"> <li>Lived in permanent settlements</li> <li>Domesticated animals and plants</li> <li>Improved pottery</li> <li>Used polished and advanced stone tools</li> </ul>	

Table 2.1: Three periods of Stone Age.



**Activity 2.1:** With reference to table 2.1, relate the developments that took place in the Palaeolithic and Neolithic to modern context.

Features	Palaeolithic	Neolithic	Modern day
Shelter			
Food			
Tools			
Occupation			

### Points to remember

- Humans evolved from primates.
- Homo Habilis, Homo Erectus and Homo Sapiens are three species of Genus Homo.
- The evolution of hominid consists of two phases, namely bipedalism and rapid expansion of brain.
- The evolution of Homo sapiens can be traced through the increase in brain sizes and the ability to make stone tools.
- Stone Age is divided into three lithic periods based on the progress of making stone tools.
- People of Palaeolithic period were hunter-gatherers, lived in caves, and used stone tools.
- People of Mesolithic period domesticated dogs and lived in semi- permanent dwellings.
- People of Neolithic period started permanent settlement and domestication of plants and animals.



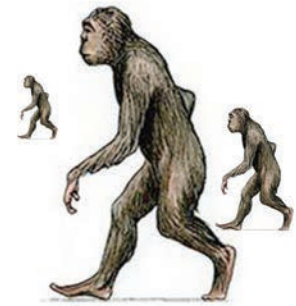
## Review Questions.

1. Mention two important reasons for studying human evolution.
2. Draw a flow chart to show the stages of human evolution.
3. List some primates that have not evolved into humans.
4. Name the primates from which humans evolved.
5. Discuss two features that differentiates Palaeolithic period from Neolithic age.
6. Identify an invention of early humans and explain how it has impacted the modern world.

## DID YOU KNOW?

### 4 Million Years BC

*Australopithecus* appear in Africa. They walk on two legs instead of on all four.



### Circa 2.5-2 Million Years BC

*Homo habilis* (handy man) appears in Africa. They are the first people to make tool.



### Circa 1.5 Million Years BC

*Homo erectus* (upright man) appears in Africa. They were the first people to learn how to use fire.



### Circa 120,000 BC

*Neanderthal man* appears in Africa, Asia and Europe. They are the first humans to bury their dead.



### Circa 40,000 BC

*Homo sapiens* (Modern Man) is now living in many parts of the world, including Australia.



### Circa 13,000 BC

Modern human cross from Asia into the America for the first time.

# CHAPTER 3

## GOVERNANCE AND PEACE

### Learning Objectives

1. Describe the causes for the change and continuity in governance system.
2. Write the characteristics of Totalitarian, Authoritarian, Communist and Democratic forms of government.
3. Discuss the merits and demerits of Totalitarian, Authoritarian, Communist and Democratic forms of government.
4. Explain imperialism and industrial revolution as a cause for the rise of new forms of government.
5. Evaluate the impacts of capitalism and socialism on modern system of governance.

### Key Terms

Totalitarian, Communism, Democracy, Capitalism, Socialism  
Authoritarian, Colonialism, Industrial Revolution, Imperialism

### Introduction

The governance system started since the beginning of human civilization. It has evolved and varied according to the set of beliefs and ideas. Different system of governance emerged in response to the nature of the ruled and changing social structure to suit the needs of people. Some governments were strong enough to establish a vibrant system in many countries.



Figure 3.1: The beginning of civilisation

## Emergence of new forms of governance

During the 15th Century, new ideas of the Renaissance and Reformation transformed the way people thought about themselves and the world, and the way they lived. This marked the end of the Middle Ages (5th -15th Century). Increase in trade and rise of the merchant class resulted in people exploring new places in search of glory and wealth. Even Kings and Queens encouraged their subjects to undertake voyages as this brought wealth and fame to their country. These explorations were also made possible by advancement in sciences and inventions. Historians referred to this period as the Age of Discovery.

As people explored new places, scientific developments and new inventions resulted in establishing large scale industries replacing the small and cottage industries. These new industries produced and marketed goods to different places within a short period of time as machines made work easy and fast. This is known as Industrial Revolution.

With Industrial Revolution, powerful countries needed raw materials to produce goods and markets to sell their finished goods. Europeans travelled to Africa, Asia and South America for raw materials and trade. The exploration of new places for raw materials and markets led to colonization of the new places. Every European country wanted more colonies and started competing against each other resulting in a race for colonies. The race for colonies led to imperialism which meant economic and political domination of another country. This imperialist nature of European countries made them adopt different forms of governance and social systems.

### DID YOU KNOW?

- Britain was the birth place of Industrial Revolution. It began in the late 1700s.
- James Hargreaves invented the spinning jenny in 1764.
- Robert Fulton developed steamboat in 1807.
- Ireland became the first British colony.



Figure 3.2: European Industrial revolution



### Activity 3.1: Choose one European country and briefly discuss how they governed their colony.



## Forms of Governance System

### Totalitarian

Totalitarian is a form of government that has absolute control over all areas of social, economic, political and private life.

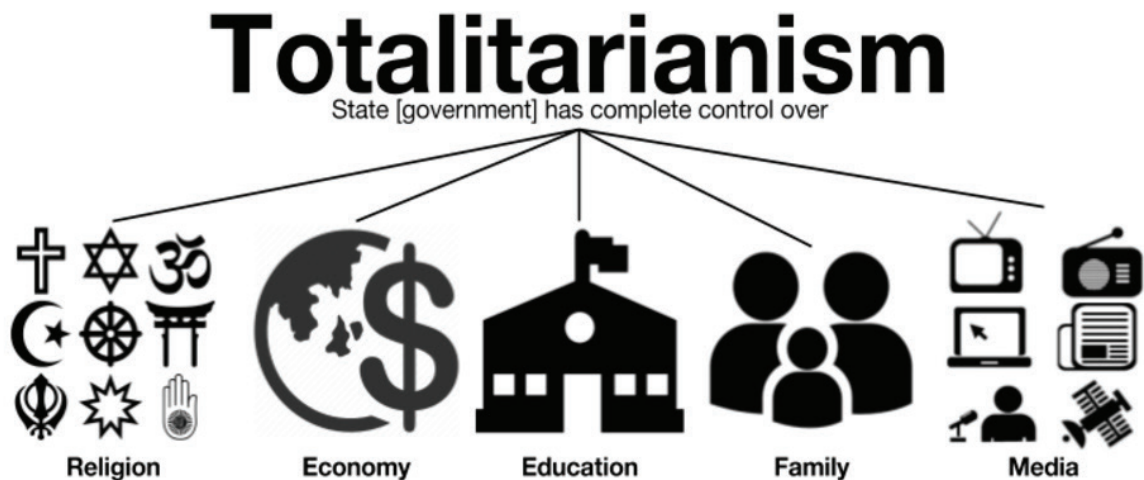
There are various factors that contributed to the rise of totalitarianism in some countries of Europe. The prevailing governance systems of some countries failed to solve the social, economic and political problems facing their countries in the post-war period. Furthermore, economic depression worsened the socio-economic condition of the people. To make matters worse the League of Nations established after World War I failed in its mandate to maintain peace.

### Characteristics of Totalitarian Regime

- Single Party System
- Indoctrination of citizens
- Censorship

People looked for leaders who could improve their economic and political situations. Adolf Hitler of Germany, Benito Mussolini of Italy and some other leaders later saw it as an opportunity to establish totalitarian government.

Totalitarianism is at times confused with authoritarianism. There is very little difference between the two governance systems. Totalitarianism believe in winning the support of the mass through the use of propaganda while authoritarianism on use of force to gain power.

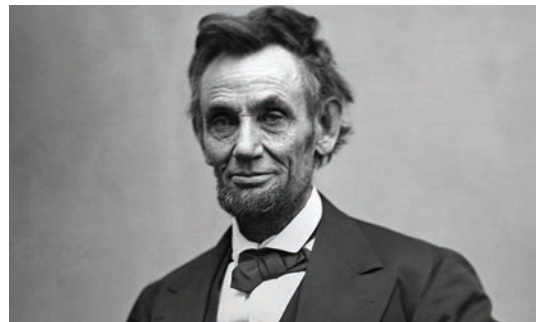


## Democracy

The word democracy is derived from the two Greek words *demos* meaning ‘people’ and *Cratia* meaning ‘power’ or ‘rule’. Literally means ‘rule by the people’. In the words of the American President, Abraham Lincoln, democracy is ‘the government of the people, by the people and for the people’. The concept of democracy is believed to have originated first in ancient Greece (circa 500 BCE). The people of Athens had established a governing body known as assembly to govern themselves. It was a kind of direct democracy where citizens participated directly in making decision. It spread to other parts of the world especially in England and France who continued to practice the democratic form of governance system.

### Characteristics of Democracy

- Principles of majority rule and individual rights
- Right to vote and elect their representatives
- Freedom of expression
- Separation of power between different institutions
- Provision of fundamental rights



Abraham Lincoln



## Communism

The term “communism” was derived from the Latin word *communis* meaning “universal” or “common”. It is a system in which a single party ruled with complete control over both political and economic spheres. The communist governance focuses on the common ownership of properties,

### Characteristics of Communist System

- No private ownership
- State control of production and consumption.
- Classless society



*Vladimir Ilyich Ulyanov (Lenin)*



*Joseph Stalin*

abolition of private ownership, equal distribution of resources and directly controls the means of production and properties.

Vladimir Ilyich Ulyanov (Lenin) and Joseph Stalin introduced and strengthened communism in the Union of Soviet Socialist Republic (USSR). It is known as Russia in the present day.



**Activity 3.2: Discuss two advantages and two disadvantages of different forms of governance system.**

## Capitalism

Capitalism is the social system, where the trade and industry are owned and controlled by private individuals.

The capitalist allowed free market conditions to drive innovation and wealth creation. Capitalism encouraged private ownership and freedom of choice. In the capitalist country, democratic principles and ideas are given importance to foster economic growth. There is less government intervention in the business activities.



*Figure 3.3: Capitalist market*

Karl Marx (1818-1883) was a German historian and also sociologist. He propounded the idea of socialism. Socialism according to him is economic and social system where the property of the country is controlled by the government and shared equally for the betterment of the people. His principle was to have class-less society regardless of their status.

His idea of socialism influenced the growth of communism in USSR, China, North Korea, Cuba and Vietnam as their governance system.



### Activity 3.3:

1. If you were elected as a ruler in a newly created independent country, what form of government would you set up and why?
2. Complete the table with the appropriate answer.

Events	Time Period	Changes taken place in the west	Changes in Bhutan
Colonization	15th Century	Competition in overseas empire	
Age of Discovery	16th Century		
Industrial Revolution	Late 17th Century		
Imperialism	Late 19th century and early 20th Century		

## Review Questions.

1. Define governance system.
2. Differentiate between feudalism and communism.
3. Evaluate the merits and demerits of Totalitarian governance system.
4. What would have happened to Bhutan if British had come looking for raw materials?
5. Democracy is considered the best form of governance system. Do you agree? Justify.

## Points to remember

1. The new ideas of the Renaissance and Reformation transformed the way people thought about themselves and the world, and the way they lived.
2. Increase in trade and rise of the merchant class resulted in people exploring new places in search of glory and wealth.
3. The race for colonies led to imperialism which means economic and political domination of another country.
4. Totalitarian is a form of government that has absolute control over all areas of social, economic, political and private life.
5. In the capitalist country, democratic principles and ideas are given importance to foster economic growth.
6. The communist governance focused on the common ownership of properties, abolition of private ownership, equal distribution of resources and directly controls the means of production and properties.
7. Marxism originated from the works of the 19th Century German Philosopher Karl Marx and Friedrich Engels.
8. Marxism uses a methodology known as historical materialism to analyze the development of capitalism and the role of class struggle in the system of economic change.



## CHAPTER 4

# UNDERSTANDING RELIGION

### Learning Objectives

1. Interpret religion in your own words.
2. Examine the basic characteristics of religion.
3. Explain different types of religion.
4. Explain the circumstances leading to the growth of different religion.

### Key Terms

Religion, Buddhism, Christianity, Hinduism, Islam, Judaism

### Introduction

The word religion originated from Latin word “*religio*” which means respect for what is sacred. Religion means the belief in god and having a strong feeling of respect for the God or gods. Religion has become one of the important aspects of human life. It has greatly influenced the way people think, behave and believe. Religion enables people to develop love, compassion, cooperation and kindness. Emergence, significance and common features of the major religions are discussed in this chapter.

### Major world religions

The people who study religion state that, the religion must have started in the form of worshipping animals and nature. The early cave paintings of animals and the elements of nature are some indications of animal and nature worships of early humans. Such religious beliefs and practices of early humans might have gradually evolved and led to the emergence of different practices.



Figure 4.1: The painting of early inhabitants

## Buddhism

Buddhism is a religion that originated from India and teaches that personal spiritual improvement will lead to escape from human sufferings.

The teaching of Siddhartha Gautama is known to the world as Buddhism. The main teaching of the Buddha is the Four Noble Truths and the Eightfold Paths. The first documented Buddhist text is called Tipitaka (the three baskets).

Today, Buddhism is one of the five major religions practiced mainly in Asia and is gaining popularity in Europe and the Americas. The followers of Buddhism are called Buddhists.



### Gautama Buddha

Siddhartha Gautama was an Indian Prince born in circa 563 BCE in Lumbini, present day in Nepal, to King Suddhodhana and Queen Maya of Shakya clan of northern India. One day, the Prince went out of his palace and came across four different sights: a sick person, an aged person, a corpse and a holy man. The first three sights disturbed him and made him realize impermanence of life while the sight of a holy man made him decide to go in search of truth by leading an ascetic life. At the age of 29, he left the luxury of his palace life, wife and son, in search of truth. He meditated for six years and finally attained enlightenment at Bodh Gaya and became Buddha, which means the Awakened One. In circa 528 BCE, he gave his first teaching at the Deer Park in Sarnath, India.

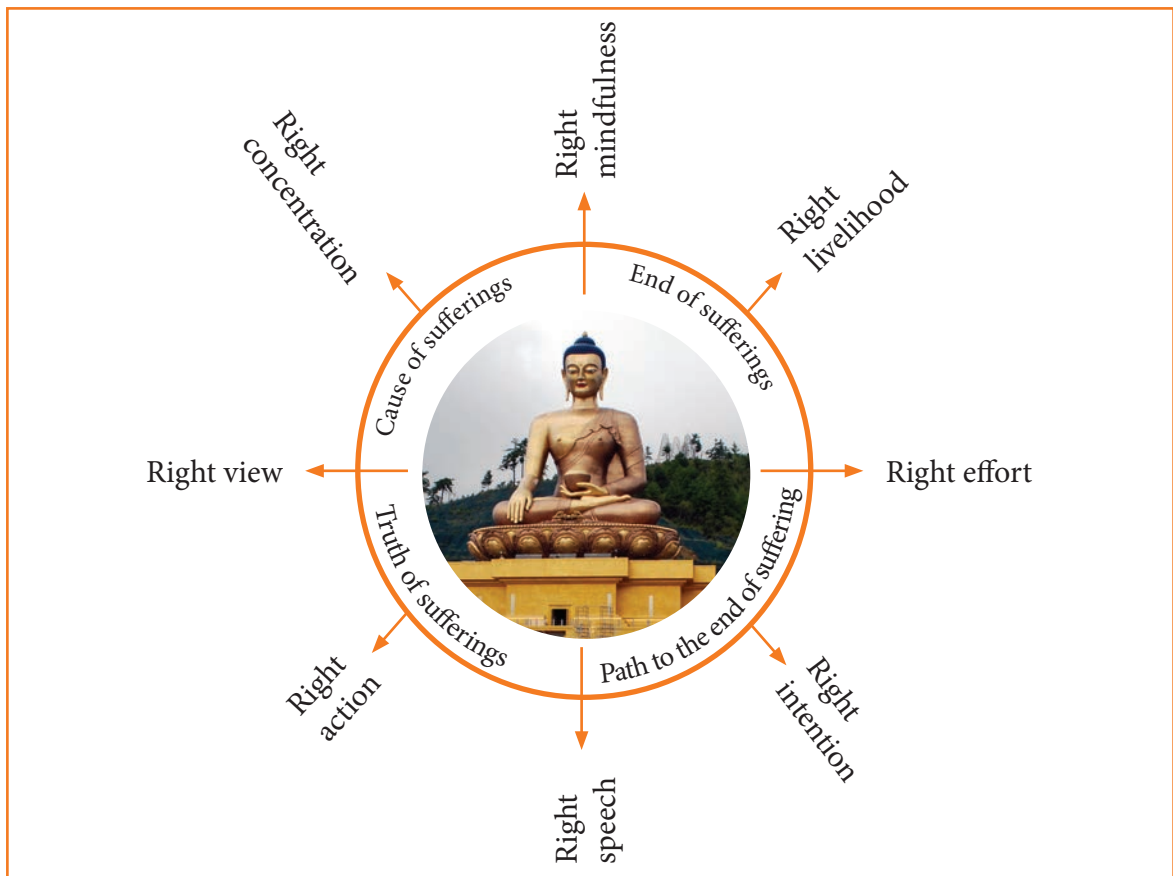
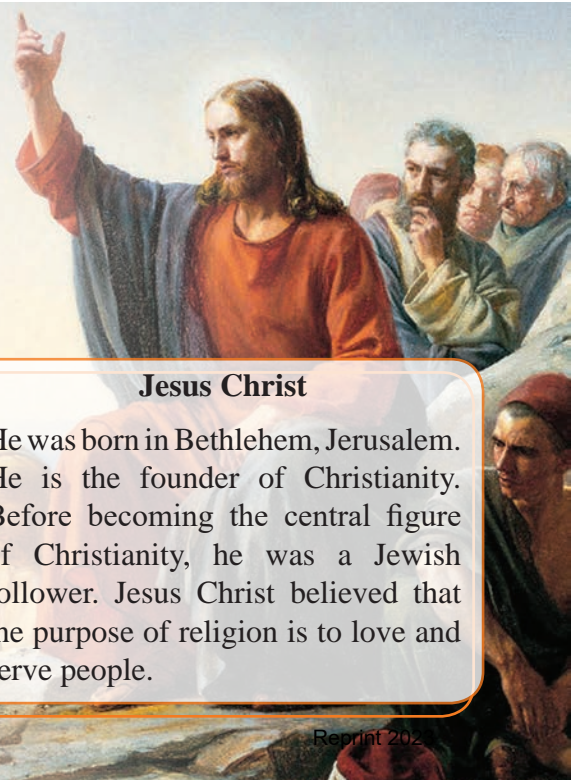


Figure 4.2: The Four Noble Truths and the Eightfold Path

## Christianity

Christianity traces its origin to the love and compassion demonstrated by Jesus Christ towards people. His teachings advocate for believers to live with honour, respect one another, and practice forgiveness. It has profoundly influenced western cultural practices for centuries and is considered the principal religion in Europe and the Americas. Followers of Christianity are called Christians, and their holy book is known as the Bible.



### Jesus Christ

He was born in Bethlehem, Jerusalem. He is the founder of Christianity. Before becoming the central figure of Christianity, he was a Jewish follower. Jesus Christ believed that the purpose of religion is to love and serve people.

## Hinduism

Hinduism is the oldest religion in the world. The Hindu practices in India dates back to circa 5000 BCE. Unlike other major world religions, Hinduism did not have any particular founder. Hinduism is collection of different practices of ancient Indian religions.

They worshipped more than one god in different forms including animals and nature elements. The teachings of Hinduism are based on the holy texts like the Vedas and the Bhagavad Gita. Hinduism is greatly practiced in India, Nepal and some parts of Bhutan.



## Islam

Islam is unique among religions as it is not named after its founder or country of origin. Prophet Muhammad, born in Mecca, Saudi Arabia founded it. His followers are called Muslims, and they practice Islam based on the holy book called the Quran. Today, the teachings of Prophet Muhammad have spread to the Middle East, Asia, Europe, and the Americas.

### Prophet Muhammad Ali

According to Islamic teachings, Prophet Muhammad was fond of spending time alone in meditation, contemplating the aims and objectives of human life. When he reached the age of 40, a divine light shone in his heart, and God (Allah) spoke to him in clear words, informing him that he was chosen as his messenger to mankind. Prophet Muhammad believed that Allah, the only God, had sent him to earth to spread the message of love and peace.



## Judaism

Judaism is the religion of the Jews, tracing its origin to the eastern region of Canaan, the territorial boundary between Israel and Palestine. It was founded by Abraham as a result of the promise he made with God. Abraham aimed to guide people toward a righteous way of life by promoting belief in one God. Followers were instructed not to worship more gods or other elements of nature. Jewish practices are based on the holy book known as the Torah, believed to contain the laws of God. Today, Judaism is mainly practiced by the people of Israel and Germany.



### Activity 4.1:

1. Fill in the table below.

Religion	Founder	Text	Countries
1. Buddhism			
2. Christianity			
3. Hinduism			
4. Islam			
5. Judaism			

2. Write down some of the Buddhist text used in Bhutan.

3. What are the common values found in all the major religions?



## Basic characteristics of religion

All religions preach for a harmonious life. They share common characteristics such as beliefs, rituals, festivals, worship, and use of symbols.

### Worship

All the major world religions have the practice of worship. There are two main practices. They are monotheism and polytheism. Monotheism is the practice of worshipping one god, while Polytheism is the practice of worshipping many gods.

### Use of symbols

Every religion has its own symbol, which depicts its identity and provides basic ideas on religious concepts. Chakra, the Wheel of Dharma is the symbol of Buddhism and it represents first teaching of four noble truths.



Figure 4.2: Dharma Wheel

### Rituals

Rituals include the acts and ceremonies by which believers make offering to gods and deities. Some rituals are performed individually, while others in groups. Some of the most common rituals are prayers, pilgrimages and ceremonies. Rituals are performed during the time of sickness, birth, death and to celebrate important religious occasions.

### Religion and Society

Religion helps to shape the character of an individual. It teaches people not to cause harm on others including animals and nature. It promotes love, care and compassion in humans. It also teaches people their way of leading peaceful and harmonious life.





**Activity 4.2:** Identify the following symbols and write the name of the religion.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Activity 4.3:** Choose a popular ritual practiced in your community and fill in the table.

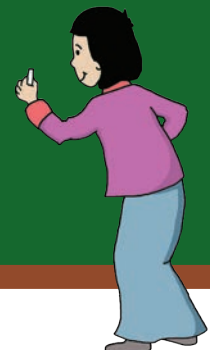
Name of the ritual	Religion	Occasion	Purpose	Individual/collective worship

### Review Questions.

1. What is a religion?
2. Write two purposes of religion?
3. There are different ways of naming an individual in Bhutan. Explain how you received your name and its significance?

### Points to remember

1. Religion promotes love, care and compassion.
2. Religion started in the form of worshipping animals and nature.
3. All religions share some basic characteristics.



## **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 performances, 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>	Knowledge (Cognitive)	Skills (Psychomotor)	Values & attitudes (Affective)	Knowledge, Skills Values & attitudes
Techniques	<p>Library research,</p> <p>Museum, 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>	Class test and Homework	Written History	Oral History	Examination

Assessment Tools	Q&A, checklist and anecdotal record	Checklist and anecdotal record	Checklist, anecdotal record and rating scale	Question & Answer	Rubrics for Classwork 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	Mid-Term	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.