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Bhutan Council for
School Examinations
and Assessment

Class 7

HISTORY

Competency
Based
Assessment

2013

Teachers' Reference
For
Competency Based Assessment
CLASS 7 HISTORY



**Bhutan Council for School Examinations and Assessment
(BCSEA)**

Thimphu: Bhutan

2013

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Background

As mandated under Performance Compact Charter 7 of *Accelerating Bhutan's Socio-economic Development (ABSD)*, one significant initiative undertaken by the Bhutan Board of Examinations (BBE) was to develop *Teachers' Guide on Competency Based Assessment (CBA)* for selected subjects for various class levels in 2010 (10th Plan).

Teachers' Reference for Competency Based Assessment (TRCBA) books were first developed for Classes V, VII and IX in three subjects (Dzongkha, English and Mathematics) and introduced to all the secondary schools in 2011. Meanwhile, the erstwhile BBE was renamed as the Bhutan Council for School Examinations and Assessment (BCSEA) after as an autonomous body and it was later delinked from the Ministry of Education (MoE) with effect from April 2011.

In the following year, a survey was carried out on the usefulness of these books in teaching-learning. Subsequently, based on the feedbacks received from the teachers in the field, the Ministry of Education endorsed the recommendations to further develop the CBA books as teachers' reference guides for other subjects across the school curricula with an intent to improve both the standard and delivery of quality education in the country.

Broad objectives of CBA are to:

1. *enhance and improve teaching learning assessment of student competencies in schools at various class levels,*
2. *enables teachers to frame their own creative (modular) assessment tools using the booklet as reference guides, and*
3. *provide sample questions/model answers in the guide books inclusive of infusion of the GNH values wherever applicable while framing the questions for different student levels.*

Contents

	Page
Acknowledgements	ii
Background	iii
Introduction	1
Purpose of the book	2
CHAPTER 1	3
CHAPTER 2	7
CHAPTER: 3	16
CHAPTER: 4	24
CHAPTER 5	35
CHAPTER 6	40
CHAPTER 7	48
CHAPTER 8	55
CHAPTER 9	59
CHAPTER-10	67
CHAPTER 11.....	73
CHAPTER 12	79
CHAPTER 13	84

Introduction

It is essential that teachers have prior understanding of what competency based assessment (CBA) actually means. It is the process of collecting evidence and making judgments on whether students have demonstrated the required learning competency that will allow them to move to the next competency level in a study course.

Competency is the ability of a student to apply content knowledge and skills in and/or across the content area(s). It means that assignments are linked to the competencies that they are designed to assess and student performance is reported in a way that tracks students' mastery of the competencies that have been identified for each course.

CBA is focused on assessing the learning outcomes (competencies) that are linked to students' needs in real life situations involving portfolios, experiential learning in field experiences, demonstration in varying contexts, role play, etc. It defines educational goals precisely in measurable descriptions of knowledge, skills, and behaviors which students should possess at the end of a course of study.

- *Competencies consist of a set of essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity.*
- *Competencies within different contexts may require different sets of skills, knowledge and attitudes.*

However, teachers will need to gradually shift their focus from emphasizing on the content learning of the curriculum to assessing the development of student competencies in classroom teaching-learning situations.

Teachers constantly need to revisit and re-think about what they teach, how they teach, and evolve the ways in which they can help the students to demonstrate mastery over what they have learned and interact with the larger world around them.

The term *assessment* refers to the process of obtaining information about student learning outcomes to:

- *Assess through formal/informal observations of students' performance, demonstration of skills and knowledge, portfolio-based assessments, tests, project works, oral questioning and analysis of student records, and*
- *Guide educational policy decisions about students; to inform students, their parents, teachers, or other audiences about their progress, strength and achievements.*

The key to competency based assessment is based on actual skills and knowledge that a student can demonstrate in the work place or other contexts. CBA in this case will lead to functional approach to History education emphasizing life skills and evaluating mastery of those skills in terms of achieving student proficiency in History learning.

Purpose of the book

This booklet comprises model questions and their answers that can be used to assess competencies across all the learning strands. It is intended to serve as a guide for teachers to help them in the classroom teaching and also be an item bank from which they may draw questions to assess students' competencies in History as specified in the strands and learning objectives of the History curriculum.

However, it is cautioned that the questions and answers given in the booklet are in no way prescriptive; they are rather intended to serve as guides, suggestions, or prompts for the improved construction and designing of the questions and answers that assess students' learning competencies.

How to use this book

The questions and answers in this booklet may be used:

1. as a reference when developing teaching and assessment plans in history lessons with suggested classroom activities and the resources,
2. while planning to assess the student competencies in classroom practice, collecting evidence of learning for assessment and to make immediate connections to assessment and reporting,
3. to assess student competencies (achievements or failures) in the formative or summative learning in the form of class tests, term tests, etc.,
4. as models/samples of reliable questions/answers testing competencies for the construction of questions that may be required for the assessment of skills through other texts, and
5. to review the value of using assessment criteria and be able to use them to grade work and give constructive feedbacks.

CHAPTER 1

The Importance of Pema Lingpa in the History of Bhutan.

Learning Outcomes

By the end of the lesson a student should be able to:

- 1.1 Describe how Terton Pema Lingpa discovered treasures from Mebartsho.
- 1.2 Describe Terton Pema Lingpa as a saint, an architect, an artist and a sacred dancer.
- 1.3 Explain how Terton Pema Lingpa had influenced the political life of Bhutan.
- 1.4 Narrate the life of Terton Pema Lingpa.

Assessment Items

Question 1.

(Remembering)

The father of Pema Lingpa was

- A. Choingpa.
- B. Dondrup Zangpo.
- C. Dendrup Zangpo.
- D. Yoenten Jangchub.

Ans: Dondrup Zangpo

Question 2.

(Understanding)

Describe Pema Lingpa as an extraordinary child.

Ans: Pema Lingpa could build stupas, temples, religious thrones and erect prayer flags. He could even write on leaves, perform sacred dances and give sermons. The above traits describe that he was an unusual child.

Question 3.**(Applying)**

Fill in the blanks.

1. Pema Lingpa belonged to the family of.....(Nyingma) lams.

Question 4.**(Analyzing)**

Match the items in Column A against those in column B.

Column A

1. Skull
2. Dondrup Zangpo
3. Kuenga Wangpo
4. Lhalung Monastery

Column B

- A. Pema Dolma
- B. Bidung Choeje
- C. Lhodra
- D. Mebartsho
- E. Dungkar Choeje

Ans:1(D), 2(A), 3(E), 4(C).

Question 5.**(Evaluating)**

Was the decision to keep Pema Lingpa with his grandfather a wise one? Justify your answer.

Ans:

Yes, he learnt to be responsible, appreciate his grandfather and learnt a lot of valuable things from the older generation.

No, he did not get the parental love, could not enjoy his childhood days and learn to odd jobs.

Question 6.**(Creating)**

How would you feel if you were brought up by your grandparents?

Ans:

- a. Happy as they would tell us lots of folktales.
- b. Teach us about preserving culture and traditions.
- c. Make us realize the generation gap.
- d. Gain lots of valuable lessons.

Question 7.**(Remembering)**

How old was Pema Lingpa when he had a vision of Guru Rinpoche?

Ans: 25 Yrs.

Question 8.**(Understanding)**

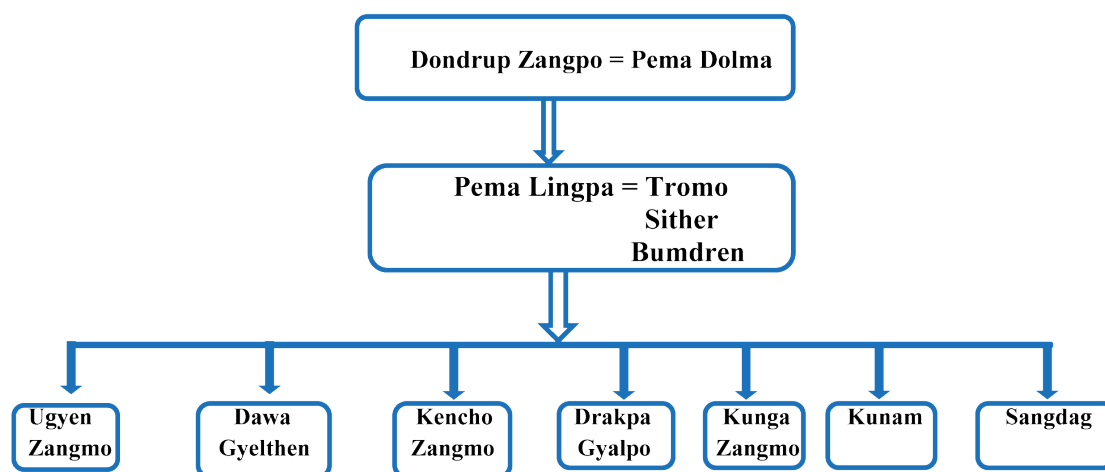
Explain the term 'Mebartsho'.

Ans: Mebartsho means 'burning lake'.

Question 9.**(Applying)**

Draw the family tree of Pema Lingpa.

Ans:

**Question 10.****(Analyzing)**

How did Pema Lingpa strengthen the teachings of Lord Buddha?

Ans: Pema Lingpa composed many religious texts and ritual, gave initiations and teaching and established monasteries.

Question 11.**(Evaluating)**

Pema Lingpa is an important historical figure in the history of Bhutan. Justify your answer.

Ans: Pema Lingpa discovered various "ters" that had been hidden by Guru Rinpoche, he was one of the tertons to spread Buddhism and he is the forefather of our royal family.

Question 12.

(Creating)

How, according to you would be the political life in Bhutan, if Pema Lingpa did not exist?

Ans: Bhutan would have been ruled by some other political figures in place of the present royal lineage.

CHAPTER 2

Greatness of Zhabdrung Ngawang Namgyal

Learning Outcomes

By the end of the lesson a student should be able to:

- 2.1 Give reasons for the rise of several Tibetan invasions.
- 2.2 Explain how and why Zhabdrung Ngawang Namgyal brought religious unification in the country.
- 2.3 Describe the state of our country before it became a nation state.
- 2.4 Mention how the Choesi System proved to be an effective administrative system in the country.
- 2.5 Mention how codification of laws is treated as one of Zhabdrung Ngawang Namgyal's achievements.
- 2.6 State a few examples of laws codified by Zhabdrung Ngawang Namgyal.
- 2.7 Explain why Zhabdrung Ngawang Namgyal created a distinct identity for Bhutan.

Assessment Items

Question 1

(Remembering)

Before coming to Bhutan Zhabdrung Ngawang Namgyal was enthroned as

- A. 20th abbot of Ralung monastery.
- B. 19th abbot of Ralung monastery.
- C. 18th abbot of Ralung monastery.
- D. 17th abbot of Ralung monastery.

Ans. 18th abbot of Ralung monastery.

Question 2.**(Understanding)**

Zhabdrung Ngawang Namgyal entered into a permanent retreat in year 1651. Define the underlined word in the given sentence.

Ans: A place to which a person can go for a period of religious meditation.

Question 3.**(Applying)**

Fill in the blanks.

1. The headquarter of the Drukpa Kagyu school was in..... (Tibet)
2. Zhabdrung Ngawang Namgyal stayed at..... monastery in Tibet. (Ralung)
3. Lam Kha Nga means.....(five groups of Lamas)

Question 4.**(Analyzing)**

Match the items in Column A against those in column B.

Column A

1. 1616
2. Ralung monastery
3. Lam Kha Nga

Column B

- A. Lhakpas
- B. Zhabdrung Ngawang Namgyal came to Bhutan
- C. Tibet
- D. Drukpa Kagyu

Ans. 1(B), 2(C), 3(A)

Question 5.**(Analyzing)**

Why did the Lam Kha Nga oppose Zhabdrung Ngawang Namgyal?

Ans. To stop Zhabdrung Ngawang Namgyal from spreading Drukpa Kagyu religion.

Question 6.**(Evaluating)**

Who do you support, Zhabdrung Ngawang Namgyal or the Lam Kha Nga? Justify with **TWO** reasons.

Ans: Zhabdrung Ngawang Namgyal:

- a. Will have a state religion i.e. Drukpa Kagyu.
- b. People have more faith in Zhabdrung Ngawang Namgyal for he is the Precious Jewel at whose feet one submits.

Lam Kha Nga:

- a. Our country will have varieties of religious faiths.
- b. Faith of the people will be divided amongst different Lams.

Question 7.

(Creating)

What would have been the situation of Bhutan, if the Lam Kha Nga had defeated Zhabdrung Ngawang Namgyal? Write your opinion.

Ans.

- a. Population of the country would be divided among the Lams.
- b. Every place in the country would be a battle field.
- c. The concept of ONE NATION ONE PEOPLE would have never evolved.

Question 8.

(Remembering)

Write **TRUE** or **FALSE** against each statement.

- a. The main reason for the conflict between Zhabdrung Ngawang Namgyal and Tsang Desi was over the issue of reincarnation of Pema Karpo. **(True)**
- b. Bhutan had to face seven Tibetan invasions. **(False)**
- c. Tsang Desi was not afraid of Zhabdrung Ngawang Namgyal's power in Bhutan. **(False)**

Question 9.

(Analyzing)

Why did the Lam Kha Nga seek help from Tsang Desi?

Ans: To support their cause against Zhabdrung Ngawang Namgyal.

Question 10.

(Analyzing)

Give **TWO** reasons for the actual conflict between Zhabdrung Ngawang Namgyal and Tsang Desi.

Ans:

- a. Zhabdrung Ngawang Namgyal's old quarrel with Tsang Desi.
- b. Zhabdrung Ngawang Namgyal's growing power in Bhutan, and Tsang Desi having his enemy living in a country just south of the border.

Question 11.**(Evaluating)**

Which contribution of Zhabdrung Ngawang Namgyal do you support, the defeat of the Tibetans or the religious unification?

Ans:

Defeat of Tibetan Invasion:

- a. Bhutan would be under Tibet today.
- b. Bhutan would be ruled by Tsang Desi.

Religious Unification:

- a. Bhutan has a common religion i.e. Drukpa Kagyu.
- b. Peace and harmony will exist.

Question 12.**(Creating)**

Write a speech to be delivered by Zhabdrung Ngawang Namgyal to his supporters over their victory against the Tibetan invasions.

Ans: Today, I stand in front of you all to say something. We were successful in driving away the evil forces. If you had not rendered such support then, the Tibetans would have taken the sacred relic, Rangjung Kharsapani back to their country.

As sign of victory, we will celebrate Dromchey every year. Through this action, I have come to know that if we work together as one and with the same spirit, nothing is impossible. Henceforth, let us always work as one with a common goal of keeping our country independent forever. Once again, thank you and I promise to always live up to your expectations.

Question 13.**(Remembering)**

The Drukpas had a firm control over the entire country **EXCEPT** the

- A. western Bhutan.
- B. eastern Bhutan.
- C. northern Bhutan.
- D. southern Bhutan.

Ans: eastern Bhutan.

Question 14.**(Understanding)**

What do you understand by the Chhoesi system?

Ans: Chhoesi system is a dual system of government, where the Je Khenpo is responsible for religious matters and the Desi for political matters and general administration.

Question 15.**(Applying)**

Fill in the blanks.

1. Zhabdrung Ngawang Namgyal entered into permanent retreat in the year..... (1651)
2. In 1907.....(hereditary) monarchy was established.
3. Zhabdrung Ngawang Namgyal ordered(Chhoegyal Minjur Tempa) to build a Dzong at Trongsa.

Question 16.**(Analyzing)**

Why did Zhabdrung Ngawang Namgyal make use of spiritual influence rather than military force? Give **THREE** reasons.

Ans.

- a. Zhabdrung Ngawang Namgyal wanted to show his spiritual power.
- b. Zhabdrung Ngawang Namgyal loved peace than bloodshed.
- c. Zhabdrung Ngawang Namgyal was religious minded.

Question 17.**(Evaluating)**

Prioritize the following contribution of Zhabdrung Ngawang Namgyal according to their importance. Support your answer.

- a. Defeating Tibetans.
- b. Reformed the Administrative system
- c. Making a Nation state.

Ans:

- a. Defeating Tibetans:

If Zhabdrung Ngawang Namgyal had not overcome the Tibetans, then Bhutan would have been ruled by the Tibetans, most probably Tsang Desi as the leader.

b. Reformed Administrative System:

Zhabdrung Ngawang Namgyal started the dual system of government and decentralized the powers to regional dzongpoens and penlops to have an effective administrative system. The form of this government lasted till 1907.

c. Making a nation state:

Zhabdrung Ngawang Namgyal could bring all the petty rulers who were fighting against one another under one strict central rule, thus the powers of penlops and dzongpoens were also minimized.

Question 18.**(Creating)**

Describe the given picture below.



(Pg. no: 31, History of Bhutan Class X)

Ans:

- This picture shows the first National Day Celebration in 1907.
- The day began with religious ceremonies followed by the affixing of the seal on the document.
- Monk body and other senior officials were present.
- British Indian Government was represented by the political officer in Sikkim, John Claude White.
- Lots of ceremonial scarves are seen in front of the king.

Question 19.**(Remembering)**

List any **TWO** laws created by Zhabdrung Ngawang Namgyal.

- a. No official or priest allowed sending out alms begging parties.
- b. An official (civil representative) should not demand any present for marriages/separation.

Question 20.**(Remembering)**

Write **TRUE** or **FALSE** against the given statement.

- a) Dzongpoens should not trouble any subject. **(True)**
- b) Official or priests are allowed to go for alms begging parties. **(False)**
- c) In areas of crime like theft, robbery and murder, punishments were given according to the seriousness of the crime. **(True)**

Question 21.**(Understanding)**

“He is not allowed to accept the first position of any ceremonial feast, be it for the living or the dead.” What does the above statement mean?

Ans: No government official under the Choesi System should try to misuse his power in any occasion.

Question 22.**(Applying)**

Fill in the blanks

1. The (dzongpoen) are to treat the subjects under them impartially.
2. In the area of trade and..... (commerce), there were laws to prevent cheating and corruption.
3. The laws helped the people to be..... (just) and fair in their dealing with one another.

Question 23.**(Analyzing)**

Why did Zhabdrung Ngawang Namgyal introduce laws? Write at least **FOUR** reasons.

Ans:

- a. To have peace, harmony and tranquility in the country.
- b. To avoid segregation of people in the society.
- c. To build a corruption free state.
- a. To bring law and order in the country.

Question 24.**(Evaluating)**

Which law codified by Zhabdrung Ngawang Namgyal do you like the most? Justify with **TWO** reasons.

Ans: I support the law which states, “He should not accept or demand any present for marriages or separations for which he is the civilian representative”.

- a. The laws help people and society to be corruption free.
- b. The common people will not be unnecessarily burdened.

Question 25.**(Creating)**

If you were one of the officials during Zhabdrung Ngawang Namgyal’s time, how would you change the laws? Give **ONE** example.

Ans: Any kind of contributions from the people could have been reduced, so that the officials need not necessarily have to accept the gift.

Question 26.**(Remembering)**

Which one of the following does not describe a country’s identity?

- A. Ceremonies and rituals.
- B. Religion.
- C. Customs.
- D. Dress.

Ans: Religion

Question 27.**(Understanding)**

Describe **ONE** important ceremony that takes place annually in your home.

Ans: One example of annual ceremony is Lochhey/ Dasain.

- a. Lamas, pundits and monks perform the rituals.
- b. Lots of delicious items are prepared.
- c. Guests are invited.
- d. People sing and dance. (Folk songs)

Question 28.**(Analyzing)**

Why did Zhabdrung Ngawang Namgyal create a unique national identity? Give **TWO** reasons.

Ans:

- a. The growing influence of Gelugpas in Tibet would threaten the Bhutanese sovereignty.
- b. To bring unity in the country.

Question 29.**(Evaluating)**

Wearing of the national dress is appropriate for every activity. Do you agree?

Ans: Yes, as it helps in keeping one's identity and other people would appreciate it.

No, for activities like games and work, one would not be comfortable.

Question 30.**(Creating)**

Group Discussion: Divide the children into three groups. Give them the following topics and make group leaders do the presentations.

- a. Importance of the national dress.
- b. Difference between a gho and a kira.
- c. Discuss on the origin of the national dress.

Ans:

- a. This is our symbol of unique national identity / protects our independence.
- b. Gho is for men and kira is for women.
- a. Dress derived and adapted from Zhabdrung Ngawang Namgyal's robes.

Question 31.**(Creating)**

If you were to add one more aspect of unique identity for Bhutan during Zhabdrung Ngawang Namgyal's reign, what would it be and why?

Ans: The unique identity could be the creation of a common Language. It could have contributed a lot in the unification of Bhutan.

CHAPTER 3

The Chhoesi System and the First Four Desis

Learning Outcomes

By the end of the lesson a student should be able to:

- 3.1 Describe the Chhoesi System of government
- 3.2 Mention the important positions held by various officers in the Chhoesi System
- 3.3 Describe the early lives and mention the achievements of the first four Desis.

Assessment Items

Question 1.

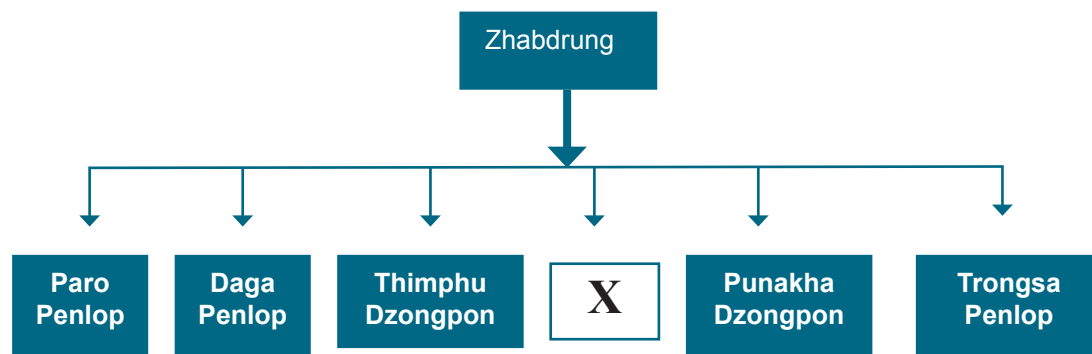
(Remembering)

Zhabdrung Ngawang Namgyal went into the retreat in the year

- A. 1650.
- B. 1651.
- C. 1652.
- D. 1653.

Ans: 1651

(The diagram below is to be used with Question 2)



Question 2**(Remembering)**

The box marked X in the above diagram signifies the post of

- A. Desi
- B. Je Khenpo
- C. Jakar Dzongpon
- D. Wangduephodrang Dzongpon

Ans: Wangduephodrang Dzongpon

Question 3.**(Remembering)**

Write **TRUE** or **FALSE** against each statement.

The first four Desis were devoted disciples of Zhabdrung Ngawang Namgyal. **[True]**

- 1) The gups passed on orders from the dzong to the people. **(True)**
- 2) The Daga Penlop looked after the eastern and south-east region. **(False)**
- 3) Penlops were responsible for maintaining law and order in their own regions. **(True)**
- 4) The hereditary monarchy was established in 1905. **(False)**

Question 4.**(Understanding)**

Explain the term *Chhoesi System*.

Ans: The Chhoesi System was a dual system of government where by the country was ruled by both a secular head, Desi and a religious head, Je Khenpo.

Question 5. Fill in the blanks.**(Applying)**

- 1) The(Paro) Penlop looked after the western and south-west region.
- 2) The first Je Khenpo was (Pekar Jungne)
- 3) The responsibilities of looking after the dzong and the administration of the dzongkhag belonged to a(dzongpon)
- 4) The term “desi” was introduced by(Zhabdrung Ngawang Namgyal)

Question 6.**(Applying)**

Complete the table.

Organization	Members	Function
Lhengye Tshog

Ans:

Organization	Members	Function
Lhengye Tshog	All the senior members under Zhabdrung Ngawang Namgyal	To discuss important matters and make decisions.

Question 7.**(Analyzing)**

Match each post with its responsibility.

Titles	Responsibility
1. Zhung Dronyer	A. Maintain law and order in their regions
2. Zhung Kalyon	B. Chief of protocol
3. Gongzim	C. Religious Head of the country
4. Desi	D. Personal assistant to Zhabdrung Ngawang Namgyal
5. Je Khenpo	E. Conveyor of the orders of Zhabdrung Ngawang Namgyal
	F. Secular head of the country

Ans: 1 (B), 2 (E), 3 (D), 4 (F), 5 (C)**Question 8.****(Analyzing)**The present democratic system of government is better than the Choesi System. Justify the statement with **TWO** points.**Ans:**

- People's participation: right to vote, people formulate laws, participate in decision making.
- Fundamental rights: people can exercise their right to vote and have a say in the matter of the country.

Question 9**(Evaluating)**

Of the two posts, penlop's and dzongpon's, which one was the powerful one? Support your choice with **THREE** points.

Ans:

Penlop

- a. Powerful than the Dzongpon
- b. Representative of Zhabdrung Ngawang Namgyal
- c. There were only three Penlops

Dzongpon

- a. Had power in their respective regions
- b. Most Dzongpons were appointed by the Penlop
- c. Every region had a Dzongpon

Question 10.**(Creating)**

If you were a desi under Zhabdrung Ngawang Namgyal, what changes would you bring to Bhutan? List **TWO** changes.

Ans:

- a. Introduce new judicial law for the welfare of the people.
- b. Amend obsolete laws and introduce necessary ones.

Question 11.**(Remembering)**

Umze Tenzin Drugyal went into retreat in

- A. Chari Monastery.
- B. Tango Monastery
- C. Dechenphu Monastery
- D. Changangkha Monastery

Ans. Chari Monastery.

Question 12.**(Remembering)**

Who was the grandson of Lam Drukpa Kuenley, who later became a desi?

Ans. Gyalse Tenzin Rabgay.

Question 13.

(Remembering)

Who was the first Trongsa Penlop?

Ans. Chhoegyal Minjur Tenpa.

Question 14.

(Analyzing)

Why was Moen Achog driven out of the country?

Ans. Meon Achog opposed and challenged Gyelse Tenzin Rabgye's authority.

Question 15.

(Understanding)

List **FOUR** auspicious signs observed during the consecration ceremony of the Semtokha Dzong and the images of Lord Buddha.

Ans.

- 1) Earthquake.
- 2) A rain of flowers.
- 3) Rainbow over the dzong.
- 4) Duetsi poured out of the slate.

Question 16

(Understanding)

Define the following terms:

- a) Umze
- b) Gyaltsheb
- c) Lam Thripa
- d) Tshenyi Dratshang

Ans.

- a) Umze: Chief of choir.
- b) Gyaltsheb: Representative of the Zhabdrung Ngawang Namgyal.
- c) Lam Thripa: Lam on the throne of the Zhabdrung Ngawang Namgyal.
- d) Tshenyi Dratshang: A monastery for debating.

Question 17.**(Applying)**

Fill in the blanks.

1. The law introduced by Umze Tenzin Drugyal was (Mitong).
2. Taktsang monastery was built by(Gyalse Tenzin Rabgay).
3. Tenzin Drugdra ruled as Desi from 1656 to(1668)
4. Umze Tenzin Drugyal belonged to the(Hoptsho) family of Gasa.

Question 18**(Applying)**Complete the table stating **TWO** achievements each of the first four Desis.

Name of the Desis	Achievements
UmzeTenzn Drugyal
Tenzin Drugdra
Chhoegyal Minjur Tenpa
Gayalse Tenzin Rabgye

Ans.

Name of the Desis	Achievements
Umze Tenzin Drugyal	<ol style="list-style-type: none"> 1. Introduced a new law called Mitong. 2. Visited remote parts of the country to look into the welfare of the people.
Tenzin Drugdra	<ol style="list-style-type: none"> 1. Established schools for medicine. 2. Built eight huge chortens inside Punakha Dzong.
Chhoegyal Minjur Tenpa	<ol style="list-style-type: none"> 1. Constructed Jakar, Tashiyangtse, Zhongar, Zhemgang, Tashigang and Dungsamkhar Dzongs. 2. Repaired the Semtokha Dzong.
Gayalse Tenzin Rabgye	<ol style="list-style-type: none"> 1. Improved the provincial and district administration. 2. Built Haa Damsang Dzong, Taktsang Monastery and JangsarLhakhang.

Question 19.**(Analyzing)**

Match the name of each desi against his year of enthronement.

Names of the Desi	Year of enthronement
1. Umze Tenzin Drugyal	A. 1668
2. Tenzin Drugdra	B. 1694
3. Chhoegyal Minjur Tenpa	C. 1680
4. Gayalse Tenzin Rabgye	D. 1656
	E. 1651

Ans. A (5), B (4), C (1), D (3)

Question 20.**(Analyzing)**

Write **TWO** advantages and disadvantages of the Mitong law.

Ans.

Advantages	Disadvantages
1. Low crime rate 2. Traders used fair measurement	1. Some people were not happy with the Mitong law. 2. Several attempts were made on Umze Tenzin Drugyal's life.

Question 21.**(Evaluating)**

Between the two desis, Umze Tenzin Drugyal and Tenzin Drugdra, whom do you like? Give **TWO** reasons to support your choice.

Ans.

Name of the Desis	Likes	Dislikes
Umze Tenzin Drugyal	Introduced a new law called Mitong. Visited remote parts of the country to look into the welfare of the people.	Mitong was a harsh law
Tenzin Drugdra	Established medical schools. Built eight huge chortens inside Punakha Dzong.	He was only concerned about the religious affairs.

Question 22.**(Creating)**

What would your reaction be if the law of compulsory recruitment of a son in a family to the monk body is reinstated by Bhutan government?

Ans.

I would be happy because:

- There would be continuous recruitment of monks.
- Buddhism would spread.

I would not be happy because:

- I do not want to spend my life as a monk.
- It would be against my will.

CHAPTER 4

Dzongs-Centres of Administration and Religion

Learning Outcomes

By the end of the lesson a student should be able to:

4.1 State the significances of dzongs.

4.2 Describe people's life residing in dzong during the 17th century.

4.3 Describe some of the most significant dzongs in the history of Bhutan.

Assessment Items

Question 1.

(Remembering)

The first dzong was built in the

- A. eleventh century.
- B. twelfth century.
- C. thirteenth century.
- D. fourteenth century.

Ans: twelfth century.

Question 2.

(Remembering)

Before Zhabdrung Ngawang Namgyal built dzongs in Bhutan, the existing dzongs were used as the

- A. prisons.
- B. granaries.
- C. monasteries.
- D. administration buildings.

Ans: monasteries.

Question 3. (Understanding)

List **FOUR** usages of a dzong during Zhabdrung Ngawang Namgyal's time.

Ans:

- a. Granaries.
- b. Monasteries.
- c. Administration centers.
- d. As a protection during wars.
- e. Store-houses for national treasures, books, written records and weapons.

Question 4. (Understanding)

The word 'dzong' means a

- A. castle.
- B. palace.
- C. fortress.
- D. monastery.

Ans: a fortress.

Question 5. (Understanding)

Explain the following terms:

1. Dochhen
2. Do Ngon

Ans: Dochhen means a courtyard and Do Ngon means blue stone.

Question 6. (Applying)

Fill in the blanks.

1. The dzongs were first built in Bhutan by (Lam Gyalwa Lhanangpa)
2. A district court is headed by a (dangpoen)
3. In the event of a war, people sought protection in the (dzongs)

Question 7.**(Analyzing)**

Compare and complete the table with **TWO** usages of a dzong.

Usage of a dzong during Zhabdrung Ngawang Namgyal's time	Usage of a dzong during the modern time
.....

Ans:

Functions of a Dzong during Zhabdrung Ngawang Namgyal's time	Functions of a Dzong during modern time
1. Used as granaries.	1. Home for the monks.
2. Home for the monks.	2. Site visit for tourists.
3. Administration centers.	3. Administration centre.
4. As a protection during wars.	4. Throne room of the king.
5. Store-houses for national treasures, books, written records and weapons.	5. Venue for the national celebrations.

Question 8.**(Applying)**

Group work: Make a model of a dzong.

Question 9.**(Analyzing)**

Write **TWO** advantages and the disadvantages of a dzong.

Ans:

Advantages	Disadvantages
1. Can be used as granaries.	1. Women are not allowed to enter the dzong after dusk.
2. Home for the monks.	2. Very crowded.
3. Administration centres.	3. Difficult to maintain.
4. As a protection during wars	4. No proper sanitation and water facilities.
5. Store-houses for national treasures, books, written records and weapons.	5. Not safe during earthquake/natural disaster.

Question 10.**(Analyzing)**

Why were the dzongs built at strategic points?

Ans: For defense against any attack or invasion and to overlook and command the whole valley.

Question 11.**(Remembering)**

Write **TRUE** or **FALSE** against each statement.

- 1) A day in a dzong would begin at six am. **(False)**
- 2) Women were not permitted to sleep in a dzong. **(True)**
- 3) People who lived in a dzong ate three meals a day. **(False)**
- 4) Dzongpoens were the direct representatives of the desi. **(True)**
- 5) The nyerchen took care of the rations. **(True)**

Question 12.**(Remembering)**

Write **TWO** responsibilities of a Zimpoen.

Ans:

- i. He was responsible for ration supervision.
- ii. The smooth running of the dzong.

Question 13.**(Understanding)**

The significance of clapping an oak wood by the khangner was to

- A. warn people to be alert and put out their fires.
- B. wake up in the morning.
- C. indicate meal times.
- D. organize cleaning.

Ans: warn people to be alert and put out their fires.

(The statement below is to be used with Question 14)

‘At 5 a.m. they would light the fires and start preparing breakfast.’

Question 14.**(Understanding)**

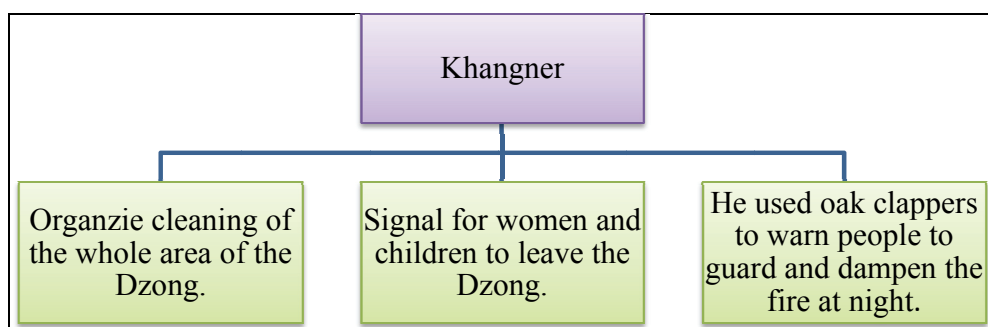
Whose responsibilities are mentioned in the above statement?

- A. Mange
- B. Nyeryo
- C. Shanyer
- D. Poengnna

Ans: Mange

Question 15.**(Applying)**

Draw a flow chart to illustrate the responsibilities of a khangner.

**Question 16.****(Applying)**

Fill in the blanks.

1. In winter the monk body leave for (Punakha)
2. In the late afternoon, the mange would go around playing the (jalling)
3. The assistant to the nyerchen was(nyeryo)
4. In the courtyard, the prisoners were kept in(wooden) huts.

Question 17.**(Applying)**

Write **THREE** values you have learned after reading 'Life in the Dzong'.

Ans:

1. Leadership.

2. Hard working.
3. Time management/Punctuality.
4. Systematic working environment.
5. Relationship (among family, colleagues, senior/juniors).

Question 18.**(Analyzing)**

Match the following posts against the responsibilities.

Posts	Responsibilities
1. Mänge	A. Gatekeeper
2. Nyerchen	B. Cook
3. Tapoen	C. Organizer of the cleaning department
4. Gorup	D. Meat store man
5. Shanyer	E. Official in charge of the horses
6. Poengna	F. Storekeeper
	G. Water carriers

Ans: 1 (B), 2 (F), 3 (E), 4 (A), 5 (D), 6 (G)**Question 19.****(Analyzing)**Compare a life in a dzong with that of your home. Write **THREE** points.**Ans:**

Life in a Dzong	Life in our home
Wake up early in the morning at 5 a.m.	Wake up at 6 – 7 a.m.
Father lives in the dzong and mother lives at home.	The entire family live together in a house.
No proper sanitation/unhygienic.	Proper sanitation/hygienic.
Two meals a day.	Three meals a day.

Question 20.**(Evaluating)**Life in a dzong was interesting. Do you agree? Support with **ONE** point.**Ans:**

- 1) **Yes**, many people lived together like a large family and
- 2) it has systematic working environment.

No,

- 1) Monotonous work need to carry out the same work every day.

Question 21.

(Creating)

If you were a zimpon, create a day's program for the residents of a dzong.

Ans:

6 a.m.	Woken up by the sound of jalling.
6 – 6:30 a.m.	Cleaning
6:30 – 7 a.m.	Washing
7 – 8 a.m.	Morning Prayer
8 – 8:45 a.m.	Breakfast
8:45 – 9 a.m.	Assembly
9 am – 12 noon	Morning classes
12 – 1 p.m.	Lunch
1 – 3 p.m.	Afternoon classes
3 – 4 p.m.	Games
4 – 5 p.m.	Break
5 – 6 p.m.	Evening prayer
6 – 7p.m.	Self-studies
7 – 8 p.m.	Dinner
8 – 8:30 p.m.	Washing
8:30 p.m.	Lights off

Question 22.

(Remembering)

The Semtokha Dzong was built in

- A. 1628.
- B.1629.
- C.1630.
- D.1631.

Ans: 1629.

(The passage is to be used with Question 22)

‘Ever since the dzong was built, it has played an important role in the country’s history. It was the winter capital of Bhutan till 1955.’

Question 23.

i. Name the dzong. **(Remembering)**

Ans: Punthang Dechen Phodrang Dzong.

ii. When was the dzong built? **(Remembering)**

Ans: 1637.

iii. What are the **TWO** most important historical events which took place in the dzong?

(Understanding)

Ans: Gongsar Ugyen Wangchuck was enthroned as the first hereditary Monarch of Bhutan in 1907. The first National Assembly of the country was held in 1953.

iv. Whose sacred body has been embalmed and preserved in Dzong?

(Remembering)

Ans: Machey, the sacred embalmed body of Zhabdrung Ngawang Namgyal.

Question 23. **(Understanding)**

Explain the importance of Trashigang Dzong.

Ans: It was the seat of successive Trashigang Dzongpoens called the Trashigangpas. At present it is the headquarter of Trashigang Dzongkhag.

Question 24.**(Analyzing)**

Match the following places against the name of the dzongs.

Places

1. Semtokha
2. Thimphu
3. Punakha
4. Wangduephodrang
5. Paro
6. Trongsa
7. Bumthang
8. Dagana

Name of the Dzongs

- A. Jakar Dzong
- B. Rinpung Dzong
- C. Sanga Zapdon Dzong
- D. Trashichhoedzong
- E. Trashi Yangtse Dzong
- F. Pungthang Dechen Phodrang Dzong

Ans: 1 (C), 2 (D), 3 (F), 4 (B), 5 (A), 6 (v)

Question 25.**(Applying)**

Fill in the blanks

1. The first dzong built by Zhabdrung Ngawang Namgyal was (Semtokha Dzong).
2. At the confluence of Pho chhu and Mo chhu lies (Punakha) Dzong.
3. Desi Tenzin Rabgye enlarged (Wangduephodrang) Dzong in 1683.
4. Trashichhoedzong was built by (Sherab Wangchuk) in 1702.
5. The first Trongsa Penlop was (Minjur Tenpa).
6. Tenpa Thinley was appointed as the first (Daga Penlop).

(The map below is to be used with Question 26)

Question 26.**(Applying)**

Mark the following letters on the given map to locate the Dzongs:

PD – Pungthang Dechen Phodrang Dzong

JD – Jakar Dzong

TCD – Trashichhoedzong

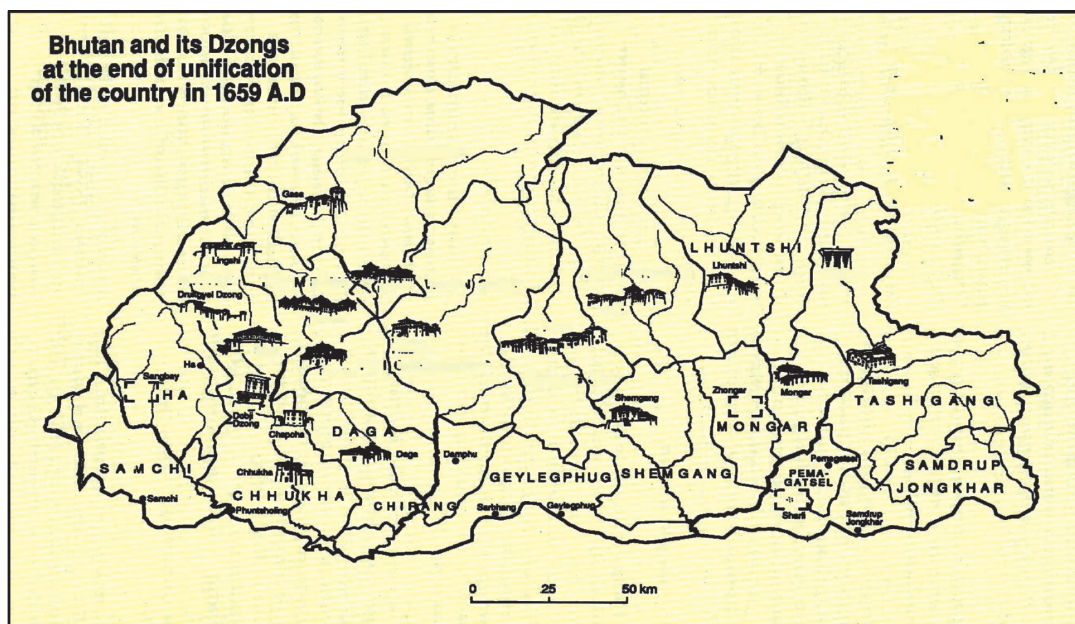
SZD – Sanga Zapdon Dzong

TYD – Trashi Yangtse Dzong

RD – Rinpung Dzong

WD - Wangduephodrag Dzong

TD – Trongsa Dzong



Question 32.

(Understanding)

How did the Jakar Dzong get its name?

Ans:

Lam Ngagi Wangchuk built Jakar Dzong because a white bird flew from the old site and landed on the place where the Jakar Dzong stands today. He took that as a good omen.

Question 33.

(Analyzing)

Group work: Visit a dzong in your locality and:

- i. Write **FIVE** historical importances of the dzong and
- ii. Find out **FIVE** antique objects of historical importance.

Question 34.**(Evaluating)**

The dzongs are merely attractive sites for the tourists. Do you agree?

Justify this statement with **TWO** reasons.

Ans:

Yes, the dzongs have unique architectural features and it contains ancient artifacts, murals and relics.

No, it is for ceremonies/festivals and to enjoy the peace and tranquility of the county.

Question 35.**(Creating)**

What could have been the situation if Zhabdrung Ngawang Namgyal had not built any dzongs in Bhutan?

Ans:

- a. Unification of the county wouldn't have taken place.
- b. Administration would have been difficult.
- c. There would not have been team spirit and cooperation amongst the Bhutanese.
- d. Tibetans would have been victorious over the invasions and our country would have been under Tibetan rule.

CHAPTER 5

The significance of the mask dances in Bhutan History.

Learning Outcomes

By the end of the lesson a student should be able to:

- 5.1 Explain the general significance of chhams to cultural life of the Bhutanese
- 5.2 Describe some chhams and mention why they are performed.

Assessment Items

Question 1.

(Remembering)

Write **TRUE** or **FALSE** against each statement given below.

- a. The chhams were composed mainly to convey religious message to people.(**True**)
- b. Chhams are usually performed during holidays.(**False**)
- c. Ordinary people can also compose chhams.(**False**)

Question 2.

(Understanding)

Explain the following terms.

- a) Chham.
- b) Chhoe.

Ans: a. Mask dance

- b. The doctrine/dharma

Question 3.

(Applying)

Fill in the blanks.

- 1. Mask dances are performed by(monks) as well as the(laymen)
- 2. Evil spirits and demons help Lord Buddha's(doctrine) to flourish.
- 3. Each village and community has a rich tradition of (mask) dance.

Question 4.**(Analyzing)**

Why are chhams important to the Bhutanese?

Ans: Chhams are important to Bhutanese because they mark the passing season, communal occasion and shared experiences. They also help to unite the people and convey religious messages to people.

Question 5.**(Analyzing)**

Chhams help in uniting the people. Justify giving three reasons.

Ans:

1. Make new friends.
2. Families get together.
3. People meet with their old friends.
4. Share experiences and learn more about chamms.

Question 6.**(Creating)**

If you were to organize a tshechhu in your locality, what interesting changes would you like to bring to its celebration?

Ans:

- a. Add more fun to it.
- b. Ask some tourist to perform one or two dances.

Question 7.**(Remembering)**

The dancers of Zhana Chham wear

- A. wide tall black hats, traditional boots, long colourful brocade dress.
- B. beautiful brocade dresses, traditional boots and terrifying masks.
- C. long colourful brocade dress and terrifying masks.
- D. knee length yellow skirts and ringa.

Ans. Wide tall black hats, traditional boots, long colourful brocade dresses.

Question 8.**(Remembering)**

Who introduced the Pa chham?

- A. Zhabdrung Ngawang Namgyal.
- B. Guru Rinpoche.
- C. Tertoen Pema Lingpa.
- D. Lam Kuenga Gyeltshen.

Ans: Tertoen Pema Lingpa

Question 9.**(Remembering)**

Write **TRUE** or **FALSE** against each statement given below.

- a. Tungam chham shows the terrifying form of Dorji Dragpo. **(True)**
- b. The Ging dancers wear long colourful brocade dresses and terrifying masks. **(False)**
- c. GingTsholing chham was first performed by Zhabdrung Ngawang Namgyal. **(False)**
- d. The Guru Tshengye chham begins with the appearance of Guru Dorji Drolo. **(True)**

Question 10.**(Understanding)**

Explain the followings terms:

- a. Bardo
- b. Phurba
- c. Lung Lha
- d. Duthrod dagmos

Ans:

- a. Ritual dagger
- b. State between one's death and rebirth
- c. God of wind
- d. Lords of the cremation grounds

Question 11.**(Understanding)**

Describe the Durdag chham.

Ans:

1. It is the dance of the lords of the cremation grounds.
2. Durdag chham is performed by four dancers.
3. The dancers wear white costumes and white skull masks

Question 12.**(Understanding)**

12. Differentiate between Ging and Tsholing chham.

Ans:

Ging dancers wear Tagshams(tiger skin skirts) and terrifying dark blue(male) and red (female) mask with a flag on top. The dancers carry Nga in his left hand and drumstick in right hand. The dancers tap the audience to chase away the impurities from them.

Tsholing dancers have long colourful brocade dresses and wear terrifying masks. The dancers carry phurba in their hand.

Question 13.**(Applying)**

Fill in the blanks.

1. The annual Tshechhu usually ends with the.....(Guru Tshengye)dance.
2. Dramitse Nga chham is performed by(sixteen) dancers.
3. Bardo Thoedrol, a text which was hidden by Guru Rinpoche and rediscovered later by.....(Terton Karma Lingpo)

Question 14.**(Analyzing)**

Explain why Zhana chham is performed?

Ans:

- a. Performed as a ground purification rite during the construction of dzongs, lhakhangs and chortens
- b. To pacify the evil spirits of the ground and to take possession of the site from them.

Question 15.**(Analyzing)**

Match the items in column A against the items in column B.

Column A

1. Lhakaap
2. De-Nagchung
3. RakshaLango
4. ShinjeChhokigap
5. Yogis

Column B

- A. Lord of death
- B. The Ox-headed Justice Minister
- C. Black Demon
- D. White God

Ans: 1(D), 2(C), 3(B), 4(A)

Question 16.**(Analyzing)**

Why is Raksha Mar chham considered very special?

Ans It is believed that a person is partly purified from his or her sins every time he/she witnesses the dance.

Question 17.**(Evaluating)**

Do think that ngewa (hell) really exists? Support your answer with reasons.

Ans: I strongly believe that Ngewa exists because there are incidences where Delog/s (e.g KarmaYangzom) have narrated about how sinners are tormented in the hell (nye-wa).

Question 18.**(Creating)**

If you were Shinje Chhokigap what sins would you forgive? Mention **TWO** sins.

Ans:

- a. Telling lies at difficult situations.
- b. Accidental killing of small insect.

CHAPTER 6

British Expansion in India and its effects on Bhutan

Learning Outcomes

By the end of the lesson a student should be able to:

- 6.1 Narrate about the spread of British domination in India.*
- 6.2 Explain how British came into contact with the Bhutanese.*
- 6.3 Mention why British were interested in Bhutan.*
- 6.4 Describe the British mission to Bhutan between 1774 and 1815.*
- 6.5 Describe Bhutan's trade relationship with British-India and Tibet.*

Assessment Items

Question 1.

(Remembering)

The British came to India as early as 1601 to set up trading post for

- A. Tea
- B. Herb
- C. Spices
- D. Cotton

Ans: spices

Question 2.

(Remembering)

In 1690, the East India Company moved its head quarter to.....

- A. Assam.
- B. Kolkata.
- C. Sikkim.
- D. Cooch behar.

Ans: Kolkata.

Question 3.**(Understanding)**

Narrate about the spread of British domination in India.

Ans:

The British were given rights of administration over the area where they had established factories. The power of Moghul Emperors in India began to decline and wars in Europe led to clashes between European trading companies in India.

Question 4.**(Understanding)**

What do you mean by “factories”?

Ans: The factories were like a large ware houses or godowns from where goods were moved to trading post.

Questions 5.**(Applying)**

Fill in the blanks

1. Bhutan came into contact with British India Company by the end of.....(18th) century.
2. The British East India company was given the right of.....(administration)over the area where they had established factories.

Question 6.**(Applying)**

On the given map of India, shade the areas controlled by the British.



Question 7.**(Analyzing)**

Why did the British come to India?

Ans: The British came to India to set up trading post for their spice trade.

Question 8.**(Analyzing)**

All the following are the reasons for the spread of British domination in India **EXCEPT**

- A. it had been given rights of administration over the areas
- B. the power of Moghul Emperors in India began to decline
- C. the Indian army did not allow the foreigners to enter in their land
- D. wars in Europe led to clashes between European trading companies in India.

Ans: wars in Europe led to clashes between European trading companies in India.

Question 9.**(Analyzing)**

Classify the following items as the items exported from the West and items exported from the East.

(Cotton goods, indigo dye, cotton, sugar, pepper, silk, spices, salt.)

Ans.

From the West: cotton goods, indigo dye, pepper, spices.

From the East: cotton, sugar, salt, silk.

Question 10.**(Remembering)**

When did the regent of Cooch Behar ask help from British?

- A. 1772
- B. 1774
- C. 1776
- D. 1778

Ans: 1772

Question 11.**(Remembering)**

Who was the 17th Desi of Bhutan?

Ans: Kuenga Rinchen.

Question 12.**(Understanding)**

The word 'duar' means

- A. door.
- B. steps.
- C. plain.
- D. border.

Ans: door

Question 13.**(Applying)**

Do a role play showing how Bhutanese came into contact with the British India.

Divide the class into three groups. The first group will act as the people of Cooch Behar, the second group as Bhutanese and the third as the British. There should be a narrator from each group. You should also think about some suitable weapons and costumes for your role play.

Question 14.**(Applying)**

How did Cooch Behar become dependent on Bhutan?

Ans: Bhutan helped the ruler of Cooch Behar to drive out a Moghul force that threatened their independence. From this time a dependency developed.

Question 15.**(Evaluating)**

The British rule benefitted India. Do you agree?

Ans:

Yes, I agree with the above statement because of the following reasons.

1. The British government built roads and railways in India.
2. They set up industries for producing goods.

No, I do not agree with the above statement because of the following reasons.

1. The British took raw materials from India to their home country.
2. India lost their independence and had to stay under foreign rule for almost 100 years.
3. Innocent people (Indians) lost their lives fighting for independence.

Question 16.**(Creating)**

If you were the regent of Cooch Behar, how would you have reacted to the British demand?

Ans: If I were the regent of Cooch Behar I would not agree with the condition (i.e. to give up half the state's (Cooch Behar) revenue to British.

Question 17.**(Creating)**

Draw an armour that you would use if you were a soldier during the 17th century.

Ans. Students will draw their own.

Question 18.**(Remembering)**

When was the Anglo Bhutanese Treaty signed?

Ans: 1774.

Question 19.**(Remembering)**

List down **TWO** terms of the Treaty of 1774.

Ans:

- a. The borders were to be restored to what they were.
- b. The Bhutanese were to be given trading rights.

Question 20.**(Remembering)**

Write **TRUE** or **FALSE** against each statement given below.

1. Criminals from Bhutan could not seek safety in British- India. **(True)**
2. The Nepalese invaded Tibet in 1792. **(True)**
3. George Bogle's mission was well received by Desi Kuenga Rinchen. **(True)**
4. Anglo Bhutanese relations remained friendly for ten years. **(False)**

(Use the statement below to answer question number 21)

"This mission came to Bhutan through Buxa Duar. They travelled to Trashichhoedzong and were well received by Desi Kunga Rinchen and other important officials...."

Question 21.**(Remembering)**

a. Who led this mission to Bhutan?

Ans. George Bogle.b. What was the main purpose of sending this mission to Bhutan? **(Understanding)****Ans.** to establish trade links with Bhutan.**Question 22.****(Applying)**

Translate the following English terms to Dzongkha.

Blanket, Walnut, Silver, Sandal wood, Betel nut, Gold, Brocade, Flour, Medicinal herbs.

Ans:

English	Dzongkha
Blanket	མལ་ཆ
Walnut	སྒར་གོ
Silver	དབུལ
Sandal wood	ཅན་དན་ཤིང་།
Betel nut	རྫོག་མ།
Gold	གསེར།
Brocade	གོས་ཆེན།
Medicinal Herbs	སྒྲི་སྒྲུབ།
Flour	ཕྱེ

Question 23.**(Applying)**

Draw a time line showing the various British missions in Bhutan.

Ans:

1774 George Bogle's mission

1776 Hamilton's mission

1777 Hamilton's mission

1783 Samuel Turner's mission

1815 Kishan Kant Bose mission

Question 24.**(Creating)**

Study the terms of the Anglo Bhutanese Treaty of 1774 and prepare a similar treaty of your own with your partner.

Ans:

- a. Help each other and be friends forever.
- b. Share things and solve problems together.
- c. Never cheat one another.

Question 25.**(Applying)**

Complete the table given below:

Year	Led by	Reasons
1.....	Hamilton	To congratulate the 18 th Desi on his ascent to the throne.
1783	Samuel Turner	2.....
1815	3.....	To gather information on the state of affairs in Bhutan.

Ans:

1. 1777.
2. To discuss the Bhutanese right over the land in Cooch Behar.
3. Kishan Kant Bose.

Question 26.**(Analyzing)**

Why were the British interested in Bhutan?

Ans: to establish trade links with Tibet through Bhutan.

Question 27.**(Analyzing)**

Divide your class into two groups and let them debate on the terms given in the Anglo Bhutanese Treaty of 1774.

Ans.

FOR	AGAINST
The Bhutanese got the Chichacotta province.	Desi paid compensation of five Tangun horses to British India.
The Bhutanese were given trading rights.	The Treaty paved the way for the British to reach Tibet through Bhutan.

Question 27.

(Creating)

Based on the content of one of the British missions, compose a song in groups for class presentation.

Ans. Open ended

Question 28.

(Creating)

Imagine that you were one of the traders from Bhutan in the 17th century. Write **TWO** major difficulties that you faced during those days.

Ans.

- It was risky to travel to Tibet. The path was covered by snow and ice for most of the year. I faced many robbers on the way.
- It was also not easy to travel to the south (India) for trade because of the hot wet climate and most of my friends died of malaria.

CHAPTER 7

British India's interference the case of Assam Duars

Learning Outcomes

By the end of the lesson a student should be able to:

- 7.1 Explain why the Bhutanese were paying compensation for Assam Duars to the British India after 1828.
- 7.2 Analyze the reasons for the growing tension between the British India and Bhutanese by the mid-19th century and their ultimate consequences.
- 7.3 Describe the geographical features of the Duars.
- 7.4 Describe the importance of the Duars for the Bhutanese.

Assessment Items

Questions 1.

(Remembering)

Whom did the Bhutanese pay their compensation to before 1828?

Ans: The rulers of Assam.

Question 2.

(Remembering)

Who was the real owner of the Assam Duars?

Ans: The rulers of Assam

Question 3.

(Understanding)

The word '**arrears**' means

- A. credit.
- B. bank balance.
- C. pocket money.
- D. money still owed in payment.

Ans: Money still owing in payment.

Question 4.**(Understanding)**

Explain why the Bhutanese had to pay compensation to the ruler of Assam?

Ans: The Bhutanese had to pay compensation for collecting the revenues from the Duars.

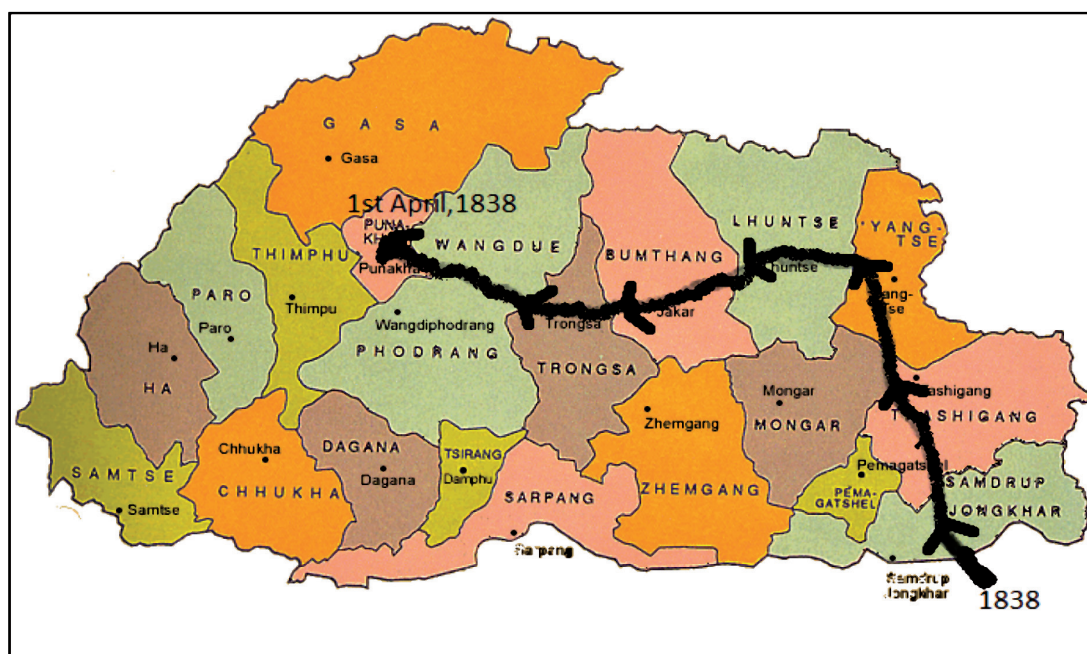
Question 5.**(Applying)**

Fill in the blanks:

1. The final warning to the Bhutanese was sent by the British government in..... (1839)
2. Captain Pemberton's Mission was opposed by the..... (Trongsa Penlop).
3. The 35th Druk Desi of Bhutan was..... (Choeki Gyaltsen).
4. Bhutan lost all the Assam Duars in..... (1841).

Question 6.**(Applying)**

On the outline map of Bhutan trace the route taken by the Pemberton's Mission.



Question 7.**(Analyzing)**

Match the items in column A against the items in column B.

Column A	Column B
1. Term of proposed treaty(1838)	A. Lord Auckland
2. Zhongar Dzongpon	B. Dr. W Griffith
3. Governor General	C. All the arrears or outstanding debts would be settled.
	D. Zhongpa Sangay

Ans: 1(C), 2(D) and 3(A)

Question 8.**(Analyzing)**

Why did the British India attitude change gradually towards the Bhutanese? Give **TWO** reasons.

Ans:

1. The British dream of opening trade links with Tibet came to standstill when Tibet-closed all its doors to the merchants from neighbouring countries.
2. The British wanted to use the fertile lands to grow cash crops like cotton and tea.

Question 9.**(Analyzing)**

‘Over the years people started fleeing their homes in the Duar areas’. Justify the statement with **TWO** reasons.

- a. Due to continuous raids in those areas.
- b. People were kidnapped

Question 10.**(Evaluating)**

‘Pemberton’s mission to Bhutan arrived at the wrong time.’Do you agree? Justify with **TWO** reasons.

Ans:

- a) The mission arrived when the country was in turmoil.
- b) The mission party did not comply with the directions from the central authority.

OR

- a) The mission did not arrive at the wrong time because the mission was more important than the civil war in the country.
- b) The situation in the border became the worst due to the continuous raids and kidnappings so it became very urgent for the British to discuss the matter as soon as possible.

Question 11.**(Creating)**

If you were the Trongsa Penlop how would you have reacted to the mission of 1838?

Ans:

- a. Welcomed the mission since it was a friendly one.
- b. Negotiated the terms of the treaty.

OR

- a. Send back the mission without any negotiation.

Question 12.**(Creating)**

What could have happened if the central government had accepted the Pemberton's mission in 1838?

Ans: Bhutan would not have lost Assam Duars. Peace and security might have prevailed in the border areas. The tension between the two governments might have subsided.

Question 13.**(Remembering)**

Which were the regions governed by the Penlops?

Ans: Paro, Dagana and Trongsa.

Question 14.**(Remembering)**

Who won the war fought in 1828?

Ans: The British India.

Question 15.**(Remembering)**

Write **TRUE** or **FALSE** against each statement given below.

1. The Bhutanese were happy to receive the British envoy in 1838. **(False)**
2. One of the terms laid in the proposed treaty of Pemberton was "all criminals would not be extradited to free justice". **(False)**

3. Pemberton's mission set off from Guwahati via the Banskaduar. **(True)**
4. Silk was one of the items given by the Bhutanese as the form of compensation to the British. **(False)**

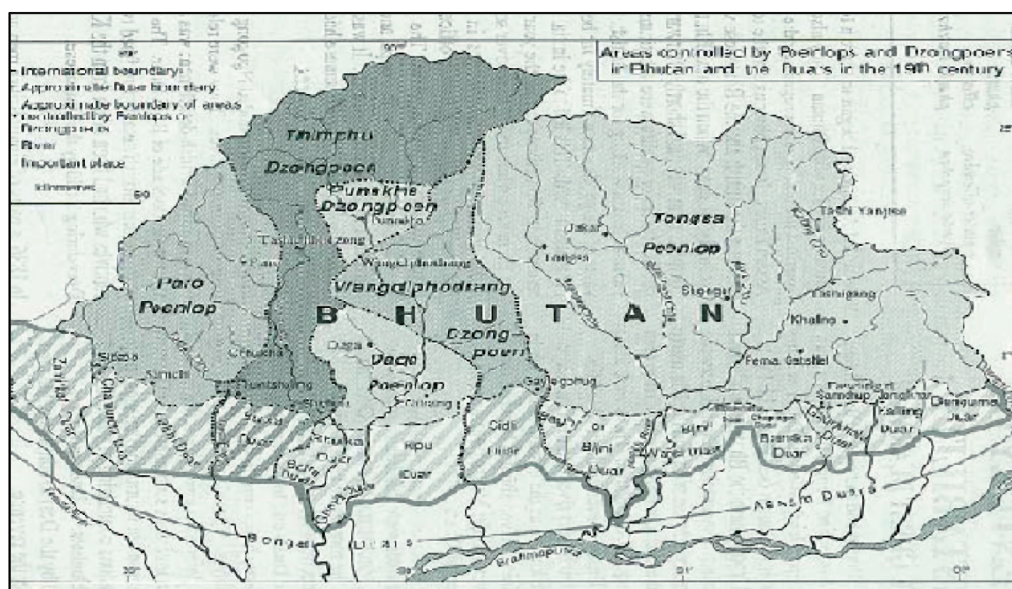
Question 16.**(Understanding)**

Briefly explain the geographical features of the duars?

Ans: Located in between Dhansari river in east and river Teesta in the west. It is about 350 km long and 16 to 50 km broad. It is a very fertile land due the deposition of soil and silt. This flat land is used for cultivation of crops.

Question 17.**(Applying)**

On the outline map of Bhutan locate the Assam and the Bengal Duars.

**Question 18.****(Applying)**

Write **THREE** examples of the forms of compensation the Bhutanese paid to the British after the war of 1828?

Ans: Gold dust, yak tails and musk.

Question 19.**(Applying)**

Fill in the blanks.

1. The governor general of British India named..... (Lord Auck land) decided to send an envoy to Bhutan.
2. As compensation for the loss of revenue, the Bhutanese were to be paid Rs..... (10000) per annum.
3. The Bhutanese paid the annual compensation to(British)after the war of 1828.
4. Pemberton's Mission arrived in Bhutan in the year..... (1838).

Question 16.**(Analyzing)**Why were the duars important to Bhutan? Give **ONE** reason.

Ans: The duars were important to Bhutan because of the fertile land which was used for the production of their food and for trade.

Question 17.**(Analyzing)**Match the items in **Column A** with items in **column B**.

Column A	Column B
1. 1828 AD	A. Musk, yak tails, gold dust, horses and blankets
2. Assam Duar	B. Located in between Manas in the east and Teesta in the west
3. Compensation paid by the Bhutanese	C. The war between British and Burma
4. Bengal Duars	D. 350 km long
	E. Located in between Dhansari river in the east and the Manas in the west

Ans: 1(C), 2(E), 3(A) and 4(B)

Question 18.**(Evaluating)**

The duars became a source of revenue for the Bhutanese. Do you agree?

Justify the statement.

Ans: Different types of food and cash crops could be cultivated. It became the trading areas for the Bhutanese.

OR

They were not source of revenue because whatever the Bhutanese collected were paid as compensation to the British India government, thus the Bhutanese were left with very less or no income.

Question 19.**(Creating)**

What would have happened if the Burmese had won the war in 1828?

- a. The Burmese would have taken over the Assam Duars.
- b. The Bhutanese would have been asked to pay the annual compensation to the Burmese.
- c. Bhutan and the British may not have fought the Duar War.

CHAPTER 8 - BHUTAN CIVICS

Forms of Government

Learning Outcomes

By the end of lesson a student should be able to:

- 8.1 Define the word 'Democracy'.
- 8.2 Explain the nature of democratic government in Bhutan.
- 8.3 Describe different forms of government

Assessment Items

Question 1.

(Remembering)

Who defined the term 'Democracy'?

Ans: Abraham Lincoln

Question 2.

(Understanding)

What do you understand by the term 'government'?

Ans: 'Government' is an organization, where a group of people looks after and manages the work of the state.

Question 3.

(Understanding)

Describe the form of government followed in Bhutan.

Ans: Bhutan follows the parliamentary form of government where the king is the head of the state and the prime minister is the head of the government.

Question 4.

(Understanding)

Define the term 'democracy'.

Ans: The word 'democracy' is derived from the two Greek words 'demos' and 'cratia', 'demos' means people and 'cratia' means government. Therefore, democracy means the government of the people.

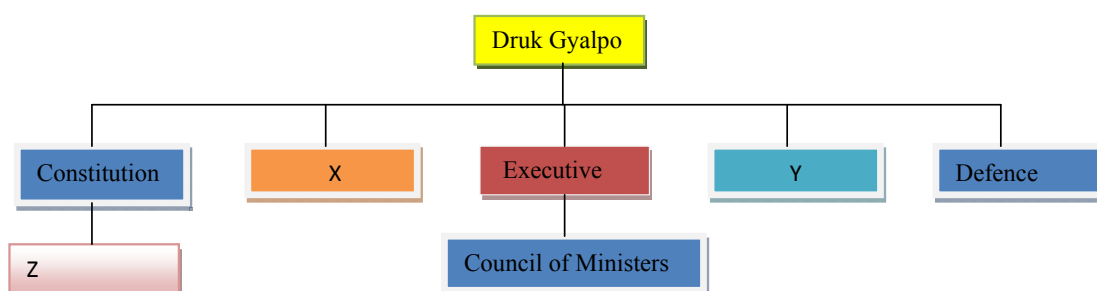
Question 5.**(Applying)**

Complete the following:

1. RCSC + _____ + ACC + Election Commission of Bhutan = Constitutional body.
2. Judiciary = high court +..... dzongkhag court +.....
3. Defense = RBA +.....+ RBP.

Ans: 1(RAA), 2 (Supreme Court, Dungkhag Court), 3(RBP.)**Question 6.****(Applying)**

Fill in the boxes marked 'X', 'Y' and 'Z'

**Ans:** X=Legislature Y=Judiciary Z=RCSC, RAA, ACC and ECB (any)**Question 7.****(Analyzing)**

Why does Bhutan have parliamentary form of government?

Ans: His Majesty the King decentralized the authority and the government is run by the people's participation and the head of the government is the prime minister who is responsible for the functioning of the government.

Question 8.**(Analyzing)**Write down **TWO** differences between the direct and the indirect democracy.Give **ONE** example each.

Ans:

Direct Democracy	Indirect Democracy
a. All the people are directly involved in making decisions.	a. Only the representatives of the people take part in the decision making
b. Most suitable in countries where the population is less.	b. Most suitable in countries having larger population.
c. Example: ancient Greek City.	c. Example: India, USA and UK

Question 9.

(Understanding)

Write a short note on 'Indirect Democracy'.

Ans: It is a system of government where the elected representatives run the government. The elected representatives are chosen through voting. The political parties take part in the election. The party which gets the majority vote becomes the Ruling party responsible for running the government and the other becomes the Opposition party.

Question 10.

(Evaluating)

Which form of government most appeals to you; presidential form of government or parliamentary form of government? Justify your answer with **TWO** reasons.

Ans: Presidential form of government

- i. This is because the president is the head of the state and also is the ruler.
- ii. The laws are made by the members of the parliament who are the representatives of the people.

Parliamentary form of government

- i. This is because the monarch or the president heads the state but the functioning of the government is run by the Prime Minister and the Council of Ministers.
- ii. People's participation is considered in all the decision making process.

Question 11.

(Creating)

Assume that you are a reporter and you are interviewing the speaker of the National Assembly regarding the Tobacco Act. Create a dialogue consisting of 150 words.

Ans: Reporter: kuzuzangpo la. What were the main reasons for passing this Act?

Speaker: The Act was passed since our country is a Buddhist nation, and the use of tobacco is considered evil. This is a measure taken to minimize the number of tobacco consumers in the country and also due to health issues.

Reporter: Dasho, but are the people happy with the bill being passed?

Speaker: well, we really don't know whether the people are happy with the decision or not, but we took this decision as it was the only wise step which could fulfill the wellbeing of the people.

CHAPTER 9-WORLD HISTORY

Life in Charlemagne's Empire

Learning Outcomes

By the end of the lesson a student should be able to:

- 9.1 *Get a clear picture of the European nations under the Roman Empire during the ancient time.*
- 9.2 *Explain Charlemagne's rise to power*
- 9.3 *List down the causes for the break-down of Charlemagne's Empire.*
- 1.4 *Describe the situation in Europe after Charlemagne's death.*

Assessment Items

Question 1.

(Remembering)

Who was the leader of Huns in 1850?

Ans: Attila

Question 2.

(Understanding)

Explain the treatment given to the Goths by Romans.

Ans: Romans treated the Goths cruelly, the leaders of the Goths were murdered, their crops were taken away and also imposed heavy and unjust taxes.

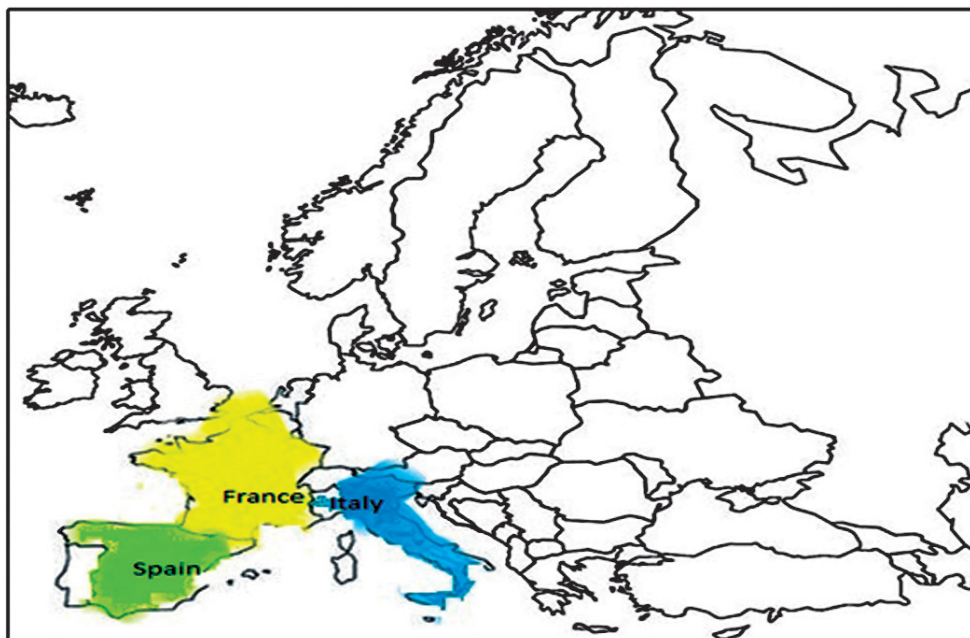
Question 3.

(Applying)

On the outline map of Europe given below, shade the countries ruled by Goths in green, Franks in yellow and Lombard in blue.



Ans:



Question 4.**(Analyzing)**

Match column A against column B.

Column A

1. Barbarians
2. Rome
3. Clovis

Column B

- A. capital of Western Empire
- B. the Bishop of Rome
- C. tribesmen in northern Germany
- D. leader of Franks

Ans: 1 (C), 2 (A), 3 (D).

Question 5.**(Evaluating)**

Was Clovis right in making Christianity the state religion? Do you agree?

Ans: Yes, as Christ had helped him in winning the battles and his faith in Christ became stronger.

No, every people would not be in favor of his belief, as they might have other religion.

Question 6.**(Creating)**

How would you have lived if you were living during the Dark Ages?

Write **THREE** ways.

Ans:

- a. Tried to stay clean to avoid catching diseases
- b. Cultivated crops extensively.
- c. Tried to protect myself and family from constant attacks.

Question 7.**(Remembering)**

Charlemagne became king of the Franks in the year

- A. 768 A.D.
- B. 767 A.D.
- C. 766 A.D.
- D. 765 A.D.

Ans: 768 A.D.

Question 8.**(Understanding)**

Write a short note on Charlemagne.

Ans: Charlemagne was the son of Pepin, who became the King of Franks in 768 A.D and ruled for forty six years. He put an end to the Dark Ages, thus he was also referred to as “Light in Darkness.”

Question 9.**(Applying)**

Fill in the blanks.

- The supreme head of the Christian Church in Rome is(Pope).
- Charlemagne encouraged law and (order) in his vast Empire.
- Roman nobles drove the Pope out of the city of Rome in the year(799)A.D.

Question 10.**(Applying)**

Explain how Charlemagne put an end to the Dark Ages.

Ans: Charlemagne put an end to the Dark Ages by:

- establishing law and order.
- encouraging trade and culture.
- making christianity the state religion.
- opening schools.

Question 11.**(Analyzing)**

Match the following dates in Column A with the events in Column B

Dates

- 768 A.D
- 799 A.D
- 800 A.D

Events

- Pope placed a crown on Charlemagne’s head
- Charlemagne became the king of Franks
- Roman nobles drove the Pope out of Rome
- Charlemagne made friendship with the Pope

Ans: 1(B), 2(C), 3(A)

Question 12.**(Evaluating)**

“Charlemagne was a war loving person.” Do you agree? Justify with **TWO** Points.

Ans:

Yes,

- He was involved in many wars.
- He defeated enemies and fought to have common religion.

No

- His enemies provoked him.
- He wanted to safeguard his country.

Question 13.**(Creating)**

Write a play or drama depicting Coronation ceremony at Rome.

Direction: The whole class would be involved in the role play. One child can be the Pope and one child can be Charlemagne. Rest of the children can be the priest, officials and people who came to witness the occasion. Children could make up some dialogues.

Ans: The dialogue between X and Y.

X (Pope), Y (Charlemagne)

X- In the presence of the almighty and an honorable man gathered here, I would like to place this crown upon the man, who is as brave as the god himself.

Y- (He bows down in front of the Pope and accepts the crown)

I accept his crown as a sign of respect for my country and fellow men. I promise to defend my country and people till my last breath.

Rest of the student: long live the King.

Question 14.**(Remembering)**

Write **TRUE** or **FALSE** against each statement given below.

- a. Charlemagne ruled for 49 years. **(False)**
- b. Invaders from Scandinavian countries were known as Norseman. **(True)**
- c. Charlemagne's empire was divided into four parts after his death. **(False)**
- d. One of the reasons for break-down of his empire was that his sons and grandsons fought for the control of his Empire. **(True)**

Question 15.**(Understanding)**

Describe the situation of Charlemagne's empire after his death.

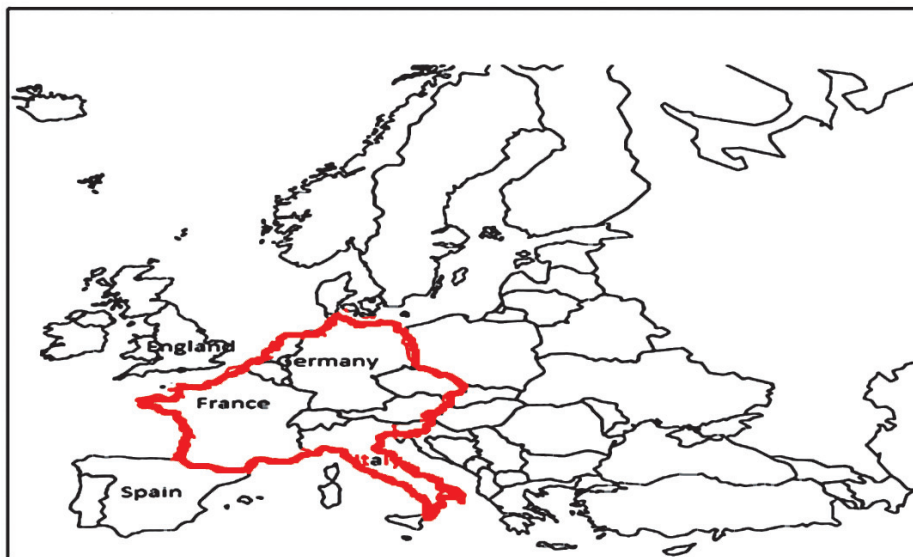
Ans: Charlemagne's were weak to control the Empire, many invasions took place which resulted in the destruction of the empire and also his sons and grandsons fought among themselves for the control of the empire.

Question 16.**(Applying)**

On the outline map of Europe given below draw the boundary of Charlemagne's Ex-Empire with thick line.



Ans:



Question 16.

(Analyzing)

Why did Feudalism come to Europe?

Ans:

Feudalism came to Europe because after the death of Charlemagne the life and property of the people was not safe as there was no orderly Government. The small farmers sought protection from the rich and powerful landlord; in return the small farmers had to give their land to the landlord.

Question 17.

(Evaluating)

Feudalism benefitted the people. Do you agree? Justify with **TWO** reasons.

Yes

- a. The life of the common people was safe.
- b. The common people were employed.

No

- a. The common people were exploited.
- b. The poor people had to render military service whenever needed.

Question 18.**(Creating)**

If you were the eldest son of Charlemagne, what advice would you have given to your siblings?

Ans: Our father has given us such precious gifts which he had earned with great difficulties. Now it is our responsibility to uphold these gifts. So let us forget our differences and come forward to be united as one. This way we can make our father's soul rest in peace.

CHAPTER 10

Town Life in Medieval Times

Learning Outcomes

By the end of the lesson a student should be able to:

10.1 Describe the life in medieval times.

10.2 Explain about the progress in education and establishment of Universities in Medieval Europe.

Assessment Items

Question 1.

(Remembering)

In the early part of the Medieval Period, the towns were controlled by

- A. craftsmen.
- B. merchants.
- C. townsmen.
- D. feudal lords.

Ans: feudal lords.

Question 2.

(Remembering)

Write **TRUE** or **FALSE** against each statement given below.

- a) Medieval town was a very exciting place to live in. **(True)**
- b) The guilds organized trades but did not control the industries. **(False)**
- c) Most of the people could read and write during the Medieval Period. **(False)**
- d) A medieval town was surrounded by a high wall with heavy gates. **(True)**
- e) The centers of trade and industries became towns and cities. **(True)**

Question 3.**(Understanding)**

‘Chaos and disorder reigned in all parts of Europe during the period 880 A.D to 1100 A.D.’ Explain the statement in **FOUR** sentences.

Ans:

- a. Travelling from one place to another was not safe.
- b. Farmers had no surplus produce to offer.
- c. There was no trade in Europe.
- d. The life of the people was based on the agriculture.

Question 4.**(Understanding)**

Describe a medieval town.

Ans: A medieval town was very dirty and crowded but a very exciting place to live in. The craftsmen’s shops were in the narrow streets, goldsmiths shops were lined on one street, cloth merchants on another and butchers on the third. Very few people could read in that period, so painted signs were hung over each shop to indicate what were sold there.

Question 5.**(Applying)**

Fill in the blanks.

1. The guilds formed by the craftsmen were known as (craft guilds)
2. In a medieval fair, people were entertained by musicians and (jugglers)
3. The merchant guilds did not allow (non-members) to sell goods in the area covered by a guild.
4. The churches were built by the wealthy (merchants).

Question 6.**(Applying)**

How did a person become a qualified craftsman during the Medieval Period? Mention the stages.

Ans:

It was a very long process, as a craftsman had to pass through three stages:

1. At the age seven, a boy became an apprentice to a master craftsman and spent three to seven years learning the master’s craft.

2. He lived with the master and was fed, clothed and sheltered by him in his own home. He was not paid any wages during this period.
3. After three to seven years, he became a journeyman. He worked for many years as a journeyman till the guild approved his craftsmanship and accepted him as a member

Question 7.**(Analyzing)**

Explain why life in a medieval town was very uncomfortable. Support your answer with **THREE** sentences.

Ans:

Almost all the medieval towns were small and crowded. It was surrounded by high walls and heavy gates. The houses were built very closely together and the streets were narrow. There was no provision for the disposal of garbage or sewage; the garbage was thrown from the windows into the muddy gutters. There was no proper drainage system.

Question 8.**(Evaluating)**

Bhutanese towns are like the medieval towns. Do you agree?

Write **TWO** reasons to support your answer.

Ans:**Yes,**

- the houses are built closely together.
- The streets are narrow.

No,

- Bhutanese towns are not surrounded by a high wall with heavy gates.
- Bhutanese towns have proper places to dispose the garbage.

Question 9.**(Creating)**

If you were living in a medieval town, what changes would you bring to it? Suggest **FIVE** changes.

Ans: If I were living in a medieval town,

- I would make the town bigger.
- allocate proper places to dispose and segregate the waste.

- built proper drainage system.
- widen the streets.

Question 10.**(Creating)**

How would your life be if you were living in the Medieval Period?

Ans: If I were born during the Medieval period, I would

- have been a craftsmen or a merchant.
- not know how to read and write.

(The statement below is to be used with Question 11)

A high church official was the head of the university.

Question 11.**(Remembering)**

- i. What was the head of a University called?

Ans: The Chancellor.

ii. What was his responsibility?**(Remembering)**

Ans: He was responsible for the selection of teachers for the university.

Question 12.**(Remembering)**

Write **TRUE** or **FALSE** against each statement given below.

1. The Universities were controlled by the Christian Churches. **(True)**
2. The European scholars learnt science and Arabic numerals from the Muslims. **(True)**
3. In a medieval university, the class was taken by one professor. **(False)**
4. All students of a medieval university were considered to be priests or clergymen. **(True)**
5. Muslim scientists used laboratories to study physics, arithmetic and medicine. **(False)**

Question 13.**(Understanding)**

Explain the responsibilities of a professor.

Ans: He taught lessons and maintained law and order in the classrooms.

Question 14.**(Applying)**

Fill in the table with correct information:

	Origin of the words	Definition
Unani System
University

Ans:

	Origin of the words	Definition
Unani System	Greek	The study of medicine.
University	Latin	A place for higher studies.

Question 15.**(Analyzing)**

Match the names of the places against the names of the universities.

Places

1. Italy
2. Spain
3. England
4. Germany
5. Eastern Roman Empire
6. Western Roman Empire

Names of the Universities

- A. University of Saxony
- B. University of Bologna
- C. University of Constantinople
- D. University of Oxford
- E. University of Cordova

Ans: 1 (B), 2 (E), 3 (D), 4 (A), 5 (C), 6 (E)

Question 16.**(Evaluating)**

Muslims contributed to the progress of education during the Medieval Period. Do you agree?

Ans:

Yes, Muslim scholars had studied the ancient Greek books on various subjects like mathematics, physics, chemistry, medicine, astronomy and astrology. They had translated these books from Greek into Arabic. The Muslims also taught the Europeans the Arabic numerals which they had learned from the Indians. There were many centers of Muslim learning which attracted the European scholars who later went back to their own countries and spread the knowledge.

OR

No, the education system in Europe was already in progress before the Muslims' contribution. Although the content of the subjects were not vast almost all the subjects were taught before the Muslims introduced them. Most of the content of the subjects taught by the Muslims were borrowed either from Latin or Greek, which would have eventually influenced the European education system.

Question 17.

(Creating)

If you were a student in a medieval university, what subject would you have studied? Give **TWO** reasons.

Ans: I would have studied astronomy as

- it is my favorite subject.
- I am interested in astronomy.
- My ambition is to be an astronaut.

CHAPTER 11

The Beginning of Nations in Europe-1

Learning Outcomes

By the end of a lesson a student should be able to:

11.1 State the reasons for the rise and growth of nation states in Europe.

11.2 Explain how England became the first nation state of Europe.

11.3 Describe King Henry II's jury system.

11.4 List down the reasons why King John was made to sign Magna Carta.

11.5 Describe the establishment and progress of English Parliament

Assessment Items

Question 1.

(Remembering)

Name the first **THREE** nation states of Europe?

Ans. England, France and Spain.

Question 2.

(Remembering)

Under the feudal system, the people were protected by

- A. king.
- B. pope.
- C. queen.
- D. feudal lords.

Ans: feudal lords.

Question 3.

(Understanding)

What is a Nation?

Ans: A nation is a body of people who have a common language and desire to live together under the same government.

Question 4.**(Remembering)**

List **FOUR** factors that have contributed to the rise and growth of nation- states in Europe?

Ans.

- 1) Decline of Feudalism.
- 2) Freeing of the Serfs.
- 3) Strong desire for peace and order.
- 4) The rise of vernacular languages and literature.

Question 5.**(Applying)**

Fill in the blanks.

1. The desire to live together under the same government is called.....
(Nationalism)
2. Many feudal lords lost their lives in the.....(Crusades)
3.(Serfs) were able to purchase their freedom by paying a sum of money fixed by their feudal lord.
4. The feudal lords and knights were(war) loving people.

Question 6.**(Analyzing)**

Why was there no spirit of nationalism in the early part of the Medieval Period in Europe?

Ans: There was no spirit of nationalism in the early part of Medieval Period in Europe because at that time Europe was divided into many estates. Each estate was controlled and administered by a feudal lord. The inhabitants of the estates were expected to be loyal to their feudal lords and not to the king of the country. Therefore, they had love for their own estate only and not for their country as a whole.

Question 7.**(Analyzing)**

How did the serfs become free in the later part of the medieval period in Europe?

Ans: With the growth of towns and industries, circumstances changed in favour of the serfs. Most of the people living in towns were traders, craftsmen and shop-keepers. They were mostly landless people and were serfs of the feudal lord who owned the land on which the town stood. They had to pay taxes to the lord. As time passed the town people became well-to-do. They were able to pay the sum of money fixed by their feudal lord and thus became free.

Question 8.**(Evaluating)**

The Crusades helped the serfs in winning the freedom. Do you agree?

Ans: Yes

I agree with the statement because during the Crusades, the feudal lords had given the serfs an assurance that they would be granted freedom on returning from the Crusades. Those who returned safely were granted freedom as promised.

No,

I do not agree with the above statement because most of the serfs lost their lives in the Crusades or the Holy wars.

Question 9.**(Creating)**

You are asked to go to war. Write **THREE** important messages you want to leave to your parents.

Ans:

I would like to leave the following message:

- a. Pray for the victory and safety of my life.
- b. Please take care.
- c. Look after yourself well.

Question 10.**(Remembering)**

Who was Henry II?
was the king of England.

Ans: Henry II

Question 11

How many members were there in the jury?

(Remembering)

Ans: There were twelve members in the jury.

Question 12.**(Understanding)**

Explain the term “jury”.

Ans: Jury was a group of men who were expected to know all the facts of the case.

Question 13.**(Applying)**

Stage a role play to settle a case over a land dispute.

Divide the students into two groups. Each group should have a lawyer, a judge, jury and a client.

You will also need to look for suitable costumes.

Ans: Open ended answer.

Question 14.**(Analyzing)**

Differentiate between 'trial by ordeal' and 'trial by jury'.

Ans:

Trial by ordeal	Trial by Jury
Under this system, an accused person was asked to perform some dangerous feat. He could be asked to walk bare feet over red hot coals or would be thrown in the river. If his burns healed cleanly or survived drowning, he was taken to be innocent.	Under this system, the quarrels and disputes were settled in a peaceful and legal way.

Question 15.**(Evaluating)**

The jury system benefitted the people. Do you agree? Justify.

Ans:

Yes.

The jury system benefitted the people in settling quarrels in a peaceful and legal way. People involved in the case did not have to fight like trial by combat.

No.

The jury system did not benefit the people because the jury had no right to decide the case. They were just called to act as advisors.

Question 16.**(Creating)**

You are accused of murdering your neighbor and by a trial of ordeal, you are asked to walk bare feet over red-hot coals. Write **THREE** questions that you could ask Henry II, before you perform the act.

Ans:

- a. Why am I being punished?
- b. Can you try this once before us?
- c. Are you a King or a devil?

Question 17.

(Remembering)

John become the King of England in the year

- A. 1199.
- B. 1189.
- C. 1177.
- D. 1198.

Ans:1199.

Question 18.

(Remembering)

Write **TRUE** or **FALSE** against each statement given below.

1. King John did not treat the barons well.**(True)**
2. Simon de Montfort called a meeting of the Great council in 1265 A.D.**(True)**
3. Simon de Montfort was the 'Father of English Parliament'.**(True)**
4. The Great Charter of Liberty of Englishmen was signed by King Henry II.**(False)**

Question 19.

(Understanding)

What do you understand by the term 'Magna Carta'?

Ans: This is a Latin term which means 'Great Charter'.

Question 20.

(Applying)

Fill in the blanks.

1. King Henry II of England was succeeded by(King Richard I)
2. The first legal parliament was called by.....(King Edward) in 1295 A.D.
3. There are two Houses of parliament in England, the House of Commons and the House of.....(Lords)

Question 21.**(Analyzing)**

Why was King John forced to sign a document in favour of the barons and the churchmen?

Ans: King John was forced to sign a document in favour of the barons and churchmen because he was cruel and unjust. He did not treat the barons well. He taxed them heavily. If any baron refused to pay taxes, he attacked his castle and made him his prisoner.

Question 22.**(Evaluating)**

King John of England discharged his kingly duties ethically. Do you agree? Justify.

Ans:

Yes

I agree with the statement because he did not treat the barons well.

No

I disagree with the above statement because he signed the Magna Carta in favour of the barons.

Question 23.**(Creating)**

If you were King John of England, what would you have done to avoid signing the Magna Carta? Mention **TWO** points.

Ans: If I were King John of England I would have:

1. treated the barons well,
2. collected reasonable tax from the barons.

CHAPTER 12

(Beginning of Nations in Europe - part II)

Learning Outcomes

By the end of a lesson a student should be able to:

12.1 Explain how France rose to be a powerful nation.

12.2 Narrate the events which led to the rise of Spain as a unified nation.

Assessment Items

Question 1.

(Remembering)

William, who conquered England in 1066 A.D was the

- A. Duke of Paris.
- B. King of Franks.
- C. Emperor of Rome.
- D. Duke of Normandy.

Ans: Duke of Normandy.

Question 2.

(Remembering)

Write **TRUE** or **FALSE** against each statement given below.

1. Most of the countries included in Charlemagne's kingdom had a desire to live together under the same government. **(False)**
2. One of the causes of the Hundred Years' War was, the French and the English had disagreement over the English Channel. **(True)**
3. The English defeated the French in the beginning of the Hundred Year's War. **(True)**
4. Joan of Arc was captured and burnt by the French armies. **(False)**

Question 3.**(Understanding)**

Who was Joan of Arc?

Ans: Joan of Arc was a simple peasant girl who saved France against the English.

Question 4.**(Understanding)**

Describe the situation in France after the downfall of Charlemagne.

Ans: After the downfall of Charlemagne, the country was divided into many feudal estates. There were many powerful lords called dukes. The successors to Charlemagne were weak in governing the empire. Moreover, new wave of invaders attacked various provinces of the empire.

Question 5.**(Understanding)**

What was the most significant achievement of Joan of Arc?

Ans: Joan of Arc roused the spirit of France and it kindled the flame of patriotism which has never since been quenched. It was due to her sincerity and the purity that France in a real sense became an independent nation after the French Revolution.

Question 6.**(Applying)**

Fill in the banks with correct terms

1. During the Hundred Years' war, France was saved from disaster by..... (Joan of Arc).
2. The Hundred Years' war was due to the claiming of the English throne by..... (Edward III).
3. The martyrdom of Joan of Arc roused the very spirit of the people of..... (France).
4. Like the English Parliament, the French had a representative body called the..... (Estates- General).

Question 7.**(Analyzing)**

Compare the situation in France before Joan of Arc and after she became the leader of the French armies.

Ans:

Before Joan of Arc	After Joan of Arc
The country was divided into many feudal estates governed by the powerful lords.	The nation was unified after defeating the English.

Question 8.

(Analyzing)

Arrange the following in a chronological order:

- Edward III came to the throne.
- Edward III, who came to the throne of France in 1327AD, actually claimed the throne of France.
- The end of Hundred Years' War.
- The Duke of Normandy conquered England.

Ans;

- The Duke of Normandy conquered England.
- Edward III, who came to the throne of France in 1327AD, actually claimed the throne of France.
- Edward III came to the throne.
- The end of Hundred Years' War.

Question 9.

(Analyzing)

Match the items in column against the items in column B.

Column A

- 1492 A.D
- 1199 A.D
- 732 A.D
- 768 A.D

Column B

- Battle of Tours
- Charlemange became the king of Franks
- Moors were defeated by Spaniards
- John became the king of England
- War started between England and France.

Ans: 1 (C), 2 (D), 3 (A), 4 (B).

Question 10.**(Evaluating)**

The unification of Spain was due to Ferdinand, the King of Aragon and Isabella, the queen of Castile. Do you agree? Why, give a reason?

Ans: Yes, Isabella was married to Ferdinand, the King of Aragon. In 1492 A.D the combined armies of Ferdinand and Isabella defeated the Moors and turned them out of Spain forever. Thus, the union of Isabella and Ferdinand led to the unification of Spain.

No, every nation had their own standing army for their protection. Likewise, Spain also had their own army who worked hard towards uniting Spain.

Question 11.**(Analyzing)**

How did the geographical location of Spain benefit?

Ans: Spain is located to the south of France. It forms a major part of the Iberian Peninsula to the south west of Europe. Spain is surrounded by seas on three sides. The interior of the country was divided into many regions by its mountain.

Question 12.**(Creating)**

You were an eyewitness to the Hundred Years' War fought between England and France. Write a short paragraph about the war and how you felt about it.

Ans: The Hundred Year's War started from 1337 AD and ended in 1453 AD. It was one of the longest wars ever fought in the history of France. And I pray that such a kind never exists in future. Lots of death and destructions of properties occurred. English were strong and aggressive but the French proved stronger and the end the French won the war. But my opinion is, we should be peace loving rather than war lovers.

Question 13.**(Evaluating)**

Do you think it was wise of Joan of Arc to sacrifice her life for the nation?

Ans:

Yes. She set an example of sincerity and purity. It was due to her sacrifice that France now stands a united nation.

No. She did everything for her country but the country did not save her from her horrible death and they lost her.

Question 14.**(Creating)**

You are Joan of Arc and about to command your troops before the war.

Write a short speech that you would be delivering.

Ans: I, Joan of Arc, stand in front of you all to wish ourselves the very best of luck. In addition, I also stand here to confirm my faith in you all and I hope we will be able to achieve what we want. Stay united and fight back with all your bravery. Thank you and wish ourselves, thank you.

CHAPTER 13

(The Renaissance – I)

Learning Outcomes

By the end the lesson a student should be able to:

13.1 Explain what is meant by “Renaissance”.

13.2 Describe the origin and spread of renaissance in European nations.

13.3 Describe about the various forms of art and culture at the time of Renaissance in Italy.

Assessment Items

Question 1.

(Remembering)

Define the term ‘Renaissance’.

Ans: Renaissance means rebirth.

Question 2.

(Understanding)

What is the significance of the Renaissance?

Ans: Renaissance marked the end of the medieval period and the beginning of the Modern Period.

Question 3.

(Applying)

Fill in the blank .

1. Constantinople was conquered by the Turks in the year.....(1453)A.D.
2. Renaissance first began in.....(Italy).
3. Dante and(Petrarch) were the first Italian authors to write in their native language.
4. ‘Decameron’ is a collection of one hundred stories written by(Boccaccio).

Question 4.**(Analyzing)**

Differentiate between the Renaissance period and the Dark Ages.

Ans:

Renaissance	Dark Ages
Renaissance is a French word that means 'rebirth'.	Dark Ages is a period in the history of Europe where the men, women and children were killed, houses burnt, poverty prevailed.
During this period there was a change in the learning and culture of ancient Greeks and Romans.	It was a period of invasions, there was little law and order which led to less developmental activities in the society.
The Renaissance marked the end of the medieval period and the beginning of the modern period in Europe.	The Dark Ages marked a period where people were mainly interested in fighting and religion.

Question 5**(Analyzing)**

Explain why the capture of Constantinople by the Turks was a blessing in disguise for the mankind.

Ans: The capture of Constantinople by the Turks was a blessing in disguise because it resulted in the permanent benefit to the mankind. For instance, many Roman and Greek scholars who escaped from the country carried with them valuable books and manuscripts and began to impart their knowledge to other countries of Europe. Many students from the different parts of the Europe came in order to receive their teachings. And these students later became philosophers, writers and scientists.

Question 6.**(Evaluating)**

The Italian cities of Rome, Florence, Milan and Venice were the only centres of learning art and culture in Europe. Do you agree? Justify your answer with **TWO** reasons.

Ans:

Yes, the Renaissance Period first began in Italy as most of the scholars from Constantinople had settled in these cities. The rulers of these cities were great patrons of art and literature.

No, the historians have focused more on Europe but they did not know what actually was going around in the other parts of the world. There were already some evidences of the study of art and culture. For instance, Egyptians' already had the Pyramid as an example of their art and architecture.

Question 7.**(Creating)**

What would have happened if the Turks had not invaded Constantinople?

Justify your answer.

Ans: If the Turks had not invaded Constantinople, the learning of Greek literature, philosophy and art would not have spread.

Question 8.**(Creating)**

You are Dante, who wrote the 'Divine Comedy'. Narrate in a few sentences why you named the book so.

Ans: Divine Comedy is a book describing an imaginary journey through heaven and hell. It is a book which depicts the way people behave in the society during our time. Studying these behaviours, the book came into existence. The book is a collection of poems which expresses various aspects of life in a comical way. Thus, I named it as 'Divine Comedy'.

Question 9.**(Remembering)**

The first European scientist who declared that the earth was round and revolved around the sun was

- A. Kepler.
- B. Cervantes.
- C. Copernicus.
- D. Michelangelo.

Ans: Copernicus.

Question 10.

Who was Raphael?

(Remembering)

Ans: Raphael was an Italian artist during the Renaissance period.

Question 11.

(Understanding)

Explain the F.P.S. system.

Ans: F.P.S. system stands for Foot- Pound -Second and it was introduced as a uniform system of space measurement in order to make the study of mathematics easier.

Question 12.

(Understanding)

Describe the works done by Michelangelo.

Ans: Michelangelo was a famous painter, architect and sculptor of Italy. His painting 'The Last Judgment' and 'The Fall of Man' were two of the most famous works of art. As a sculptor, Michelangelo's first master piece was the statue of David. He designed the dome of St. Peter's Cathedral in Rome.

Question 13.

(Applying)

Give **ONE** famous example of Thomas More's critical writing.

Ans: 'Utopia', in which Thomas More criticized the government.

Question 14.

(Analyzing)

Distinguish between F.P.S. System and C.G.S. System.

Ans:

F.P.S. system	C.G.S. system
F.P.S. system was known as Foot-Pound-Second where Foot is a unit for length, Pound is a unit for weight and Second is a unit for time.	C.G.S. system was known as Centigrade-Gram- Second where Centigrade is a unit for length, Gram is a unit for weight and Second is a unit for time. F.P.S. system was replaced by C.G.S. in the later part of the medieval period.

Question 15.**(Analyzing)**

Match the names given in Column A with their contributions in Column B.

Historical figures

1. Geoffrey Chaucer
2. Cervantes
3. Boccaccio
4. Dante
5. Michelangelo

Contributions

- A. 'Divine Comedy'.
- B. The 'Last Supper' and 'Mona Lisa'
- C. 'The Canterbury Tales'.
- D. 'Decameron'.
- E. 'Don Quixote'.
- F. 'The Prince'

Ans: 1(C), 2(D), 3(D), 4(A), 5(B).

Question 16.**(Applying)**

Make a chart showing both the F.P.S. (Foot-Pound-Second) system and the C.G.S. (Centigrade-Gram-Second) system for the measurement of space, weight and time.

Ans:

Units	F.P.S.	C.G.S.	Conversion
Length	Foot	Centigrade	12 inches
Weight	Pound	Grams	435.592grams
Time	Second	Second	seconds

Question 17.**(Evaluating)**

There were many writers in Europe during the Renaissance period. Do you agree? Give **TWO** reasons.

Ans:

Yes, it was during this period that numerous writers such as Petrarch, Thomas More and Boccaccio lived. There emerged not only writers but also many scientists who contributed a lot to the different learning's during the Renaissance.

No, it was not during the Renaissance that the writers emerged because numerous books were already published. The Bible already existed before the Renaissance. The people were literate before the Renaissance period and knew how to read and write.

Question 18.**(Creating)**

You are a resident living in the town during Renaissance. Describe a scenario from the Renaissance period.

Ans:

The houses are built in a much standard way. For example, during the medieval period the houses were built very close to each other and the streets were very narrow and dirty. But during the Renaissance period the houses were built considering sanitation of the people. The streets were widened so that they do not look dirty and ugly. In addition to these, the way people thought also changed. There were many festivals and fairs in town. People enjoyed throughout the day.