

World
HISTORY
— CLASS IX —

འཇུག་ལུགས་
ལྷན་ཁག་

Department of School Education
Ministry of Education and Skills Development
Royal Government of Bhutan
Thimphu



“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

ཐོས་རིག

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Acknowledgement

Advisor:

- | | |
|------------------------|--------------------------------|
| 1. Mr. Kinga Dakpa: | Director General, 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. Namgay Thinley: | Teacher, Dashiding HSS, Punakha |
| 2. Mr. Tandin Wangchuk: | Teacher, Mongar HSS, Mongar |
| 3. Mr. Norbu: | Teacher, Bajo HSS, Wangdue |
| 4. Mr. Thukten Tenzin: | Teacher, Chapcha MSS, Chukha |
| 5. Mr. Sonam Dukpa: | Teacher, Bjishong CS, Gasa |
| 6. Mrs. Tshering Choden: | Teacher, Kelki HSS, Thimphu |
| 7. Mr. Ngawang Drakpa: | Teacher, Zilukha MSS, Thimphu |
| 8. Mr. Ugyen Namgyel: | Teacher, Punkha CS, Punakha |
| 9. Mr. Sonam Nima: | Teacher, Gaselo CS, Wangdue |
| 10. Mrs. Sonam Zangmo: | Teacher, Wangbama CS, Thimphu |
| 11. Mr. Dorji Wangchuk: | Teacher, Drujeygang CS, Dagana |
| 12. Mrs. Karma Yangki: | Teacher, Dungsam Academy, S/Jongkhar |
| 13. Mr. Karma Phuntsho: | Training Developer, REC |
| 14. Dr. Sonam Chuki: | Curriculum Developer, REC |
| 15. Mr. Thukten Jamtsho: | Curriculum Developer, REC |
-

Proof Reading & Editing:

- | | |
|------------------|-------------------------------|
| • Priyanka Paul: | Associate Lecturer, NRC, Paro |
|------------------|-------------------------------|
-

Foreword

We live in an interconnected global world. International historical trends and perspectives, types of governance, forms of civilization and culture influence the world order. Therefore, it is important for all citizens, including learners, to appreciate the worth of understanding History, and its 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 based on various views and perspectives. They should view History as a perspective-based study and be able to relate the impacts of civilization on today's scientific and technological advancements. Moreover, learners must understand the significance of governance and appreciate diverse culture. Further, learners can avail the opportunity to learn how to write personal history as well.

Thus, this book sets the foundation for the intermediate learners 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 learners who have already made the beginning for study of History as a separate subject with appropriate text, learning activities, and informative illustrations.

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 in making the text book relevant and stimulating for our learners. 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 General



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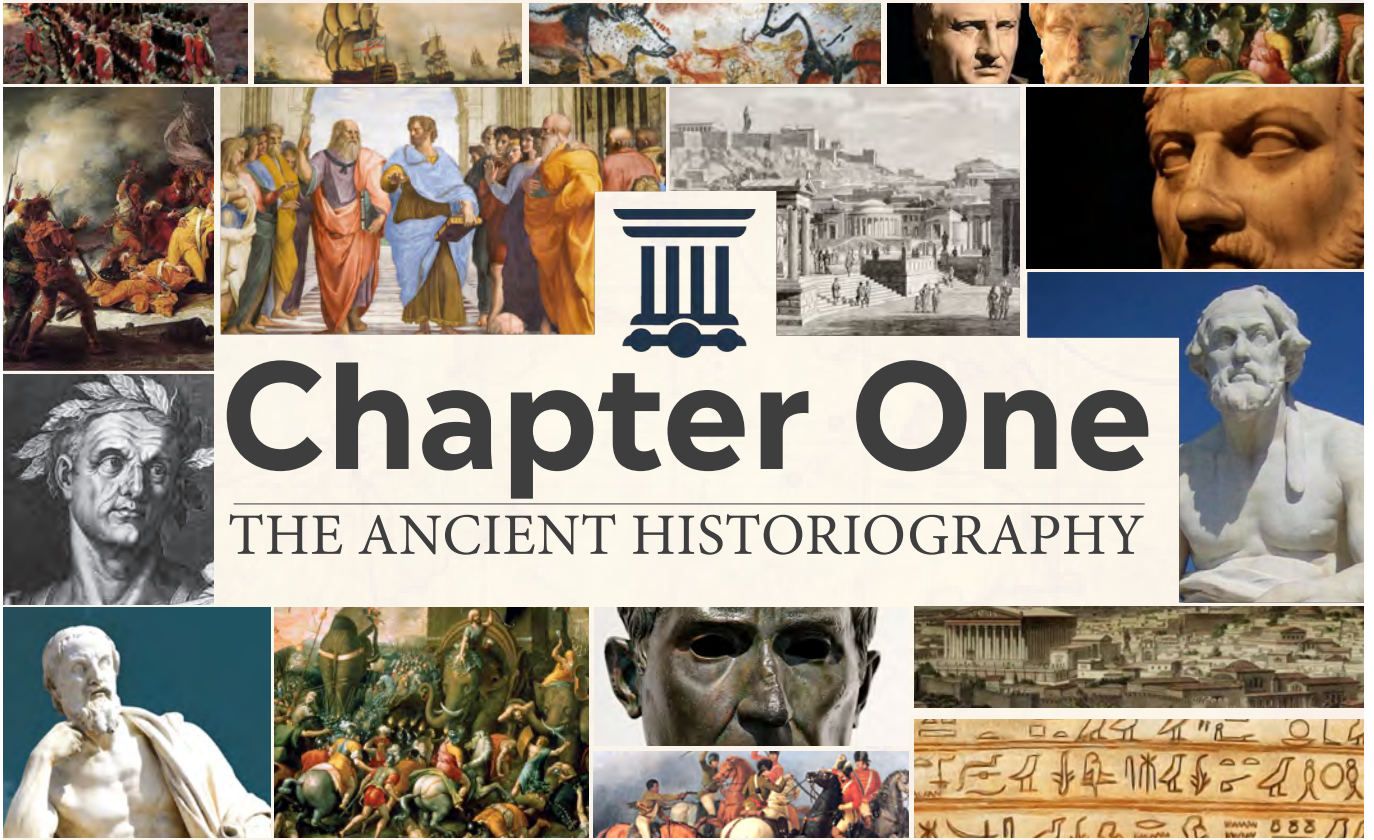
Introduction

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 One

THE ANCIENT HISTORIOGRAPHY

Learning Objectives

1. Enlist methods of recording events before the advent of writing.
2. Give reasons for considering ancient Greeks as the pioneers of historiography .
3. Describe the characteristics of the Greek and Roman historiography.
4. Explain the similarities and differences between Greek and Roman historiography.
5. Discuss the contributions of the prominent Greek and Roman historians.
6. Identify the methods of the ancient Greek and the Roman historians used in the construction of historical knowledge.

Key Terms

Hellenistic, Prehistory, Proto-history, Oral tradition, Graeco-Roman, Myths, Mythography, Ballads, Epics, Annals of dynasties, Quasi-history, Logography, Logographer, Personal Investigation, Eye Witness Accounts, Abe Urbe Conditia, Annalistic, Monographs, and Biography.



Introduction

History in the broadest sense is defined as the study of the past. Historiography is the study of how history has been written and presented. Historiography is the study of how an event has been interpreted in various ways by different historians. It deals with the changes and development that have taken place in the ideas and methods used in the writing of history. Historiography helps us understand why there are differences in the interpretation of the past among individuals and societies.



Figure 1.1: The art of drawing and paintings in the ancient period

Before the advent of writing, events of the past were shared through oral communication in the form of oral history from one generation to another. This was how human values, beliefs, and actions were preserved through ages. As humans learned to

draw and paint, they painted on the walls of caves to depict different things they saw around them. The art of drawing, painting, and engraving was then used as the first method of writing history in the ancient civilisations. The earliest forms of writing include pictographs, cuneiform, and hieroglyphics. Records of gods, kings, and wars fought were inscribed on clay tablets. The writing of history in a systematic manner began with the ancient Greeks in the 5th century BCE followed by the Romans. However, there were differences in themes, styles, and methods adopted by the ancient Greeks and Romans that led the two to have different interpretations of history.

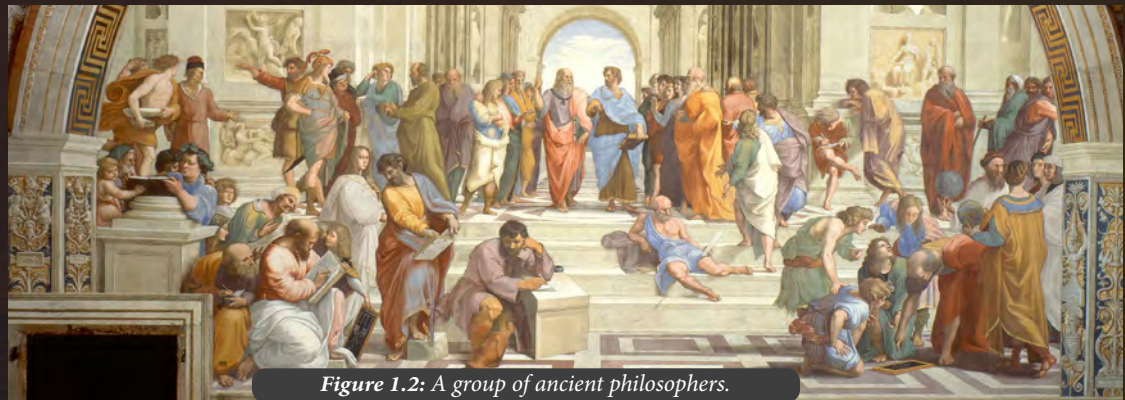


Figure 1.2: A group of ancient philosophers.

Recording History: Before the Advent Of Writing

Prehistory

Prehistory is the period of human development before the discovery of writing. It extends from the emergence of our first ancestors three million years ago to the invention of writing about 5000 years ago. Drawings, paintings, and engravings on cave walls were the mode of describing what our ancestors saw in the environment. It also showed the time they lived in. Most of the paintings depict animals and hunting scenes. Some studies suggest that the purpose of the engravings was communication, while others suggest religious or ceremonial purpose.

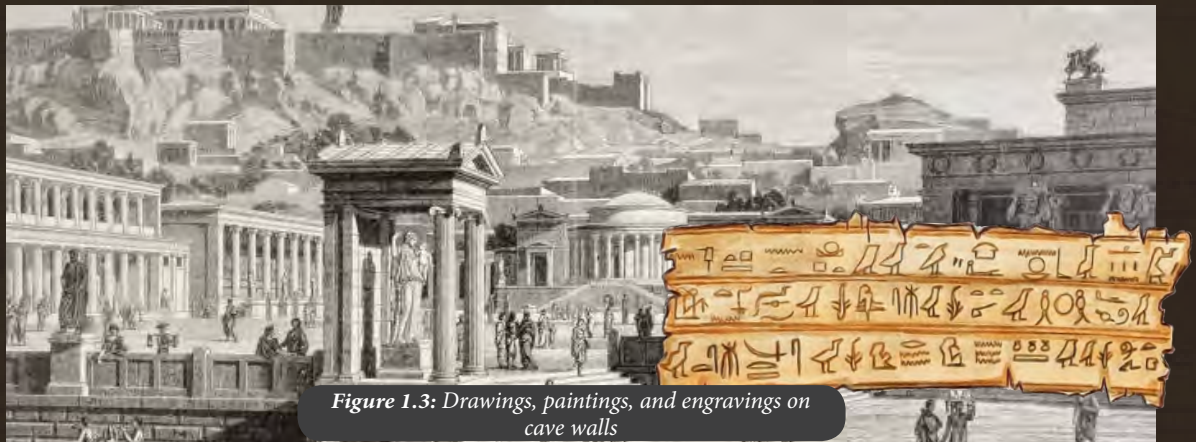


Figure 1.3: Drawings, paintings, and engravings on cave walls



Figure 1.4: Engravings of animal figures on the walls of Cave Lascaux in France.

This period marks the transition of visual expression to written expression through symbols. This is considered to be the first form of recording events, environment, and ways of life.

Protohistory

Protohistory is the transition period from oral tradition to written. The development of civilisation gave rise to religion, government, economy, and society. People started recording different activities that were carried out in these institutions.

For example, the ancient Sumerians invented the cuneiform to keep records of the tributes received by palaces and temples on clay tablets. They later began to record the deeds of kings and important personalities.

People of the ancient civilisations also used pictography and hieroglyphics to record events. These recordings were mostly religious in nature focusing on the worship of gods, deeds of kings, and priests. The records were in the form of ballads, epics, and myths. These records were usually transmitted orally from one generation to another. This transition is also known as quasi-history.

With the emergence of the golden period of Greek civilisation, the ancient Greeks established the tradition of logography. Logography is the compilation of oral traditions relating to the origins of towns, peoples, temples, and places in the form of prose.

Significance of Myths:

- Myths are used as sources to write history.
- Myths give insight into the values and cultures.
- Myths help in understanding the universe what science cannot.

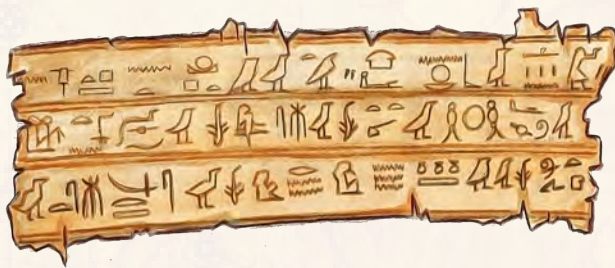
Mythography is the study and collection of myths.



Figure 1.5: The Greek Civilisation

Logography is derived from the Greek words *logos* and *graph*. *Logos* means story or prose, and *graph* means write. The people who wrote in this style were called 'logographers' and the first logographer was Cadmus.

Their contact with the Persians for trade in the 5th century led to the recording about the people, culture, and trade activities. The beginning of logography is seen as the first attempt to write a proper history without using myths. This is seen as the move from Quasi-history to history. *Genealogia* (c.490 BCE) by Hecataeus of Greece is an example of logography. As logographers wrote in a narrative style, narrative history became the first form of written history.



Activity 1.1:

Instruction: Select a Bhutanese Myth.

Questions

1. Identify information that can be used for writing history.
2. Explain how the information collected can be used in writing history.



The Ancient Historiography



Ancient Greeks are considered to be the pioneers of historiography. They used the works of the logographers as a source to write history. The Greek civilisation witnessed the emergence of subjects like geography, philosophy, and science which made their mind reflective. Therefore, it gradually paved the way for the Greek historians like Herodotus and Thucydides to venture into the task of constructing and narrating the events in 500 BCE by closely studying the sources. They were influenced wrote on prominent subjects, such as wars, politics, society, and culture of different Greek city-states, about the Persians, and the Romans.

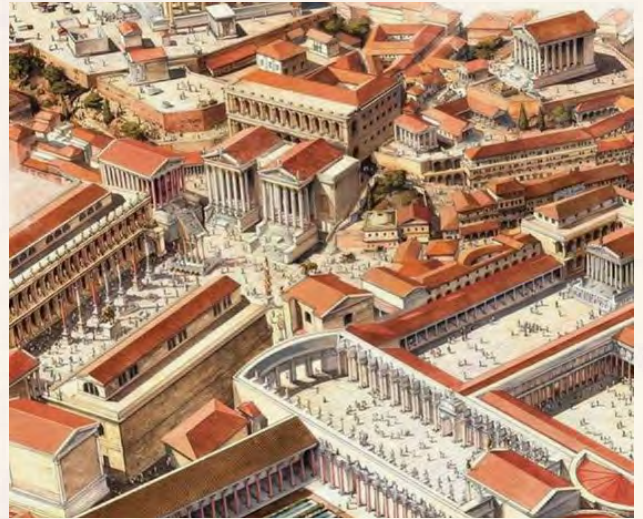


Figure 1.6: The ancient Roman city

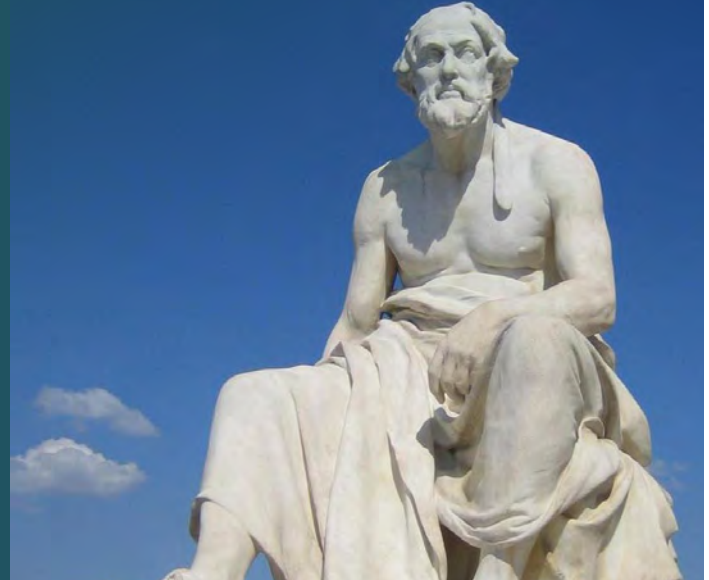
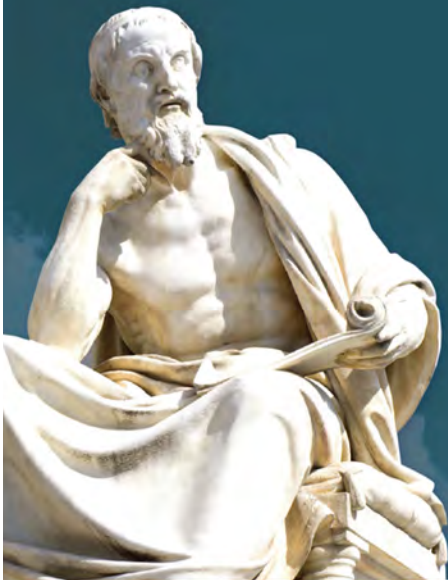


Figure 1.7: Herodotus (Left) and Thucydides (Right)

Greek historians introduced the method of observation, inquiry, and cross-examination of sources to produce authentic historical information. Their writings were systematic and events were presented chronologically. They are credited for writing the first universal history.

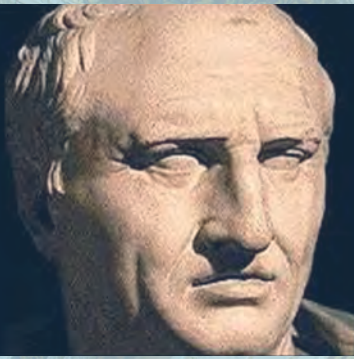
Greek historiography focused on the ability of humankind to bring about changes in society, politics, economy, culture, and philosophy. They used the study of culture and geography to write a complete history of different people and places. Greek historians like Herodotus used myth and supernaturalism to write history.

Ancient Romans continued historical writings after the decline of the Greek civilisation. Roman historians were influenced by the Greek style and method of writing history. They used personal observations, eye witness accounts, and written documents. Thus, the Roman historians are often referred to as imitators. Although Roman historiography was influenced by the Greek style of writing history, Roman historiography had its own characteristics.



Figure 1.8: The Second Punic War-The Hannibal War

The origin of actual Roman historiography can be traced to the Second Punic War (c. 218 - c.201 BCE) which influenced Roman historians to write history in order to record important events. The Roman historians were largely interested in political and moral themes, focused on descriptive style and wrote in Latin. Roman historians considered history as a moral teacher with a purpose to teach people to be a good citizen.



Quintus Fabius Pictor (c. 254 – c. 201 BCE) was the first Roman to start writing history after the Second Punic War. His historical writing consisted of the history of Rome from the period of its foundation and was intended to glorify the Roman state. His style of writing influenced other Roman historians. The Romans viewed being idle as unproductive and non-virtuous, thus writing history was seen as a productive activity after retirement. This led to the development of writing history among the upper classes of Rome.

The Romans wrote history in two forms—the Annalistic tradition and the Monographic tradition. The Annalistic tradition was written in a chronological manner beginning from the founding of Rome till the period of historian. The Monographic tradition focused on a single topic and did not contain history from the beginning. Biography belongs to the Monographic tradition.

Unlike the Greek historians, who paid more attention to the authenticity of the sources, the Roman historians were more interested in highlighting the glory of Rome and the Roman system. Their theme was largely political and military history that established the writing of biographies of great men and grand events for the benefits of the statesman. Romans viewed history as a moral teacher to influence present events and not necessarily for the future generation. Roman historiography is well known for innovative writing style, which included writing in Latin and the description of struggle and contributions of the common people of Rome.



Figure 1.9: Quintus Fabius Pictor

- **Quintus Fabius Pictor** is regarded as the founder of Roman historiography
- Although he chose to write in Greek language he was the first Roman who began the writing of history from the period when the city of Rome was first founded.

- This style of Pictor is known as “**ab urbe condita**”.



Figure 1.10: Lucius Calpurnius Frugi (Left) and Quintus Claudius Quadrigarius (Right)

- Lucius Calpurnius Piso Frugi and Quintus Claudius Quadrigarius were notable historians who followed the annalistic tradition. Their works began from the foundation of Rome.



- Plutarch and Suetonius introduced biography as an important branch of history by describing character and deeds of individuals.

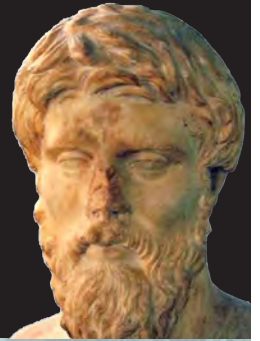


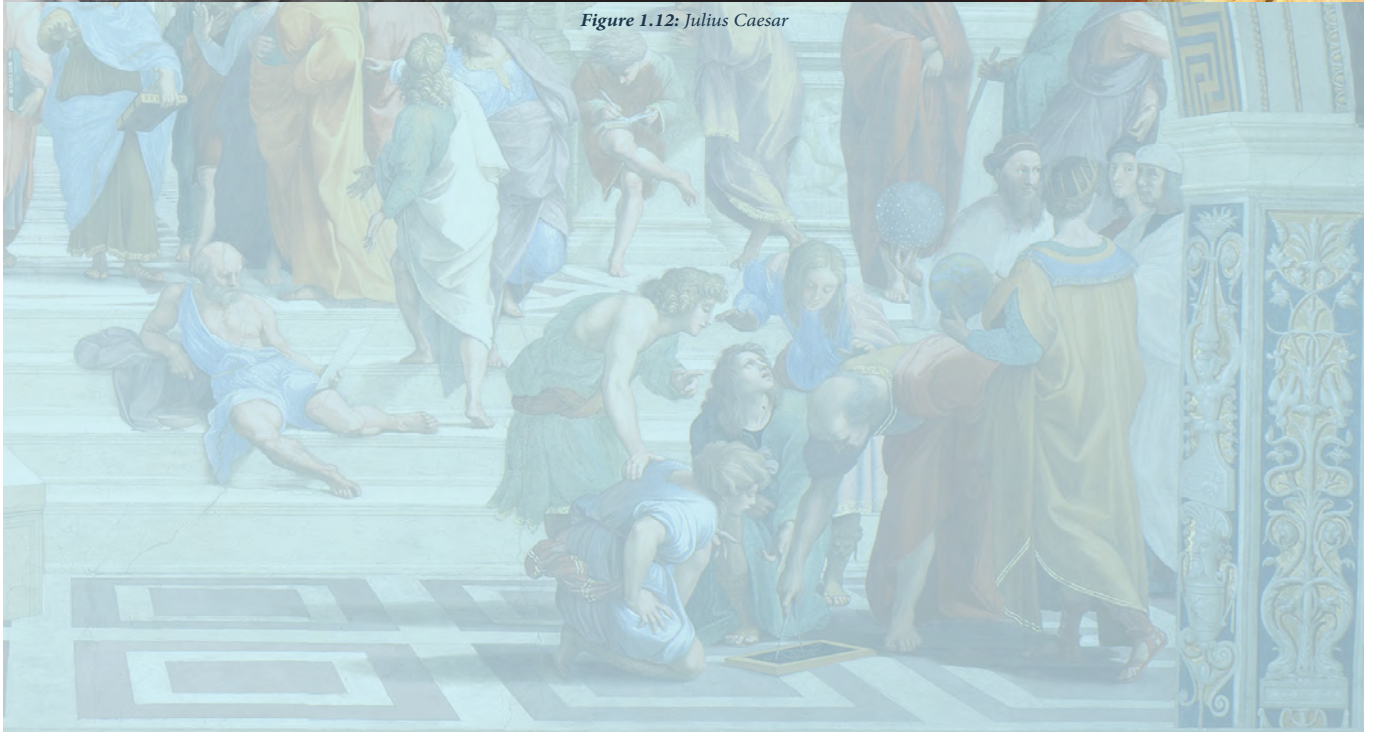
Figure 1.11: Plutarch



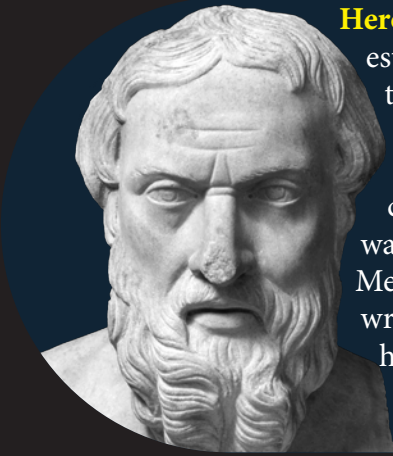
- Julius Caesar's work *Bellum Gallicum* was the earliest form of autobiography.



Figure 1.12: Julius Caesar

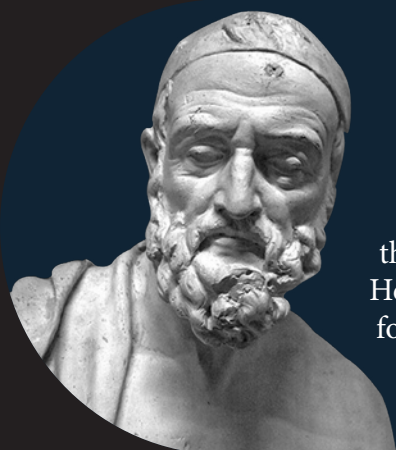
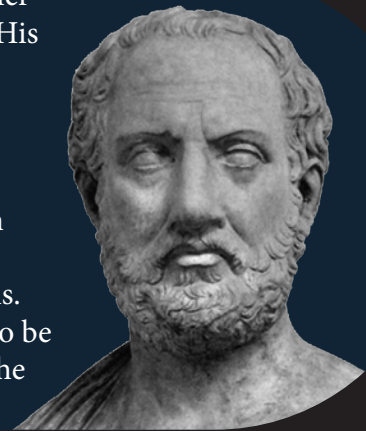


Prominent Greek Historians



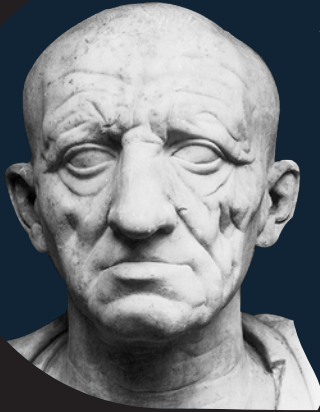
Herodotus (c. 484 BCE- c. 425 BCE), the Father of History established the link between logography and history. The main theme of his work was the Graeco- Persian conflict which led him to write his book *Histories*. The purpose of the book was to preserve the great deeds of the Greeks and the Persians, and the causes of the war between them. It contained information on the way of life of around twenty-four different peoples of the Eastern Mediterranean. This makes him the first historian to attempt to write universal history. He was also the first historian to write history by collecting information using a systematic method of investigation and writing historical narrative based on rational explanations.

Thucydides (c.456 – c.396) was interested in writing on a smaller theme and wrote the book *History of the Peloponnesian War*. His book contains information on the Greek city-states of Athens and Sparta. It narrates the conflict between the two city-states. He maintained a chronological framework based on reason. He is credited for having kept day to day record when the Peloponnesian War broke out in 430 BC. His book was written to provide information for future historians and guidance for future rulers. Unlike Herodotus, Thucydides did not use myths. He rather wrote as an eyewitness. He would consider sources to be authentic only after putting them through various tests. Thus, he is considered the Father of Scientific History.



Polybius (c.200 – 118 BCE) was the greatest historian of the Hellenistic period of Greece. His work *The Histories* was on the decline of Greece and the rise of Rome. His work was written with the purpose of glorifying the Roman civilization especially the political system. His writing was based on personal investigation and accounts of eyewitnesses. He was the first historian to refer to inscriptions and written documents. He acknowledged the sources he used in all his writings. Polybius forwarded the idea that history should be taught by example. He gave history its inquiry method and a practical approach by focusing on the importance of interpretation.

Prominent Roman Historians



Marcus Porcius Cato (c.234 – c.149 BCE) was the first Roman historian to write in Latin. He adopted the Greek style of exploring culture and geography as a background of events under study. His work the *Origines* contains the history of Rome since its foundation till his own time. It was intended to show how history can be used to teach patriotism. His work focused on the military history of Rome and the efforts of the Romans rather than individuals.

Titus (c. 59 BCE- 17 CE), commonly known as Livy, was a historian during the Roman Republic. Unlike other Roman historians, he did not serve in political offices nor had any military experience. However, he wrote *Ab Urbe Condita (From the Foundation of the City)* to glorify Rome and the Romans. Like Cato, Livy also considered history as a moral educator.



Cornelius Tacitus (c. 55 CE -c. 120 CE) is sometimes known as the Roman Thucydides because he also cross-checked sources before he used it in writing history. His works *Histories* and the *Annals* described the reigns of the Roman emperors like Tiberius, Claudius, and Nero. Tacitus believed that history's task was to provide moral judgments and historians should be able to judge the actions of men. He introduced the cyclic theory of history.



Activity 1.2:

1. Write the similarities and differences between the Greek and the Roman Historiography.
2. Choose a historian and discuss his contribution to the writing of history.

Characteristics of Graeco-Roman Historiography

1. Focus on struggles and achievements:

The Greek and the Roman historians wrote history to narrate the struggles and the achievements of people in different aspects of life. For example, *The History of the Peloponnesian War* by Thucydides and *The History of Rome* by Livy glorified achievements and narrated the causes of failure of the Greeks and Romans.

2. Focus on government and conflict:

Political and military themes dominated the ancient Greek and the Roman historiography. Both intended to record important events to appreciate success and to avoid mistakes.

3. Use of sources:

The Greeks and Romans were the first historians to use various sources to write history. Their sources included epics, ballads, religious records, chronicles, documents, and inscriptions which were obtained through personal investigations and eyewitness accounts.

4. The idea of functionalism:

The Greeks and the Romans wrote history to serve the purpose of society instead of individuals. The purpose of history was also to teach people morality and the need to be good citizens. For example, the Greeks and Romans identified the degradation in morality as the cause of a society's decline.

The Contribution of the Greeks and Romans

The Greeks were the first to write history using the scientific method of inquiry.

5. The Greeks established the idea and the importance of source in writing history.
6. The Greeks were the first people to attempt to write universal history.
7. The Romans introduced the thematic study by introducing political and military history.
8. The Romans also emphasized treating history as an important part of moral education.
9. The Greek and the Roman historians served as an example for other historians.

Functionalism is a theory which states that all the aspects of a society serve a purpose. The aspects of society include institutions, roles, norms, values, and beliefs.

Universal history chronologically traces history from the beginning by presenting the whole history of humankind.

- *The Histories* of Herodotus consists of nine parts and deals with human experiences and interrelationships among diversity through the description of culture, beliefs, and relationships of 24 different groups of people of the eastern Mediterranean.
- *Universal History* of Nicholas of Damascus, a historian who lived in Rome wrote 144 books covering different times and regions.

Conclusion

Historical writing began with the ideas of oral tradition. With the invention of the writing system, Greek historians developed the first form of written history. Herodotus became the first person to write history in prose format focusing on people. The Greeks encouraged the use of proper sources and established the idea that there can be no history without sources. The Romans introduced thematic study in history by writing only on political and military themes. They also established history as an important subject that teaches morality. The Greek and the Roman historians laid the foundation of historiography.

Revision Questions

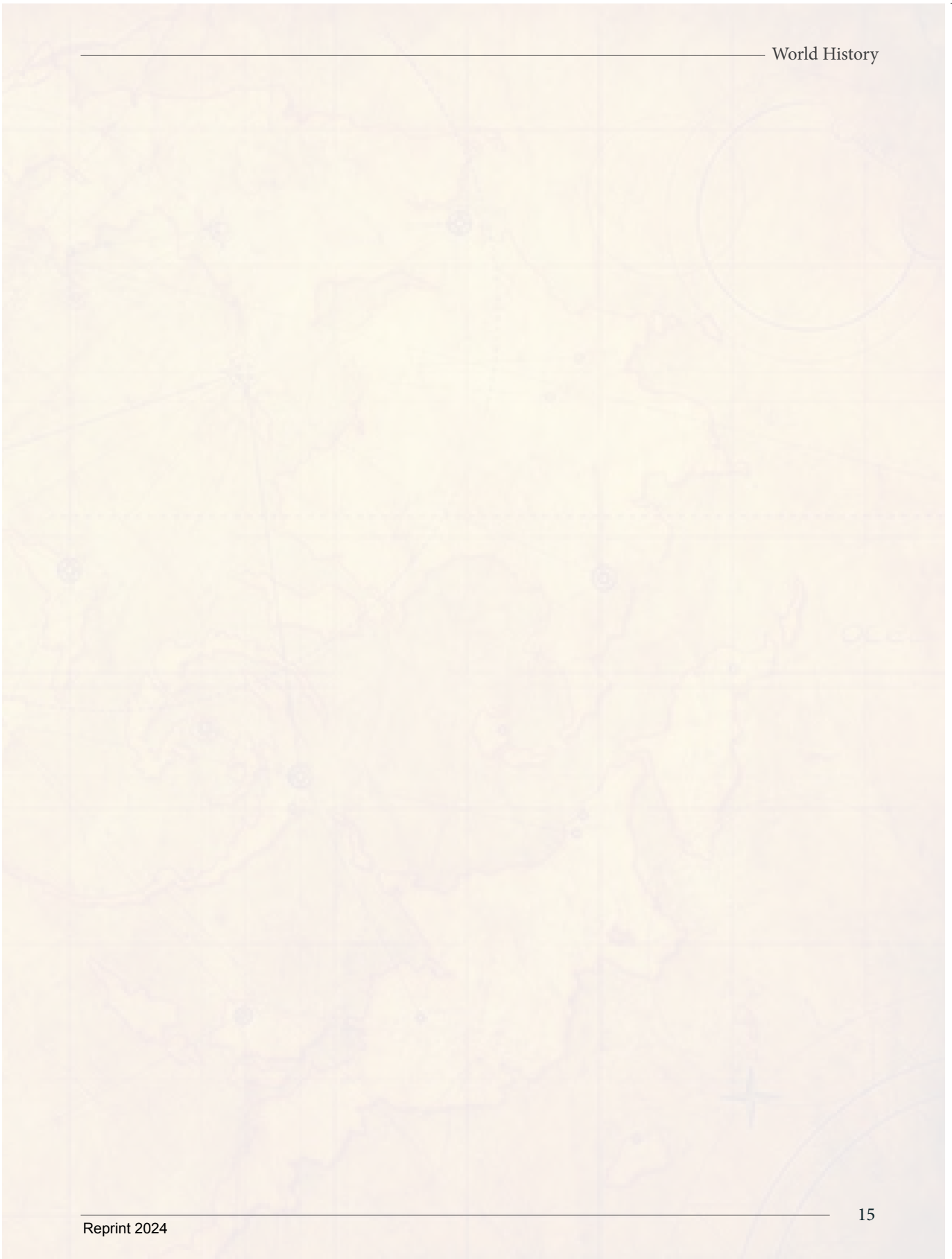
1. Describe the various phases in the development of historiography.
2. Discuss the characteristics of Graeco-Roman historiography.
3. Why do you think *The Histories* by Herodotus is considered as universal history?
4. Choose a contribution each of the Greek and the Roman historiography that you think is the most significant contribution to historical writing and explain why you think so.



Points to Remember

1. Epics, ballads, and myths are considered as quasi-history.
2. Proto-history is a transition between prehistory and ancient history.
3. The Greeks were the pioneers of history.
4. The Greeks started the historical narrative style of presenting historical accounts.
5. Thucydides is called 'Father of Scientific History' for his rational approaches.
6. The Roman historian, Quintus Fabius Pictor is known as the 'Founder of Historiography'.
7. Roman historiography was of two types—Annalistic and Monographs.
8. The Roman style of historiography was based on political and military history.
9. The Romans developed the biographical style of writing history.
10. The Romans viewed history as moral education.
11. The Greeks and the Romans focused on writing history of human struggles and achievements.

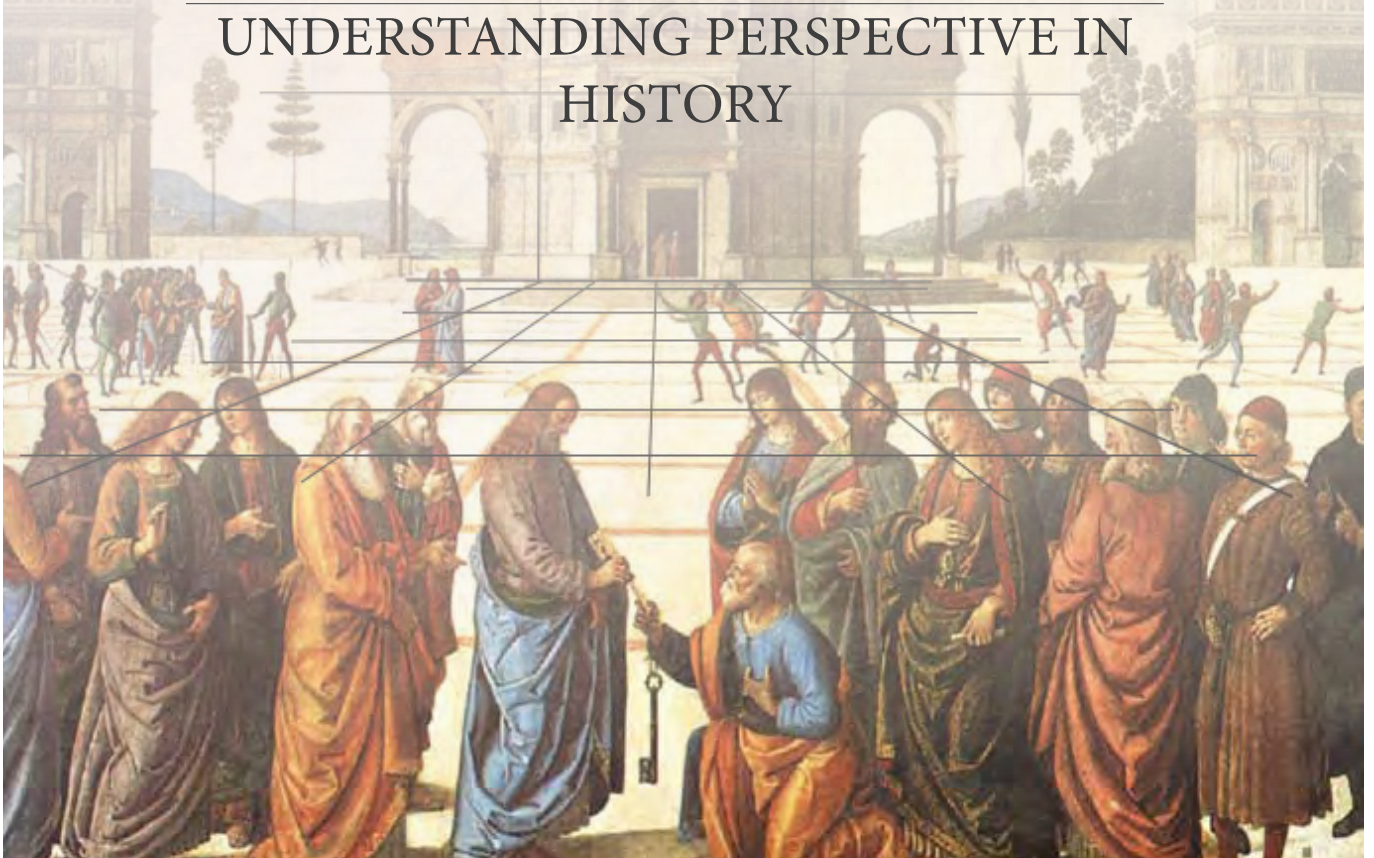






Chapter Two

UNDERSTANDING PERSPECTIVE IN HISTORY



Learning Objectives

1. Define historical perspective.
2. Explain the factors influencing perspective.
3. Discuss the importance of perspective in the construction of historical knowledge.

Key Terms

Perspective, Historical inquiry, Biasness, Prejudice, Historical Materialism, Time and Space, Multifaceted views, and Interpretation.



Introduction



Figure 2.1: Edward Hallet Carr

Edward Hallet Carr (1892-1982), an English historian, defined history as an unending dialogue between the present and the past. Historians study the past to give meaning to the present. They make use of different subjects and topics like society, economy, culture, and politics in order to understand the past and the changes over time. The process of understanding and construction of the knowledge of the past has resulted in historians adopting different views. For example, a historian may look at an event of the past from a social viewpoint, where as another might prefer to look at the same event

from the point of view of politics. This happens because historians are influenced by the time they lived in and the environment and people that surrounded them. The different interpretation of a historical event allows a person to look at it from different points of view.

Concept of Perspective

Perspective means “look through” or “perceive”. Perspective is a point of view from which we see and understand people, places, and things around us. It is interesting to note that most of us tend to see the same thing differently. Similarly, historians while constructing the knowledge and understanding of the past have their own perspectives. This influences the way they interpret and write about the past. Historians write their analysis on a subject and interpret facts. This helps learners understand the past in various ways. It also helps historians to continue exploring different ways of explaining the past. Therefore, the concept of perspective is essential to historical inquiry and study.



Perspective on the Use Of Atom Bomb

The United States of America (USA) dropped two atom bombs on Hiroshima and Nagasaki, Japan at the end of World War II.

John W. Dower was of the view that the atom bombs were used to bring an end to World War II and save the lives of American soldiers. On the other hand, Gar Alperovitz challenged this idea by arguing that the American wanted to test her newly invented weapon to threaten Russia and other communist nations.

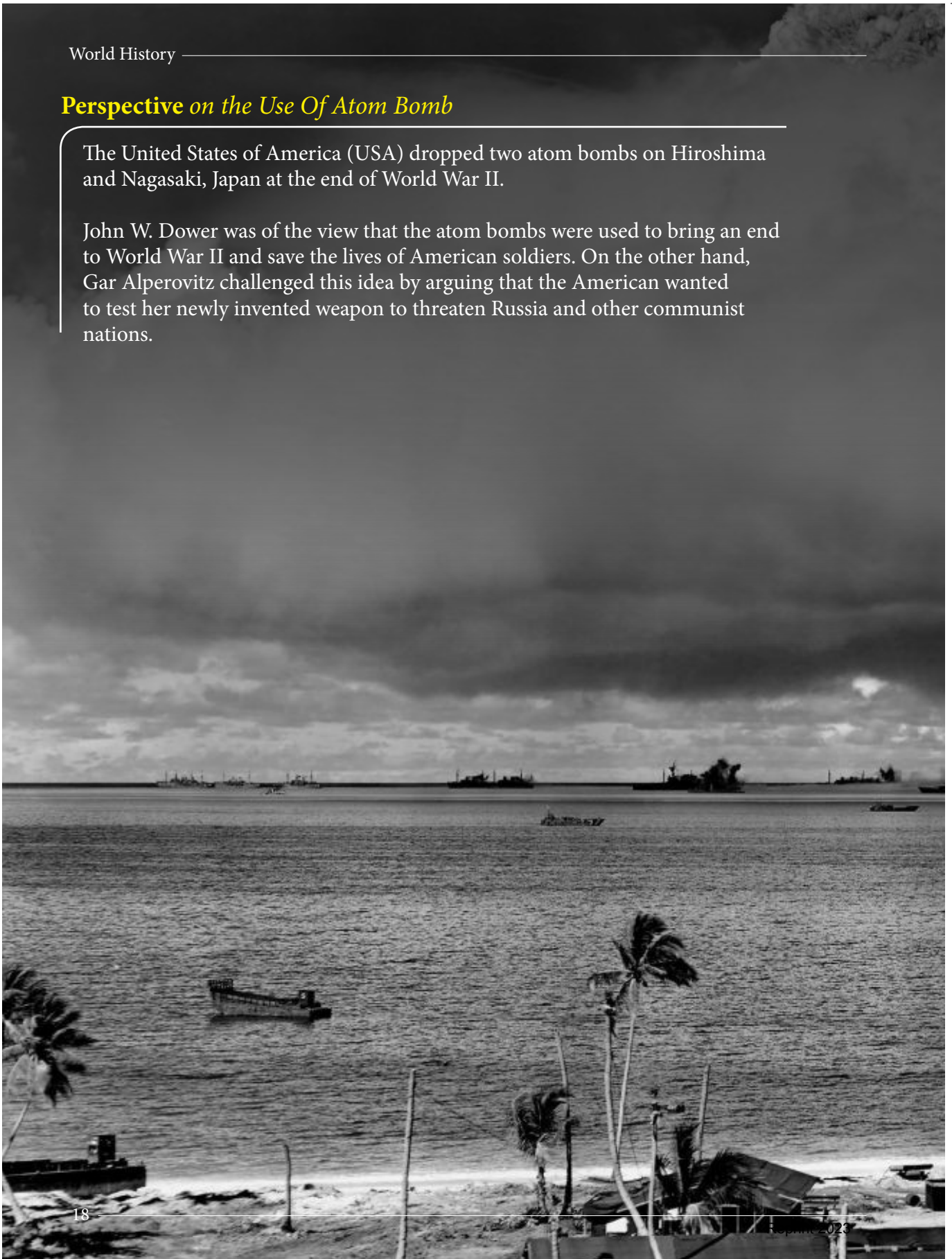




Figure 2.2: Hiroshima and Nagasaki in Japan at the end of World War II

Factors Influencing a Historian's Perspective

There are several factors that influence historians to interpret historical facts. Their interpretations are affected by factors like social, economic, cultural, religious, political, time, space, and gender.



Figure 2.3: Factors Influencing a Historian's Perspective

Social, cultural, political, and economic environment: A historian's interpretation of the past is influenced by the social structure, cultural life, religious belief, political situation, and economic environment they live in. For example, Karl Marx forwarded his theory of *Historical Materialism* to explain the history of class struggle in his work *Das Kapital*, published in 1867. He was influenced by his socio-economic background to write on historical events. Marx was of the view that historical events happened because of the economic inequality between the rich and the poor. On the other hand, St. Augustine, a historian who lived during the medieval age, was of the view that historical events occurred based on the will of God. He had a religious view of history because he lived in a period when people thought every event was a plan of God.

Personal prejudice: Historian's interpretation is influenced by personal beliefs and experiences. Historians portray the past in the manner they think is the best and the only way to interpret the past in their writings. They write positively for the subjects they like and negatively for the ones they dislike. For example, Quintus Fabius Pictor (c.254 – c.201 BCE) wrote *The History of Rome* in defense of Rome because Timaeus, a Greek historian, wrote negatively about Rome. In both the writings, we can find biases and prejudice. Timaeus was a Greek and did not appreciate Rome, whereas Pictor was a Roman and wanted to show his patriotism.

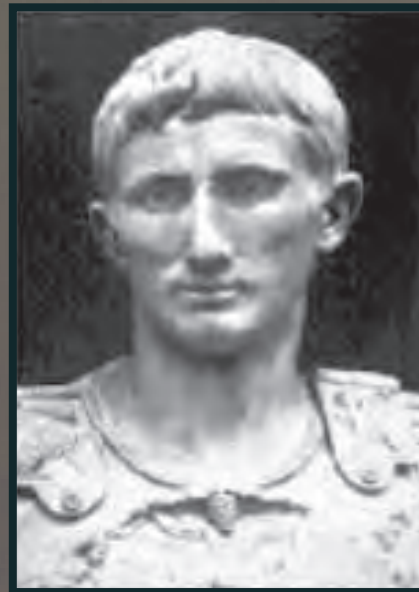


Figure 2.4: Quintus Fabius Pictor

Activity 2.1:

Instruction: Read the given information on Time and Space and answer the questions.

“What is relevant at one point of time and place isn’t relevant in another time and place. So, time and space influence the perspectives of historians”.



Questions

1. How do time and space influence the perspective of a historian?
2. Illustrate with an example a historical event.

Importance of Perspective

Perspectives are very important in history as they help us understand the past in various ways through the differing interpretations of historians. They help us understand the idea that though the past cannot be grasped in an absolute way, we can use various means to construct the knowledge of the past. They also enable us to understand the essence of historiography and its changing nature. The use of perspectives in history enables us to study and understand that the knowledge of the past can be studied through different lenses. It also allows us to study and draw our own conclusions which lead to accepting multifaceted views in the study of history.

Conclusion

Perspective in history is inevitable in building up historical information on the events. Without perspectives, historical evidence has no meaning. The whole idea of the event is built on perspectives. All events in history are interpreted based on the personal experiences of historians. The diversity of perspectives helps us understand social, cultural, intellectual, and emotional settings that have shaped people’s lives and activities.

Points to Remember

1. Perspective is a point of view from which we see and understand people, places, and things around us.
2. We cannot time travel to the past. Therefore, historians, while constructing the knowledge and understanding of the past, have their own perspectives which influences the way they interpret and write about the past.
3. The process of understanding and construction of the knowledge of the past has resulted in historians adopting different views on the past.
4. Perspectives of historians are influenced by their political, social, cultural, and other factors.
5. Diverse perspectives of similar events help in building acceptance and respect for the views of others.
6. Perspectives are very important in history as they help us to understand the past in various ways through the differing interpretations of historians.



Revision Questions

1. Write the meaning of perspective.
2. Why do people have different perspectives?
3. Discuss the importance of perspective in history.







Chapter Three

THE MESOPOTOMIAN CIVILISATION



Learning objectives

1. Explain the rise and growth of cities in ancient Mesopotamia.
2. Describe the economic, social, political and religious life of Mesopotamian civilisation.
3. Explain the technological advances during Mesopotamian civilisation.
4. State possible reasons for the decline of Mesopotamia civilisation.
5. Compare Mesopotamian life to the present world.

Key Terms

Civilisation, Society, Politics, Economy, City –state, Art, Ziggurat, Fertile Crescent, Hammurabi's code, Cuneiform, Inventions.



Introduction

As people evolved, they gradually became less like apes and more like human. They lived as nomads for many years. They started standing upright, their hands were now free for using tools and weapons. After neolithic revolution in c.12000 BCE, civilisations flourished in different parts of the world. Humans started to live where abundant natural resources were found and gradually everything changed. Population grew and people started cultivation. Surplus production of grains and crops were stored and traded.

Natural resources and fertile crescent has played important role in attracting people when it comes to settlement. Some of the best farmland of the fertile crescent is on a narrow strip of land between the Tigris and the Euphrates rivers. Thus, the historians call this region Mesopotamia, meaning land between the two rivers. “Meso” meaning middle and “potamia” meaning river, which started c. 8000BCE as a first ever settlement.



Figure 3.1: The Mesopotamian Civilisation

Neolithic Revolution means the first agricultural revolution, started as nomadic hunters and gatherers. It changed the way of living and started to adopt to early farming, cultivation of crops and domestication of animals.

Fertile Crescent

The fertile crescent, often called the cradle of civilisation is a half moon-shape region from the Persian Gulf through modern day southern Iraq. It is rich food growing area in part of the world where most of the land is cultivable.

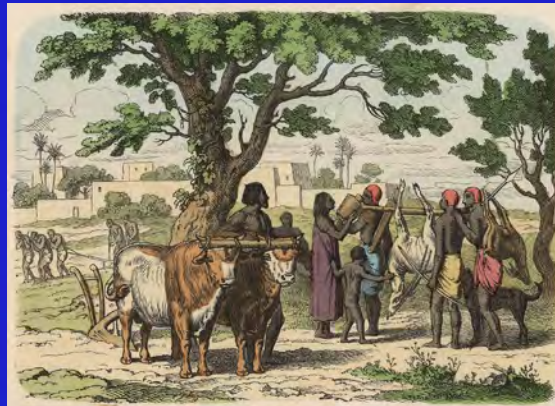


Figure 3.2: The Fertile Crescent



Figure 3.3: Map of Mesopotamian Civilisation

Features of Mesopotamian Civilisation



Figure 3.4: Farmers in Mesopotamian Civilisation

Features of Mesopotamian Civilisation

A settlement becomes civilized society when they have culture in which large numbers of human beings share a number of common elements like: Government/politics, religion, social structure, writing, arts and architecture, and cities. Among many world civilisations, early settlers in Mesopotamia started to gather in small villages and towns. As they learned how to irrigate, town grew bigger into large cities and governance system was formed. Writing was invented to help keep order in the cities. Thus the first ever human civilisation began.

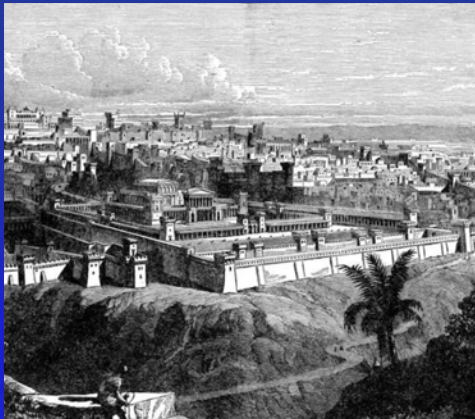


Figure 3.5: A settlement in Mesopotamian

1. Politics

The Hammurabi's Code of Law: Although the development of governance is often credited to the Sumerians, the Lugal of Babylonia introduced the code of laws to unify the empire. It created bureaucracy and taxation.

Hammurabi was the first to built an empire in Mesopotamia. They had a code of law which was divided into groups for criminal and civil.

This was to help people to find and read just the laws that pertained to them. The code included prologue, legal procedures, household laws, slavery, trade, religion, and epilogue. It contained rights for women. They enjoyed rights during Hammurabi's time, such as right to owning and disposing property, freedom to pursue profession of their choice, right to divorce, and protection of widow. The law, however, was seen as very severe and harsh for petty offences.



Figure 3.6: Political Hierarchy of Mesopotamia Civilisation

Hammurabi's code was known as, "eye for eye, a tooth for a tooth". Law with 282 laws inscribed on an upright stone pillar.

There were assemblies for making key political decisions using a consensual approach. They held courts to make legal judgment over such things as house ownership, divorce and inheritance settlements and slaves' rights. This legal and political system was later enshrined in "bill of rights" - which was later included in Greek and Roman systems.

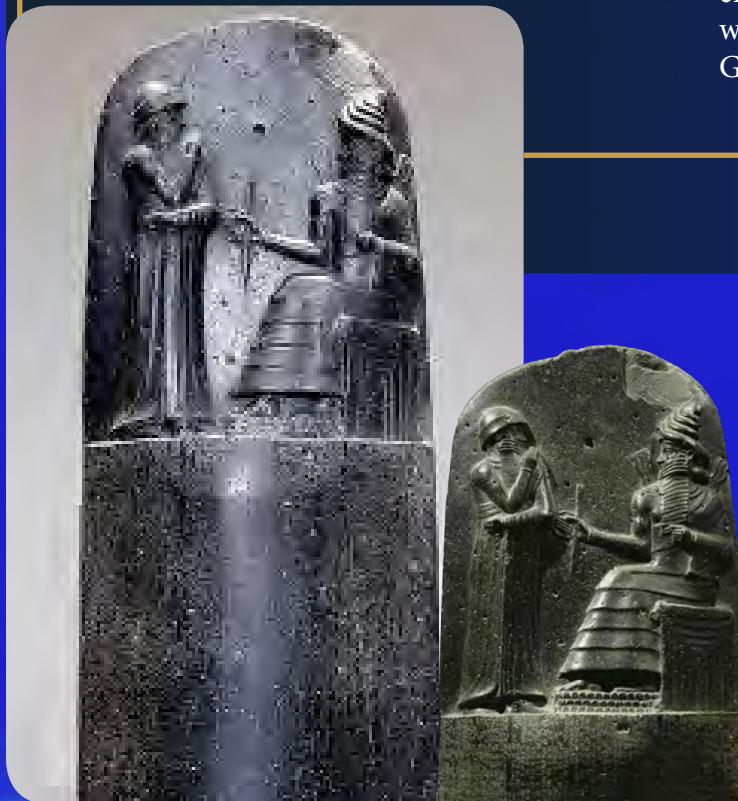


Figure 3.7: The Hammurabi's Code

Facts on Code of Hammurabi

- The Code Hammurabi was written down on clay tablets and etched into stone.
- It is one of the oldest recorded codes of laws in the world.
- One of the best surviving examples of the code is written on the "diorite stele".
- The diorite stele is a large stone shaped like a giant finger. It is about seven feet tall and two feet wide.
- It contains around 4000 lines of text.



Figure 3.8: The Statue of Lugal

Leadership: The secular leaders were called the *Lugal, en, or ensi*, the strong man. Gradually the Lugal became powerful and dominated governance of the Mesopotamian city state since 2900BCE .Each city-state had its own ruler who was a Lugal or a governor and this Lugal was a high priest of their religion as well.

Learning Activity 3.1

Instruction: Compare the code of Hammurabi to that of our Bhutanese law.

Note: You may ask help from parents and teachers.



Description case	Hammurabi's law	Bhutanese law
Theft	If anyone is committing a robbery and is caught, then he shall be put to death	Imprisonment for 1-3 years in jail.
Child adoption	If a child born of illicit relation is adopted and later tells that they are not his parents, his tongue shall be cut off.	
Attempt to murder	If a son strike his father, his hands shall be hewn off.	
Construction leading to accident	If a man builds a house badly, and it falls and kills the owner, the builder is to be killed. If the owner's son was killed, then the builder's son is to be killed.	
Teeth for a teeth	If a man knocks out the teeth of his equal, his teeth shall be knocked out.	
Adultery	If adultery is committed both the culprit are to be thrown in river.	

Table 3.9: Hammurabi law in comparison to Bhutanese law

Question 3.1:

- Imagine you are living in Mesopotamia during Hammurabi's reign. Referring to table 3.1, share your views on Hammurabi's law.

2. Economy

In early days, their economy was based on barter system which was later replaced by exchange of token according to its value. Sumerians started to use clay tokens in exchange for goods c.3300 BCE. There were different tokens (refer fig.3.4) for each commodity being traded. The main trading center was Ziggurats which served as a center for social life. As economy advanced, traders and businessmen used professional accountants who were well versed in cuneiform writing.



Figure 3.10: The Mesopotamia economy



Figure 3.11: The Ziggurat: Ancient Temple to the Gods

The taxes were paid in kind to higher authorities. They usually traded goods like clay, wood, gold, wine, silk, woolen cloth and textile and furs. Soapstone stamping seals were also traded to Indus valley taking caravans as far as Egypt, Cyprus and Lebanon.

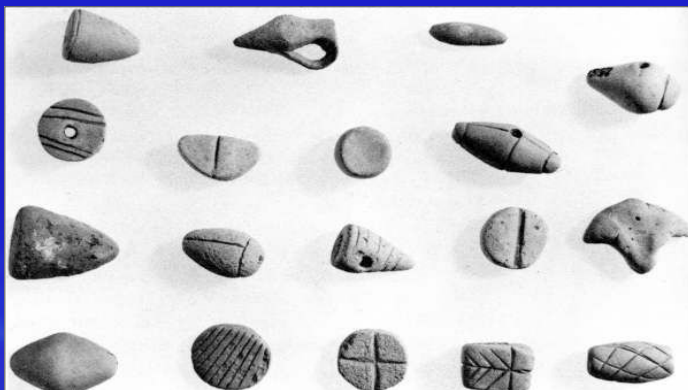


Figure 3.12: Complex tokens representing trade exchange

Mesopotamians have excessive plantation of grains, vegetables, meat, leather, wool, horn, fish, dates, reed to be exported. On the other hand they lacked metal, wood and stone so they had to import it from nearby civilisations. They used various symbols and graphs representing people, animals, plants, temples, gods and cities to identify economic terminology.

3. Religion

Like many other civilisations, Mesopotamians believed in Polytheism. They worshiped many gods and demi gods in popular large structured temples called Ziggurats. Ziggurats eventually became the centre of cities. Lugal served as priest in Ziggurat. They offered food and sacrificed animals. They looked at the livers of the animals to make future prediction. Rituals were performed to please gods for sufficient rainfall and prevention of floods. Mesopotamians focused on improving present existence and they were relatively uninterested in the after-life. People were superstitious and developed faith in magical remedies.

Mesopotamian gods

1. **Annu:** god of heavens



2. **Enlil:** god of the wind



3. **Enki:** god of water



4. **Ninhursag:** mother of the gods



Figure 3.13: Gods of mesopotamia

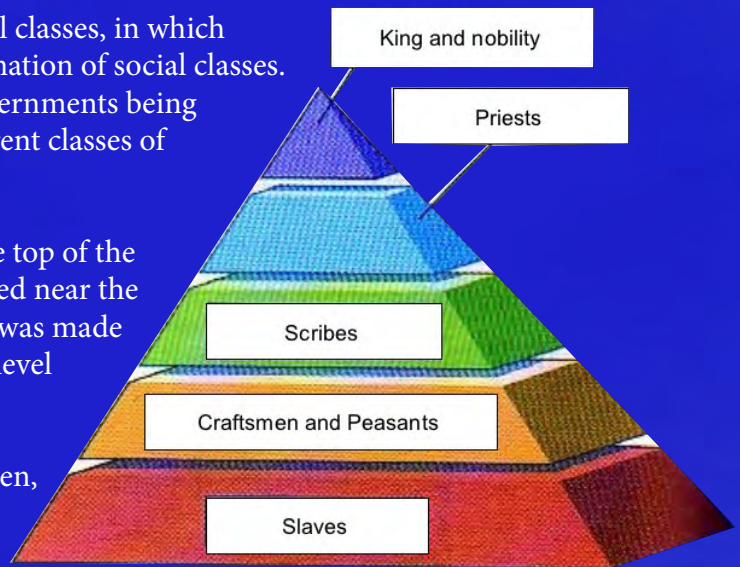
4. Society

Mesopotamian society had three social classes, in which specialisation of labors that led to formation of social classes. With people moving to towns and governments being formed, society was divided into different classes of people, perhaps for the first time.

Lugal and his family were placed at the top of the social order. The priests were considered near the top as well. The rest of the upper class was made up of the wealthy people such as high level administrators and rich merchants.

The middle class comprised of craftsmen, merchants, civil servants and other freemen. Artisans played an important role in Mesopotamian culture. They made essential items like dishes, pots, clothings, baskets, boats, and weapons. They also created works of art to glorify gods and kings. They could make a decent living and could work hard to try and move up in class.

The lower class comprised of laborers and farmers. These people lived a harder life, but could still work their way up with hard work. At the bottom of social order were the slaves. Slaves were owned by the Lugal or bought and sold among the upper classes. Slaves were classified with a common short hair style.



Social order

1. Ruling class

Lugal and his family, Priest, Nobles, Officers and rich merchants

2. Middle class

Crafts man, merchants and civil servants other freeman

3. Lower Class: Laborers and Farme

4. Slaves- prisoner



Figure 3.14: Social order of Mesopotamia



Figure 3.15: Mesopotamian festival

• Festival

The Mesopotamians had many festivals. There were regular feasts during the new and full moon, on the seventh and fifteenth day of the month, and special feast days for individual deities. The biggest event of all was *Akitu* Festival- New Year's Day.

• **Akitu Festival:** It was when the head priest at the Marduk temple removed his insignia and slapped the Lugal in the face. If tears flowed it meant Marduk was pleased and it would be a good year. The Lugal would prostrate himself in front of a Marduk statue and was slapped in the face to expunge his sins.



Figure 3.16: Mesopotamian festival

• Marriage

In Mesopotamian society, marriage was legal contract between the father of a girl and the man she is going to marry. During the bride's auction, the groom paid the girl's father the bride price and took her to the husbands' home or where he decides to live. Moreover the only proof that states a man and woman's marriage is the bride price. If the married couple did not produce children or if the wife dies, the money given to the wife by the groom had

to be returned, in case the husband doesn't want to marry one of the sisters of the deceased. If the husband dies, she would marry one of his brothers or a near relative. The husband was allowed to keep a concubine but the position of a concubine was inferior to wife.



Figure 3.17: The Marriage system



Figure 3.18: Mesopotamian clothing

• **Clothing**

Clothing was typically made from sheepskin and wool. The men wore kilt-like skirts and the women wore longer dresses. They enjoyed wearing jewelry, especially rings made from gold and silver. The women braided their hair, while the men kept long hair and beard. Both men and women wore makeup.

Rise and Growth of Cities in Mesopotamia

Mesopotamia was ideal for agriculture due to its fertile land. Farmers developed their tools and learned to build canals which led to surplus food production. Once people learned how to farm, their skills and technology developed over time. By 3500 BCE many villages thrived to towns with increase in population. Over the centuries, new patterns of living emerged creating collections of independent states like: Sumer (southern part 3500-2000 BCE), Akkad (Northern Part 2340-2180 BCE), Babylonia (northern and southern part unified 1830-1500), Aayria (Assyrian Empire 1100-612 BCE). Almost all cities shared same culture.

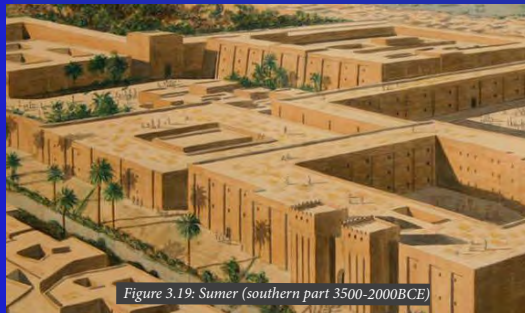


Figure 3.19: Sumer (southern part 3500-2000BCE)



Figure 3.20: Akkad (Northern Part 2340-2180 BCE)



Figure 3.21: Babylonia (northern and southern part unified 1830-1500)



Figure 3.22: Aayria (Assyrian Empire 1100-612 BCE)

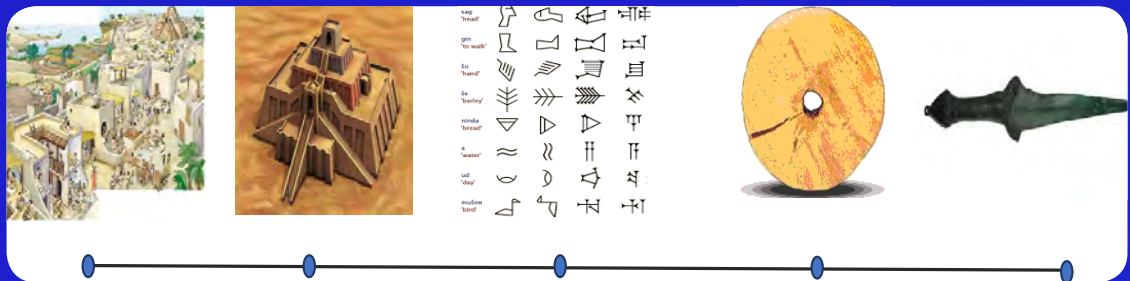
- Each city had its own ruler, warriors, government and functioned like an independent country. In this way the world's first city was developed.



Figure 3.23: Sumer (southern part 3500-2000BCE)

The Sumerians are thought to have formed the first human civilisation in the world. According to many historians, Sumer is the first city formed in c.5000 BCE. As the Sumerian villages grew into large cities, they formed city-states. This is where a city government would rule the city as well as the land around it. These city-states often fought with each other. They built walls around their cities for protection. Farmland was outside the walls, but people would retreat to the city when invaders came.

Important timeline of Mesopotamian civilisation



5000 BCE	4000 BCE	3500 BCE	3200 BCE	1250 BCE
People first settled in Sumer and began farming the land.	People built temples called ziggurats to worship their gods.	The written language is invented.	They invented the wheel to make their vehicles roll.	People invented iron to make stronger weapons and chariots.

Figure 3.24: Important timeline of Mesopotamian civilisation

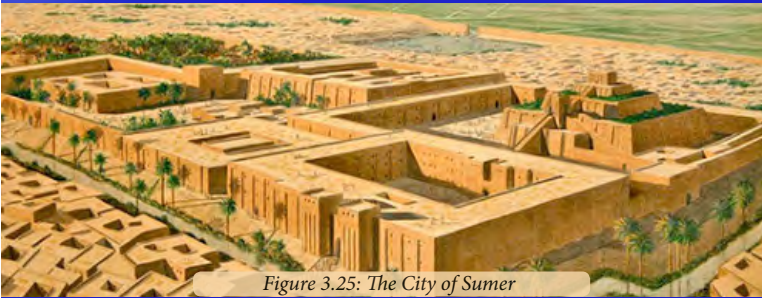


Figure 3.25: The City of Sumer

Sumer: City-state

Sumerian tradition tells the story of long period of prosperity and well developed city states. They were the first people to arrive and settle in Mesopotamia (c.7000 years ago). First towns were Ur, Lagash, Uma, and Nippur. Their civilisation consisted of cities that were independent nations with powerful political system. Each city-state had walls protecting the people from invaders. They also had public buildings, water supplies, proper drainage system, and fields.

Sumer was the most important city states known for being the richest market. They also had a royal palace. On top of the palace was a temple (Ziggurat) built in city of Ur by Lugal Ur-Namsmu in c.2100 BCE. As trade progressed, Sumerians started to keep records of their trade, inventing the first known writing system. The first writing system started using clay tablets from about 3200 BCE. The clay tablets had 2000 pictographic signs, which over the years were replaced by wedge-shaped pattern. These shapes represented sound of syllable known to be cuneiform, the oldest known writing system. These tablets contained accounts and letters which revealed a lot of information on development of public services during their times. Archeologists have also found the skills of the crafts man of Sumerians by looking at the Royal graves decorated with arts. It also contained treasures that show the wealth of Sumerians.

However, in its long history this valley attracted hordes of immigrates and invaders. Geographically, the land was subjected to numerous invasions. Many Sumerians traditions have been passed on to us today. Sumerians built reed houses similar to those of Marsh Arabs today.



Figure.3.26: Ziggurat at Ur

Ziggurat

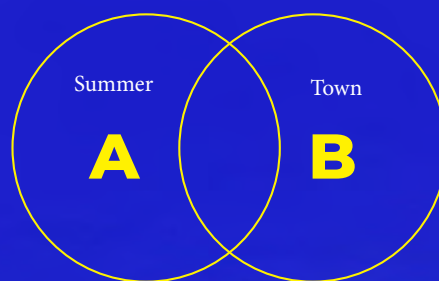
The Ziggurat was a temple and the tallest building in the center of each town, 650 feet high with seven stages and had a wide base that narrowed to a flat top, each level would be smaller than the one before. On top tower were shines rooms for Nannar, the god of moon. The ancient Sumerians believed their gods lived in the sky, so in order for the gods to hear better they believed in the need to get closer to them. The main temples terraces was full of markets, banks and store houses of food grains. Thus, the whole economic life was center in tower temple. Each day, people would leave offerings to the gods of food, cloth, and wine on the steps of the Ziggurat. The tradition of building Zigurat was started by Sumerians but when the Babylonians took over in the south, and the Assyrians in the north, ziggurats continued to be built and used in the same manner as they were in ancient Sumer.



Figure 3.27: The Ziggurat

Learning Activity 3.2

Instructions: Study the features of Sumer city-state and compare it to the local town that you know/visited. Write the common features in the middle of the Venn diagram and write the difference under A & B



Questions:

1. What role did writing play in the development of a civilisation?

Inventions and contribution

Sumerians were the first to invent a form of writing, develop a number system, design the first wheeled vehicles, sun-dried bricks, and irrigation for farming. All of these were important for the development of human civilisation. They also had an interest in science including astronomy and the movement of the moon and the stars. They used this information to make a more accurate calendar. Mesopotamians developed many technologies and they were also one of the first Bronze Age people in the world. The achievement of the civilisation can be expressed in terms of moral, aesthetic, literary, and legal theory.

The Wheel

The oldest wheel discovered was found in Mesopotamia and gave a new dimension to mankind. In ancient time man and oxen used to drag heavy loads from one place to another which was both time consuming and tough. Sumerians discovered two types of wheels. They first used the wooden wheel in making pottery in c.3500 BCE. Later iron wheels were used on carts and chariots in c.3200 BCE.



Figure 3.28: The oldest wheel

Writing and literature

Mesopotamian civilisation's greatest contribution was cuneiform writing system from c. 3200 BCE. They took pride in learning cuneiform as it is said, "he who shall excel in tablet writing shall shine like the sun". The schools were attached to temples. They learnt cuneiform reading, 350 signs writing, arithmetic, account keeping and religious literature. The most important advancement made by the Mesopotamians was the invention of writing by the Sumerians. With the invention of writing came the first recorded



Figure 3.29: Ancient Mesopotamian Writing

laws called Hammurabi's Code during the rule of Lugal Hammurabi. The first major piece of literature called the Epic Tale of Gilgamesh (c.2000 BCE) was also published. A reed stylus was the main writing tool used by Mesopotamian scribes. Scribes created the wedge shapes which made cuneiform signs by pressing the stylus into a clay or wax surface.



Figure 3.30: Ancient mesopotamia writing and Statues

While most of the clay tablets discovered are government and financial records, some are literature. This literature includes mythology of the Mesopotamian gods, tales of their heroes, poetry, and songs. The invention of writing is the finest intellectual and cultural achievement of Mesopotamian civilisation.

• **Mathematics**

Sumerians were expert mathematicians who introduced addition, subtraction, multiplication, division, quadratic and cubic equations, and fractions which owes much to Babylonians. The Mesopotamians had formulas for figuring out the circumference and area for different geometric shapes like rectangles, circles, and triangles. Some evidences suggest that they even knew the Pythagorean Theorem long before Pythagoras wrote it down. They may have even discovered the number for pi in figuring the circumference of a circle. They also divided up the circle into 360 degrees. The weight measure was Mina. This was important in keeping track of records as well as in some of their large building projects. They had two systems of counting, one was decimal and other was used for unit of sixty, which has come down to us today.



▽	1	△	10	△#	19	△▽	28
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Figure 3.31: Pythagorean Theorem (Left) and Sumerians mathematicians (Right)



Figure 3.32: *The Mesopotamian astronomers*

• **Astronomy**

Using their advanced math, the Mesopotamian astronomers were able to follow the movements of the stars, planets, and the moon. One major achievement was the ability to predict the movements of several planets. This took logic, mathematics, and a scientific process. By studying the phases of the moon, the Mesopotamians created the first calendar. It had 12 lunar months and was the predecessor for both the Jewish and Greek calendars.

• **Art and architecture**

The most imposing buildings like Ziggurats and palaces were made from sun dried bricks. Ziggurats began to be influential architecture since Sumerian's time. A large number of clay seals, sculptures, and decoration on the brick walls revealed their artistic achievement.

Carpenters were important craftsmen in ancient Mesopotamia. The most important items were made with imported wood such as cedar from Lebanon. They used small pieces of glass, gems, shells, and metal to make beautiful and shiny decorations on items like furniture, religious pieces, and musical instruments. They made bows and arrows for combat and hunting.

Palaces were decorated with expensive metals. Copper, bronze and iron were used for making armor and weapons such as swords, daggers, spears and maces. They made hand tools, like hammers, sickles, axes and hoes from bronze. By 3000 BCE, they invented the metal plough and plough seeder for easy farming.

Some of the best surviving work of Mesopotamian art and craftsmanship was carved by stonemasons. Large sculptures were made to small detailed reliefs which had religious or historical significance.

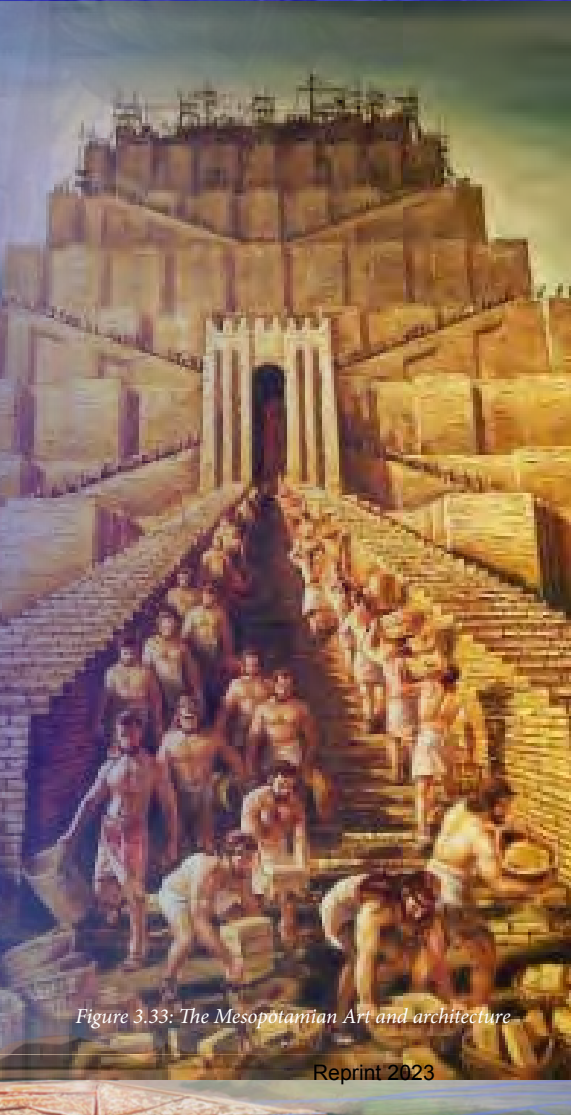


Figure 3.33: *The Mesopotamian Art and architecture*

They also carved small detailed cylinder stones that were used as seals of signature. Mesopotamians have invented the simple machine called the Archimedes 'screw' which could have probably helped to raise water to the heights needed for the plants in the famous Hanging Gardens of Babylon.



Figure 3.34: Cylinder Seal



Figure 3.35: Mesopotamian Potters

• **Potters**

The most common material for Mesopotamian artists was clay. Clay was used for pottery, monumental buildings, and tablets to record history and legends. The Mesopotamians developed their skills in pottery over thousands of years. They used their hands in the beginning to make

simple pots and later they learned how to use a potter's wheel. They also used high temperature ovens to harden the clay with which they learned how to make different shapes, glazes, and patterns. Soon their pottery turned into works of art.

• **Jewelers**

Fine jewelry was a symbol of status in ancient Mesopotamia. Both men and women wore jewelry.

Jewelers used fine gemstones, silver, and gold to

make intricate designs. They made all sorts of jewelry including necklaces, earrings, and bracelets. They would melt the metal at very high temperatures and then pour it into molds to make all sorts of items including tools, weapons, and sculptures. A lot of Sumerian jewelry was recovered from the royal tombs of Ur.



Figure 3.36: The Mesopotamian Jewelry

Question 3.3

1. Find an invention of Mesopotamian which is not discussed in the text and describe how it has impacted our lives.
 - Name of invention:
 - Place:
 - Year of discovery:
 - Uses in ancient times:
 - Its impact:

3.3 Learning Activity

Instruction: Discuss the reasons for the downfall of Mesopotamian civilisation.

**Question 3.4**

Mention and justify FIVE probable factors for the downfall of Mesopotamia civilisation in the table given below?

Sl.No	Factors	Justification
1		
2		
3		
4		
5		

Conclusion

The story of writing, astronomy, law, and civilisation first began in Mesopotamia “the cradle of civilisation”. Development thrived, they built monuments in large scale from palaces to Ziggurat (A temple to communicate with god). Mesopotamia faded away beneath the sands of Iraq today and we can only see the ruins of discoveries. However the cause for decline of great civilisation was unknown which led to several assumptions and hypothetical interpretations of the downfall of the civilisation.



Points to Remember

1. Mesopotamia is the earliest civilisation in the world.
2. The law code of Mesopotamia is called as Hammurabi's Code of Law.
3. Mesopotamians were polytheist.
4. Ziggurats were massive temple to honor their deities.
5. Some of the earliest city-states in Mesopotamia are Sumer (southern part), Akkad (Northern), Babylonia (Northern and Southern part) and Aayria (Assyrian Empire).
6. Cuneiform was the first known writing system.



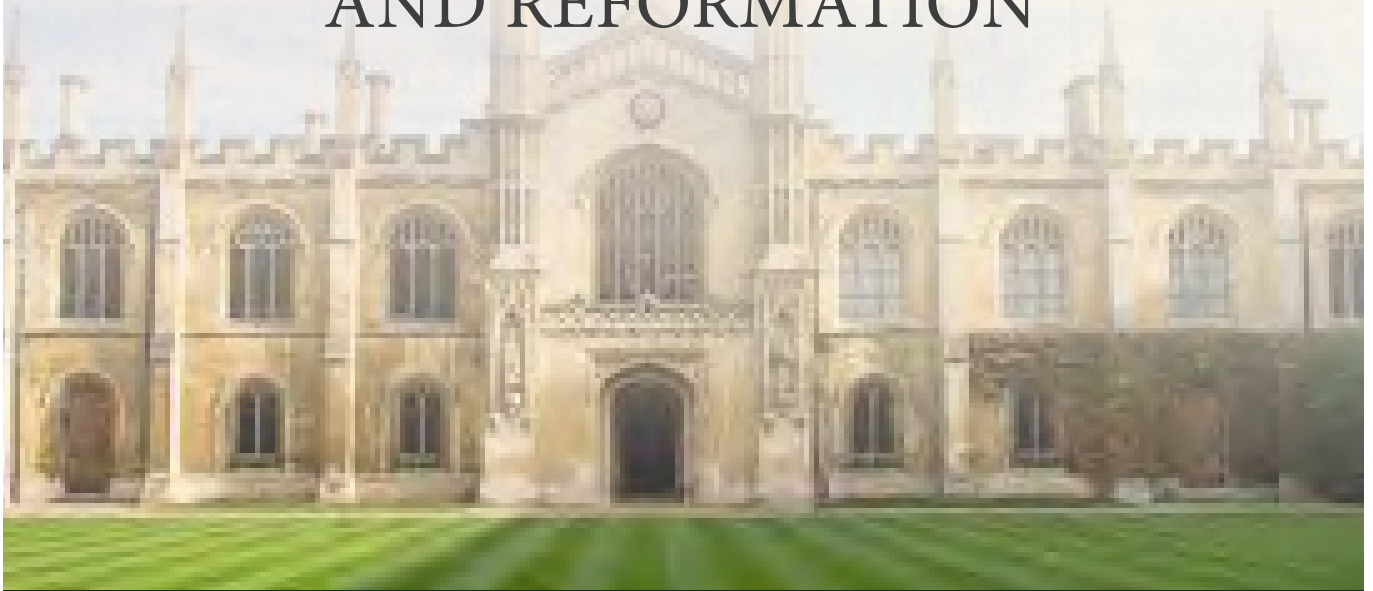
Revision questions

1. Why did the first civilisation begin in Mesopotamia?
2. Evaluate the discovery of agriculture and its effect on civilisation.
3. What did Mesopotamians use for writing and why?
4. Why were ziggurats important to the Sumerians?
5. Explain a feature of Mesopotamian civilisation that you feel has made significant contribution to the society.



Chapter Four

THE AGE OF RENAISSANCE AND REFORMATION



Learning objectives:

1. Explain the concepts of Renaissance and Reformation.
2. Explain the problems of feudalism as a cause for the birth of renaissance and reformation.
3. Evaluate the impact of renaissance and reformation on the socio-economic and political lives of Europe and the World.
4. Describe enlightenment as a source for the birth of modern democracy.

Key Terms

Renaissance, Reformation, Medieval Period, Roman Empire, Catholic Church, Dark Ages, Enlightenment



Introduction

The world has witnessed changes at different stages of time. Europe in particular has experienced great changes from the 14th to the 16th century in social, political, economic, religious and cultural fields. These changes marked the dawn of peace and prosperity after the medieval period. Starting from the 14th century, Europe began to break away from the dark



Figure 4.1: The Renaissance period

days of suppression and control of church by reviving the greatness of the ancient culture, art and literature. It was a breakaway from the society dominated by the catholic church to the world of free ideas and thoughts.



Figure 4.2: Last supper da_vinci

Renaissance

1271 CE - 1600 CE

The Reformation

1517 CE- 1650 CE

Scientific Revolution

525 CE- 1725 CE

Renaissance and Reformation

The period of Renaissance is believed to have lasted between the 14th and 16th century. Renaissance is a French word which means 'rebirth'. It marked the rebirth of ideas and knowledge of ancient Graeco-Roman civilisation which was forgotten during medieval period. Renaissance started from Italy because it was an important commercial center of Europe that facilitated the exchange of goods and ideas.

Figure 4.3: A Catholic Church

During renaissance, new ideas, such as rationalism, scientific outlook, and importance of human potential were emphasized upon rather than the complete influence of the catholic church. The universities of Bologna, Paris, Oxford and Cambridge were the important centers of Renaissance.



Figure 4.4: The Oxford university



Figure 4.5: The University of Cambridge



Figure 4.6: The University of Paris



Figure 4.7: The University of Bologna

With the revival of rational and scientific ideas, people began to question the blind faith and the superstitious beliefs of the catholic church. This led to the reformation in catholic church and a new group of believers known as the Protestants emerged.

The idea of rationalism and scientific outlook created an urge for many people to turn towards the past and study the Graeco-Roman civilisation. This inquisitive attitude of exploring new ideas led to the growth of humanism. It is a way of thought that glorifies human potential. The goal is to create well-rounded individuals and encourage people to achieve all they could in life for the benefit of the society. It helps to strengthen the growing desire among people to experiment, explore and create new things with ideas and knowledge.

Rationalism

- Rationalism is principle of basing opinions and actions on reason and knowledge rather than on religious belief or emotional response.

Figure 3.1 Distinctive features of Renaissance and Reformation

Rediscovery of Greco-Roman civilisation (appreciation of nature's beauty, faith in temporal world)

Features of Renaissance and Reformation

Invention and Innovation featured great achievements in literature, art, and science. (Alchemy, gun powder, astronomy, clock, printing press etc...)

Growth of Rationalism emphasised on reasoning, questioning, experimentation, and free inquiry.

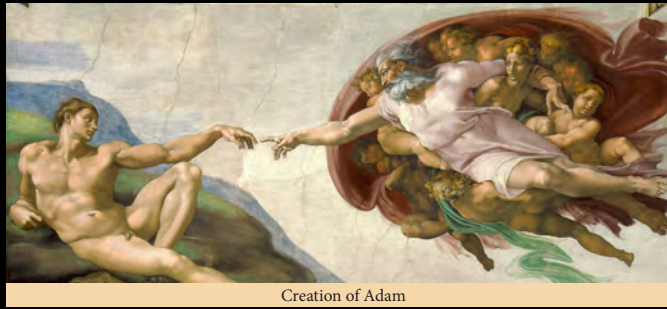
Did you Know?

- The Roman Empire had the most powerful economic, cultural, political and military forces in the world during the medieval period.
- Ottoman Turks conquered Constantinople in 1453 BCE and led to the downfall of the Roman Empire.

Learning Activity 4.1:

1. There are lots of social problems arising among the youth. Enlist some of the problems faced by youth.
2. How can you help to address these problems in school based on the knowledge of humanism?





Creation of Adam



Mona Lisa



Invention of Printing Press



Renaissance Literature



Intellectuals



Dissections of Human being



Renaissance Architecture



School of Athens

Figure 4.8: Renaissance Art and architecture

Learning Activity 4.2:

Discuss the factors that led to the decline of feudalism.

Factors leading to the birth of Renaissance and Reformation



- **Graeco-Roman Art, Architecture and Literature**

Graeco-Roman art, architecture and literature were one of the most important factors that gave birth to renaissance. Medieval European art, architecture and literature were influenced by the catholic church. During Renaissance, people started to express their creativity through different forms of art, architecture and literature without any influences of catholic church. The paintings of Leonardo da Vinci (Mona Lisa, The Last Supper), Michelangelo (The Creation of Adam) and Raphael (The School of Athens) are some key examples.

The *Mona Lisa* is an oil painting by the Italian artist, inventor, and writer Leonardo da Vinci. It was completed in c.1506. The piece features a portrait of a seated woman set against an imaginary landscape. The painting shows the beauty of a woman and her smile. Medieval art was flat, dark and focused on religious figures like Gods, Churches and Saints. Renaissance art focused on realism and emphasized natural beauty. Medieval art was highly influenced by the catholic church's perception of art, while Renaissance art was inspired by classic Greek and Roman artists.

- **Invention of Printing Press**

The printing press was invented by John Guttenberg of Germany in c. 1440. This invention led to a gradual establishment of printing press in different parts of Europe. It enabled intellectual works to be printed in huge numbers within a short span of time. People had an easy access to books written in vernacular languages.



Figure 4.9: Mona Lisa and Invention of Printing

• **Role of Intellectuals**

Intellectuals played a very important role in disseminating the ideas of rationalism and scientific outlook. They taught people to accept anything with reasons only and exposed the blind practices of the orthodox church system. Peter Abelard of the University of Paris encouraged his students to build an enthusiasm for research. In the book 'Yes and No' he has put forward 158 theological questions to be analyzed by the people against the practices of catholic church. Roger Bacon of Oxford University said that nothing should be accepted without proper experiment and observation. The work of intellectuals, such as Francesco Petrarch, Machiavelli, Milton, Erasmus and Shakespeare influenced people to question catholic church on their orders. People started becoming aware of their rights and equality and as a result revolted against their oppressive lords.



Niccolo Machiavell



William Shakespeare



Erasmus



John Milton

Figure 4.10: Great intellectuals of the Renaissance period

Learning Activity 4.3:

1. How do you think Renaissance has influenced our society today?
2. Identify an impact of the Renaissance period evident today.



Impact of Renaissance and Reformation

The Renaissance had brought about significant changes in many areas. The most important change was the way how people viewed themselves and the world. Inspired by the ideas of freedom and the changes brought about by reformation, the peasants



Figure 4.11: A Catholic Church

demanded rights and freedom. They revolted against their landlords and aristocrats that resulted in the move towards the abolition of serfs.

Many schools and universities were established that led to new learning. Printing press revolutionized the society. Books were published in large quantities and thus were readily available at low prices. People took interest in education and they were

encouraged to read and learn new things which broadened the horizon of their knowledge and ideas. Trade and commerce flourished which led to creation of jobs and improvement of socio-economic life.

These formation period saw the separation of politics from religion which put an end to the political authority of the catholic church. There was a gradual rise of the power of kings and princes. Monarchs brought political consolidation and paved the way for the rise of powerful centralized modern nation-states and gradual emergence of ideas of democracy. The secular state began to emerge more powerful than the catholic church. People became conscious of their rights and obligation. They began to demand more rights and privileges from the authority which paved the way for modern democracy.



Did you Know?

- **Johannes Gutenberg** of Germany was the first person to use printing press in 1456

During the Renaissance period, the society was dominated by urban economy characterized by trade and commerce. Renaissance spread very fast across Europe. Further the growth of population enhanced commercial activities that led to improvement in manufacturing systems, discovery of new trade routes and introduction of banking system. Florin, the metal coin currency of Florence in Italy, was widely used throughout the Renaissance period.



Florin was minted between 1252 and 1523. It became the first European gold coin to be struck in huge quantity for commercial use.



Figure 4.12: Concilio Trento Museo Buonconsiglio

As people began to question the church authority, many changes were brought in the catholic church. The Council of Trent was instituted and it reviewed the practices and the doctrines of the church. Martin Luther's ninety-five thesis had opened the door to religious freedom resulting in the emergence of a new religious group called the protestants. The religious freedom led to conflict and turmoil between the catholics and the Protestants as they persecuted each other because of their intolerance.

Renaissance and Reformation gave

birth to the Age of Enlightenment that encouraged the growth of modern democracy and the fight for human rights. This was a major shift that paved a way for the modern period.

How did the Reformation begin?

The Reformation began in 1517 when a German monk and university professor, Martin Luther, put at the doorstep of the catholics church his "Ninety-Five Thesis." It was done in opposition to what he perceived as false doctrines and malpractices of the church.

Learning Activity 4.4

“There were lots of impacts of Renaissance and Reformation in social, political, economic and religious fields.”

1. Which impact is the most important according to you? Support your opinion with relevant arguments.
2. Imagine that you were an activist during the period of reformation. What are the most important changes you want to make during that period?



Figure 4.13: The Age of Enlightenment

The Age of Enlightenment

The Age of Enlightenment was an intellectual and philosophical movement that took place in France in the 15th century. It spread to North America during the late 17th and the early 18th century.

The philosophers of this age further challenged old ideas such as divine rights of monarchs, union of church and unequal social classes. They believed that human reason could be used to combat ignorance, superstition and tyranny. The philosophers

developed new ideas. These ideas helped to identify the best possible form of government. Thus, the modern democratic ideas emerged. For instance, John Locke, English philosopher, argued that government was a contract between the rulers and the people and that the government is for the good of the people.

Charles-Louis Montesquieu, a French philosopher, believed that government should be divided into separate branches in order to limit its power. Jean-Jacques Rousseau, another French philosopher, criticized the power of divine right. He believed that government should respect the will of the people. These ideas had a great influence on the French society in the 18th century. Eventually, movements such as the American Declaration of Independence of 1776 and the French Revolution of 1789 took place that led to the emergence of democratic forms of governance.



Figure 4.14: Charles-Louis Montesquieu



Figure 4.15: The American Declaration of Independence of 1776



Figure 4.16: The French Revolution of 1789

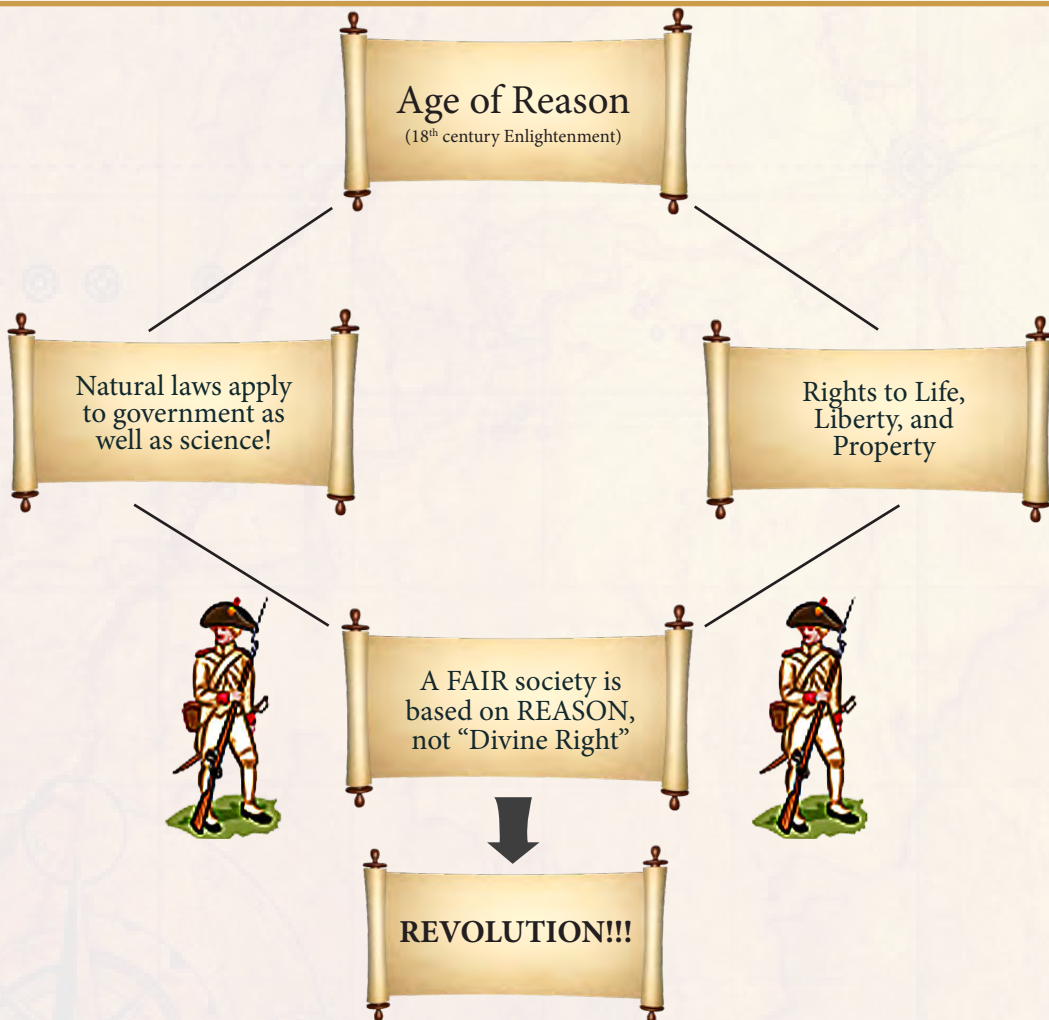


Figure 4.17: Progress of the Age of Enlightenment.

Did you Know?

- The Enlightenment birthed two revolutions imperative to western civilisation:
 - the American Revolution
 - the French Revolution
- The Enlightenment created an outlet for intellectuals to openly debate issues within the society.
- This era allowed for a greater sense of ‘universalism’ where peoples did not live for their own sake but sought betterment for others.

Learning Activity 4.4:

1. With respect to modern times, what did the enlightenment change the most: government, science, human rights, or religion?
2. What were the advantages and disadvantages of the enlightenment?



Conclusion

The period of peace and prosperity prevailed in Europe with the revival of the legacy of Graeco-Roman civilisation. Renaissance period was a move from a society dominated by the medieval catholic church to the emergence of modern democracy. Rationalism, scientific judgment, and experimentation created a sense of eagerness for people to find true human potential to invent and discover for the advancement of society.

Points to Remember

1. Renaissance is the rebirth of ancient Graeco-Roman ideas and knowledge.
2. Renaissance started in Italy and slowly spread to the other parts of Europe.
3. Renaissance and Reformation have marked the shift of medieval period to modern period.
4. Protestant church was formed during the Reformation period.
5. Renaissance and Reformation are a rediscovery of the Graeco-Roman civilisation, invention and innovation, and growth of rationalism.
6. Humanism and Age of Reason and Enlightenment, are the results of Renaissance and Reformation.
7. Democracy was born in the Age of Enlightenment.



Revision Questions

1. What does the term Renaissance mean?
2. Enlist some of the important centres of Renaissance.
3. How do you explain that renaissance started from Italy?
4. Why was there a reformation of the Catholic Church?
5. Write the differences between Renaissance and Reformation?
6. Elaborate the factors that gave birth to Renaissance and Reformation.
7. Enlist and summarize the effects of Renaissance and Reformation.
8. Explain how the invention of printing press has gained the pace of Renaissance and Reformation.
9. How do you support that Renaissance and Reformation facilitated the transition from the medieval period to the modern period?
10. How do you relate that Renaissance and Reformation has given birth to:
 - Humanism?
 - Enlightenment?
11. In your own opinion, what would have happened if Renaissance and Reformation had never happened in the history?
12. Explain how the Age of Enlightenment acted as a precursor to the modern democracy.





Chapter Five

THE RACE, ETHNICITY, AND IDENTITY



Learning Objectives

1. Explain race and ethnicity.
2. Explain different types of races.
3. Explain identity and its construct.
4. Describe the features that determine individual and group identity.

Key Terms

Race, Australoid, Caucasoid, Mongoloid, Negroid, Ethnicity, Identity




Introduction

In the course of civilisation, human beings lived in different geographical locations and regions. They adapted their lifestyles to suit their basic needs for survival in these different environments. This led to the development of physical appearances as well as characteristics that were distinct to each group, such as bone structure and the colour of skin, hair, and eyes. In this way, people started to live in groups seeking support from one another working in a team as hunter-gatherers.

Towards the end of the 17th century, Europeans began to explore the world and came in contact with people of other parts of the world. Further by the 18th and the 19th centuries scientists, who were influenced by the Age of Enlightenment and the philosophers of that age, developed a system of categorising plants and animals including human.

Meaning of Race

The word race is derived from the Latin word *genus*, meaning birth, descent, or family. It is a term that refers to the idea of classifying people on the basis of their physical appearances which is the result of their genetic ancestry and shared genealogy. Therefore, physical appearances such as skin color, hair texture, facial features, and eye formation have been used as the basis for grouping people under a certain race. The distinctive features that a group of people share are associated with geographical isolation.



The attempts to classify human beings as living organisms date back to the times of ancient Greece. Plato (c. 428–c.347 BCE), the Greek philosopher made attempts to classify both inanimate and animate objects. In his classification, the inanimate stood at the bottom with deities on top. Later his student Aristotle (c. 384–322 BCE) explained that the differences in physical features of human beings were caused by variation in climatic conditions in which they lived.

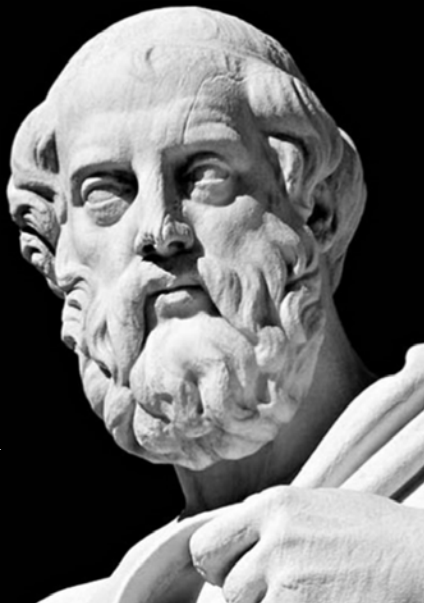
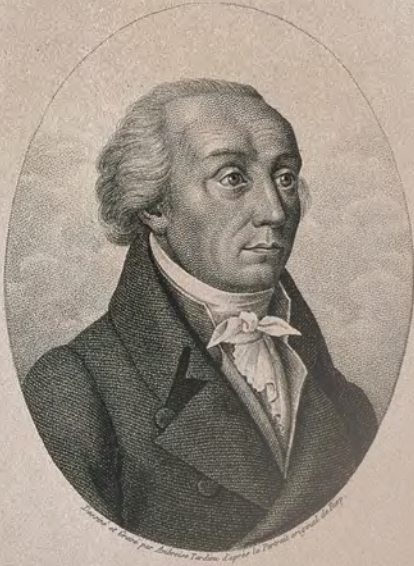


Figure 5.1: Aristotle (c. 384–322 BCE)

Figure 5.2: Plato (c. 428–c.347 BCE)



Many people still believe that human race can be separated into biologically distinct races. It was in the 17th and the 18th century that idea of classification of human into race began. Johann Friedrich Blumenbach, a German anthropologist (1752–1840) was the most prominent scholar who argued that humankind can be grouped into five major races based on the study of human skulls. He also used facial configuration and colour of the skin as a basis of the division of humankind into five major races as Caucasian, Mongolian, Aethiopian, Malayan and American.

Figure 5.3: Johann Friedrich Blumenbach

Box: A summary of the UNSECO Statement on Race

UNESCO made four statements on the race question in 1950, 1951, 1964 and 1967. It was prepared experts to give scientific facts on race and also to combat racial prejudice of some race claiming to be superior to others.

The key points of the UNESCO statement on racial classification are as follows:

- All human species have only one origin. Therefore, all human beings are Homo sapiens.
- The groups and communities of people formed on the basis of nationality, religion, culture, language and geography is not related to race.
- The differences in physical features between groups of people are based on heredity and environment.
- Therefore, race may be understood as a group of “*inter-marrying individuals who are born of common ancestors, possess similar physical characteristics and primarily heritable physical differences from other human populations.*”

Further, the 1978 UNESCO Declaration on Race and Racial Prejudice noted that “All human beings belong to a single species and are descended from a common stock. They are born equal in dignity and rights and all form an integral part of humanity”.



Figure 5.4: UNESCO headquarters

Major Races of the World

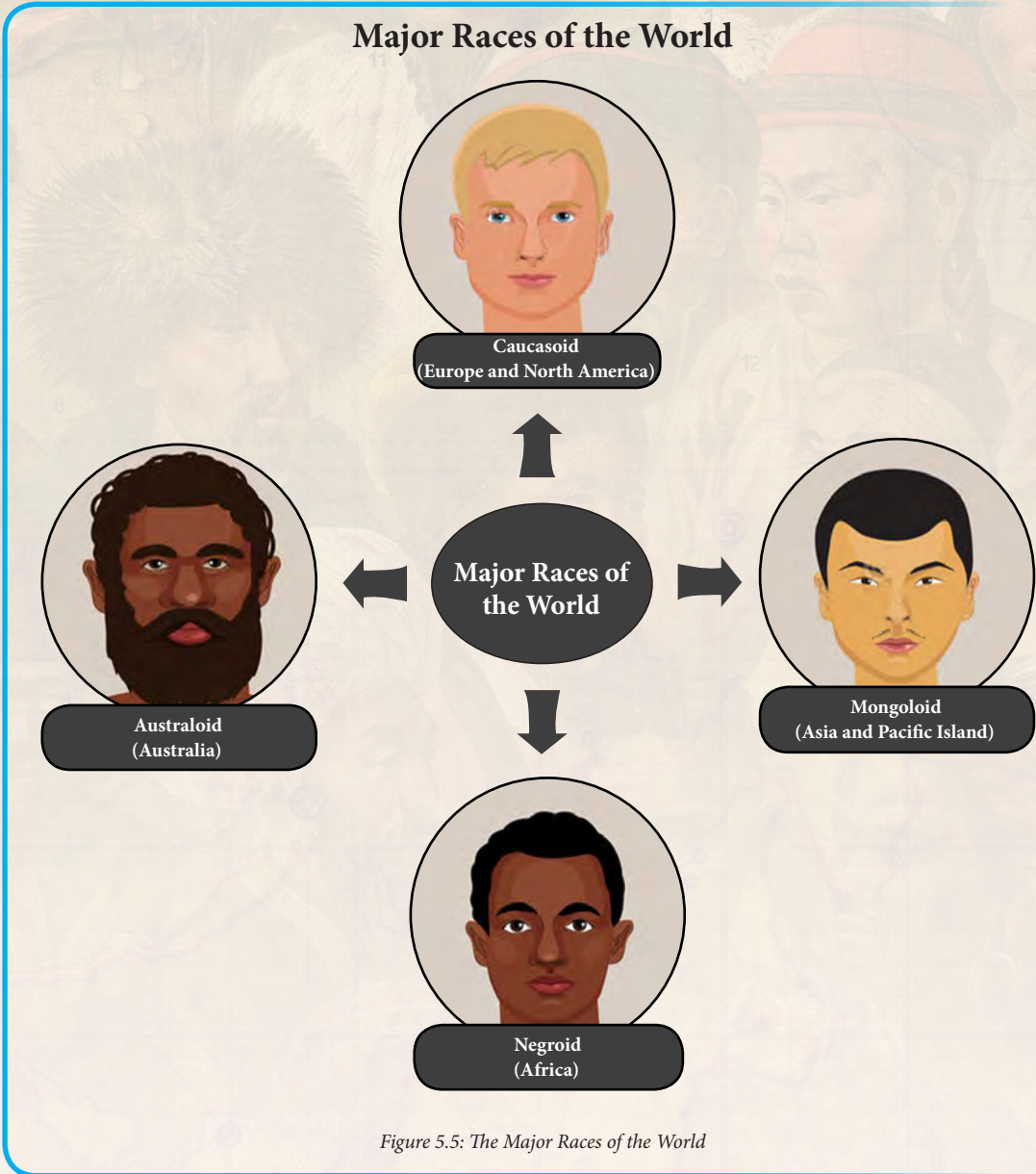


Figure 5.5: The Major Races of the World

Humankind can be mainly grouped into four major races.

They are:



Figure 5.6: The Australoid

1. Australoid

The Australoids migrated from Africa along the southeast Asia towards Australia. The physical appearance of the Australoid are dark brown complexion, long head, short narrow face with broad nose, thick lips, and dark brown eye. Today Australoids are mostly found in Australia.

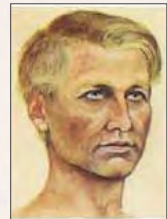


Figure 5.7: The Caucasoid

2. Caucasoid

The Caucasoid trace their origins to the Caucasus Mountain located between the Black sea and the Caspian Sea. The Caucasian race is characterized by light white skin, tall body, long head, broad face, light brown hair, and light blue eyes. Caucasian race are dominant in Europe and North America.



Figure 5.8: The Mongoloid

3. Mongoloid

The Mongoloid race traces their origin to the Donghu, a nomadic tribe occupying eastern Mongolia and Manchuria (China). Mongoloids are characterized by yellowish skin, medium body, broad head, black hair and dark brown eyes. Today the Mongoloids are dominant in Asia and Pacific islands.



Figure 5.9: The Negroid

4. Negroid

The Negroid race originated from the equatorial region. Negroids are characterized by dark complexion, muscular and tall body, thick lips, black hair, and black eyes. Today the Negroids are mostly found in the equatorial regions of Africa.

Learning Activity 5.1:

1. In which of the four major races do you belong? Why?
2. Identify one race which is not listed in this chapter and write down the similarities and differences with the race you belong.
3. Do you think it is important to have many races in the world? Why?



Meaning of Ethnicity

Ethnicity is derived from the Greek word *ethnos* which later became *ethnics* in Latin. It means a group of people who has common cultural characteristics which contribute to a person or group. It refers to a group of people sharing a common and distinctive cultural heritage, religion and language. People from Merak and Sakteng can display their ethnicity by wearing their unique dress and communicating in their dialect.



Figure 5.10: Ethnicity



Figure 5.11: Max Weber-Sociologist

In 19th century, Max Webber, a German sociologist first brought the term ethnicity into the field of Social Studies. According to him, the term refers to those people that consider a subjective belief in their common ancestry, custom and belief. Weber defined ethnic groups as “*human groups (other than kinship groups) which cherish a belief in their common origins of such a kind that it provides a basis for the creation of a community*”.

Types of Ethnic Groups

Many countries in the world are multi-ethnic societies. Some countries have become ethnically diverse as a result of change in borders, occupation by foreign powers, migration and legacy of colonialism. For example, the United Kingdom has many ethnic groups living there as its citizens. These groups are White British, White Irish, Other White people, Indians, Bangladeshis, Pakistanis, Chinese, other Asians, Black Africans, among many other ethnic groups.

There are many ways of classifying these diverse ethnic groups. The simple and clear approaches of broadly categorising the ethnic groups are grouping under primary and secondary ethnic groups or majority and minority ethnic groups.

Primary and Secondary Ethnic Groups

Primary ethnic groups are indigenous groups who live in the place of their origin and continue to share common heritage, history and language of their ancestors. A Bhutanese living in Bhutan, practicing the Bhutanese culture and tradition and speaking Bhutanese language are an example of ethnic group.

On the other hand, secondary ethnic group are those people who have migrated from their place of origin to another place and in a different society. In the course of time they get disconnected from the group in which they originated. The Bhutanese who have migrated and settled in the United States of America or Australia are example of secondary ethnic group.

The development of secondary ethnic groups is becoming common in the modern times due to movement of people from one country or place to another. Even within a country, there are primary and secondary ethnic groups.

Majority and Minority Ethnic Groups

Majority ethnic group is the group whose character determines the norms of the larger society. The culture of the majority group is followed by the other minority ethnic groups. On the other hand, the minority ethnic groups are those groups whose characteristics do not influence the norms of the larger society. Asians, Africans, or other white people who migrated to the United Kingdom will have to follow the norms of the White British who are the majority.

Learning Activity 5.2:

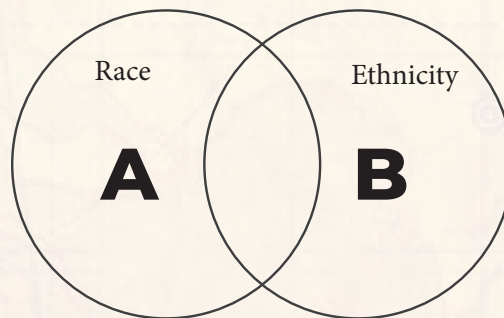
1. Identify the primary and secondary ethnic groups in your community or in your dzongkhag.
2. List down TWO characteristic of any ethnic groups found in your community.



Learning Activity 5.3:

Instruction: The Venn diagram given below A represents Race and B is Ethnicity.

Write the common feature in the middle (C) and distinct features of race in A and that of ethnicity in B.



Identity

Identity is a term derived from Latin word “idem” meaning ‘sameness’ in terms of physical appearances or culture. It is the similarities shared by a group that lead to a sense of belongingness. Identity is also described as a way in which individuals express themselves. Identity is defined by a set of characteristics individuals or a group of people believe themselves to be. Thus, identity can be broadly categorized as collective identity as well as individual identity.

In collective identity, a group of individuals are labelled as same based on the similarities that they share in terms of ethnicity, religion, language, culture, profession, geographical areas, or other features.

The individual identity refers to unique characteristics of a person, including personality traits, values, physical characteristics and lifestyle which are distinct and different from another person. Individuals take special pride in carrying those distinguishing attributes.

Construction of identity

There are many factors such as ethnicity, family, physical appearance, culture, social class and personality that construct individual identity or collective identity. Some aspects of identity are constructed by the genetic inheritance that an individual is born with while others are constructed based on the relationship one shares with the society.

There are some general factors that influence the construction of identity. The identity of an individual or a group of individuals is a combination of several factors which are given below.

- *Ethnicity* is one of the important factors that construct identity. By belonging to a particular ethnic group, the members share common characteristics such as culture and language. This defines their ethnic identity and bonds them together as a part of the community.
- *Family and the environment* in which people grow up play an important role in shaping their identity. People develop their sense of responsibilities and ethics from the environment in which they live. The way family members relate to one another and operate together as a social group can shape their identity.
- *Values and beliefs* that an individual or a group of people upholds shape individual or collective identity. These values and beliefs either relate people with one another or differentiate them.
- *Religion* binds people together. Individuals following the same religion identify themselves to be of the same religious group. It becomes easier for people following the same religion to connect with one another.
- *Occupation* also defines our identity. If your work is to teach, people label you as a teacher and you can associate yourself easily with other teachers.

Learning Activity 5.4:

Questions:

1. List the factor that influences your identity.
2. Explain any TWO factors that contribute to the construction of your identity and make you different from the others in your school.



Conclusion

The world has become small. Almost all the countries are now multi-ethnic societies with people migrating from one country to another. People may be from different racial or ethnic background but their horizons are open to the diversity in the world. The understanding and appreciation of other racial and ethnic groups and their identities are important to build a harmonious society. This also fosters tolerance and peaceful coexistence in the world.

Therefore, while it is important to know your roots and values it is also essential to respect people from other racial and ethnic groups and with different identities.



Points to Remember

1. Race means grouping people based on their physical appearances.
2. Ethnicity means a group of people who share similar cultural traits like religion, beliefs, language and nationality.
3. Identity can be broadly categorized as individual identity and collective identity.
4. Identity is constructed by several factors such as ethnicity, family and environment, values and beliefs, religion, and occupation.

Revision Question

1. What is the difference between race and ethnicity?
2. Explain how primary ethnic group is different from secondary ethnic group.
3. Choose any country and name two ethnic groups. Explain a few unique characteristics of each group.
4. How do you think the individual identity and the collective identity are constructed?



Assessment

Weighting and time allocation

Sl No.	Chapter	Weighting (%)	Teaching Time per week	Remarks
1	Ancient Historiography	7	576 Mins	<ul style="list-style-type: none"> • 160 minutes of instructional time in a week. • Schools to work on the period allocations based on the time duration allocated for each period.
2	Understanding Perspective in History	5		
3	Mesopotamian Civilisation	10	480 Mins	
4	The Age Of Renaissance, and Reformation	10	480 Mins	
5	Race, Ethnicity, and Identity	08	384 Mins	
Total		40%	32 Hrs or 1920 Mins	

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:

- ✓ Name
- ✓ Origin
- ✓ Composition/materials used
- ✓ Purpose
- ✓ 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:

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

Assessment

Using a checklist assesses History Museum.

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 provides opportunities for learners to reflect and appreciate the significance of historical events.

Objectives:

Historical memoir is intended to achieve the following objectives:

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

Procedure:

1. Students identify/choose a topic on any of the following:

- Historical events
- Historical figure
- 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:

- quiz
- poster display
- debate
- role play and dramatization
- declamation
- 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:

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

Process

Learners complete the assignment based on the following suggested process.

- Learners choose any topic from the theme taught in the History lesson.
- Gather information by using various sources.
- Compile the information and make a narrative.
- 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:

- Develop historical research culture in learners
- Develop social skills through interview and personal interactions.
- Promote values and relevance of Oral History in Bhutan
- 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:

- Prepare interview question
- Conduct interview
- Analysis and interpret information
- Report writing

Assessment

The assessment will be carried out using the following rubrics.

Table 6: Rubrics for Oral History Project

Class IX Term I					
Criteria	Excellent (4)	very Good (3)	Good (2)	Poor (1)	Score
Interview question preparation	Question are clearly stated without gram- matical error provides holistic information to develop personal history.	Question are clearly stated but with few gram- matical 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 con- ducted 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 X Term I					
Criteria	Excellent (4)	Very Good (3)	Good (2)	Poor (1)	Score
Analysis and Interpre- tation	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: <ul style="list-style-type: none"> • Introduction • Methods • Presentations: Write up and Illustrations • 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.