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## History Clubs



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## MODULE: Setting Up History Clubs

### 1. Rationale

This module has been developed to assist primary and lower secondary schools to organize expanded opportunities for students to learn about local history. Such opportunities will provide an increased understanding of history that moves beyond abstract lessons in the textbook. Improved understanding of local history can enrich students' learning in several ways. For example, it will help them to acquire some sense of continuity of events from the past to the present. This will in turn help to build pride in one's community, a better sense of one's identity relative to other localities, and an appreciation of where a community has been and where it might be going in the future. These expanded learning opportunities will also make learning more interesting and attractive in keeping with the general philosophy of Child Friendly Schools. In order to provide such experiences, it is suggested that schools organize informal groupings of students into History Clubs under the direction of one or more teachers. Membership in these groupings should be voluntary. The purpose of these clubs will be to organize structured activities in which students are actively engaged in researching the history of their area. Such activities may include oral history research (e.g., interviews with old people about a particular topic), field trips, mapping exercises, or writing reports on a particular topic that requires local research.

### 2. Objectives

- Students have additional opportunities to learn about history that is relevant to their own community.
- Teachers can use this module to help students organize structured activities that enables them to gain a better grasp of the history in their localities.

### 3. Materials and Facilities

- Historical research materials (e.g., books, maps, reference tables, etc.)
- Stationery, pens for reports and presentations
- Materials for making exhibits, maps, etc.
- Budget for field trips
- Budget for students and teachers to meet in a central location if the club is cluster-wide.

### 4. Implementation Procedure

#### 4.1 Basic Organizational Principles

Setting up a History Club among students should be governed by several important principles. These are explained below:

Volunteerism: Participation in a History Club is not for everyone and it should be understood by all school facilitators that students should not be forced to participate in a club. Students may have other interests and these should be accommodated accordingly, in keeping with a child friendly school philosophy. For example, organizing a history club may be done at the same time that other clubs are being formed. That is, there may be other teachers who are establishing clubs in other subjects such as science or writing. Students should be allowed to make their own choices about what sort of subject matter they want to study in more depth and whether they have the time and interest to participate in a club.

Similarly, teachers should not be forced to organize History Clubs. The enthusiasm and interest of teachers in history will be crucial to a club's success. Such enthusiasm would be difficult to ensure if teachers are forced to do the activity. Volunteer teachers may also have to spend some of their own time in plan-

ning activities with students, attending special meetings outside of school hours, and traveling to local temples. The LCSC may wish to consider some form of remuneration for teachers' time using a rate similar to that used for other activities like Remediation and Curriculum Enhancement classes (e.g., 2,000 riels/hr).

Scope: A History Club is easiest to administer in one school where all the students and teachers are located in the same place. In some instances, several schools in a cluster may want to participate in a student History Club. In such cases, there may be several teachers involved as well as 5 to 10 students from each school. If there should be several schools implementing a History Club in one cluster, the Local Cluster School Committee (LCSC) must decide whether each school should receive its own budget or whether the activity would be implemented jointly across all schools. Joint implementation may have some benefits with respect to avoiding duplication of activities, especially in the case of field trips. It would be more difficult, however, to coordinate the activity over several schools. The LCSC should review the level of interest in History Clubs across several schools, the distance between schools, and the reliability/enthusiasm of the responsible teachers when deciding whether to organize History Clubs jointly or through individual schools. In the event of joint implementation, it may be necessary to set aside some funds for travel to facilitate cluster-wide meetings as part of the budgeting process.

Target Grades: Participating in a History Club is an activity that should best be restricted to more mature students, at least initially. As schools gain more experience in setting up such clubs, teachers may experiment in organizing age-appropriate activities for younger children. As a first step, however, it is recommended that History Clubs initially target students in Grades 5 or 6 at primary level. At lower secondary school level, such clubs may be organized at any grade level, depending on the availability of a teacher who is interested in working with students.

Assessing Student Interest and the Use of Orientations: A student's decision to join a club should be based on an informed decision. In assessing the interest of students to join a club, teachers should first provide some introductory information about what the club is about. This may be done through a verbal explanation to a class or a written explanation that is posted in a public place or both. Some of the points mentioned in any introduction should include the following points:

- *Goal:* To increase student's understanding of local history.
- *Activities:* field trips, making exhibits about history, doing research in groups through interviews, reading, etc.
- *Evaluation:* There will be no formal evaluation or grading. Students are invited to do activities because they want to, not because they are forced to.
- *Participation:* Membership of the club is voluntary.
- *Meetings:* There will be regular meetings (perhaps once every 2 weeks) to discuss planned activities. These will occur after class or on days when schools are not in session.

Following this introduction, ask students if they might be interested in participating in joining a History Club by indicating their level of interest. In assessing student interest, use the Membership Form shown in Attachment 1. This form is useful because it will prevent students from feeling pressured to say yes or no, especially when an expression of disinterest may be seen as disrespectful to the teacher. Give students about 10 or 15 minutes to discuss their decision among themselves before completing the form and returning it to the teacher.

Setting a Division of Labor: At the first meeting of the club, the responsible teacher may want to have all the members choose some key officers who will perform certain functions. The selection of officers may be done by voting or by acclamation. The positions are not fixed but may include (i) chairperson, (ii) vice chairperson, and (iii) treasurer. If there are many students in the club (e.g., 15 or more), it may be necessary to have one group leader for every 3 to 4 students as well. Suggested responsibilities for each position are shown in Attachment 2. These responsibilities should be shown to all club members and ex-

plained by the responsible teacher. During the early phases of the club, the responsible teacher may have to have a great deal of involvement in helping club officers to fulfill their functions. The teacher, however, should make a concerted effort to pass more and more responsibility over to students as they become more experienced in doing various tasks during the year.

**Scheduling:** One of the first things that a club should do is to make a schedule of what they propose to do over the term. A schedule form that would help a club match activities to the week of each month is shown in Attachment 3. Before making the schedule, the responsible teacher should try to review some possible activities and set one or two projects that the club will do during the term. Some examples are provided in a later section below. For example, a club may want to conduct a study about a local temple. Before visiting a temple, however, the teacher may want to provide some background on what things one should look at when visiting a temple. This may include dating its construction (by examining the style of letter inscriptions), mapping its layout, taking photographs of important sculptures, doing rubbings of inscriptions, and reading about the temple’s background beforehand. The responsible teacher may need to provide some explanation to students about how to do these things. Some useful reference documents are provided in Attachment 4 of this module. When the research is completed, the club may want to set up an exhibit in the library or a classroom as well as make a presentation to other students who are not club members. All of these activities should be written up in the schedule. An example is provided below:

**Table 1: Sample Club Schedule (1<sup>st</sup> Term)**

Activity	November				December				January			
	1	2	3	4	1	2	3	4	1	2	3	4
1. <u>Meeting 1</u> : Finding a historical research project.	x											
2. <u>Meeting 2</u> : Preliminary research (learning about ancient Khmer letters)		x										
3. <u>Meeting 3</u> : Preliminary research (learning about the layout of temples, mapping, etc.)				x								
4. 1 <sup>st</sup> visit to a local ancient temple.				x								
5. 2nd visit to a local ancient temple.					x							
6. <u>Meeting 4</u> : Make a plan for a set of exhibits and what it will look like. Set out tasks to be done and who will do them.						x						
7. Meet to set up exhibits in library							x	x				
8. Presentation to class									x			

**Resourcing:** For a club to work effectively, it will need resources. These resources may include facilities such as a meeting place (e.g., the library or a free classroom), access to library books for research purposes, access to a computer lab for typing reports (in the case of lower secondary schools) or budgetary resources. Budgetary resources will be required for specific activities such as the following:

- Paper for note taking or writing a reports (for all groups)
- Poster paper for drawing maps/making exhibits/meetings
- Marker pens for exhibits
- Travel money for field trips
- Disposable camera for taking pictures
- Miscellaneous funds for special purposes
- Etc.



- Task 2: Wall Rubbings: When visiting an ancient temple, another interesting task is to bring some rice paper and a pencil so that students can make rubbings of an inscription. Before doing so, however, students should ask permission from the local monks to make sure that it is alright to do so. Rubbings can be displayed in classrooms as part of a History Club Exhibit.
- Task 3: Mapping. Drawing a map of a site or a temple is also a useful exercise to help one understand the historical uniqueness of a place. In the case of ancient temples, mapping the configuration of a site can tell a great deal about ancient beliefs and customs. For example, temples are usually configured in a way that represents ancient Hindu mythology with Mt. Meru as the center of the world. The central turrets of an Angkorean temple represent Mt. Meru and the surrounding moats represent the great oceans that enveloped the world, according to ancient Hindu beliefs. In addition, the central gateway of a temple usually faces the East but in some temples (such as Angkor Vat) the entrance faces the west and is part of the uniqueness of the temple. Mapping battlefields can also be an interesting exercise and tells a great deal about what happened. In French colonial sites, the layout of buildings tells a great deal about the aesthetic sense of French planners in the 19<sup>th</sup> Century. For example, many towns such as Kampong Cham follow a plan that enables great unobstructed views down grand boulevards. If a club begins with this guiding principle as an example, the lay out of towns such as Kampong Cham, Battambang, and Phnom Penh makes great sense in terms of the actual placement of roads and buildings.
- Task 4: Researching the Facts or Legends Relating to a Site: Before visiting a site, students should try to find out what the story behind the place is. In the case of temples, this can sometimes be discovered by talking with local monks or old people. There are also some good books that talk about ancient sites and these may be found in the school library (e.g., *History in Cambodia* by Michel Tranet). For example, it is well known that Vat Nokor Temple in Kampong Cham Town was built by a king to ask for forgiveness after he unwittingly killed his father and married his mother. Cherrng Prey Temple in Batheay District was built as a high way stop along the royal road to Angkor. In Tbong Khmum District in Kampong Cham, there is an old watch tower on the Mekong River built by the French to control river traffic and commerce at the turn of the last century. Similar research may be done about other sites such as battlefields, churches, or more recent historical sites such as killing fields.
- Task 5: Exploring Sculptural or Architectural Style of a Site: Another important task that students can perform is trying to understand the important aspects of the way a building is built. For example, Vat Nokor Temple is built of black sandstone, a very unusual building material for the period. This partly explains its uniqueness. Temples made of granite usually indicate a higher level of workmanship. Students may also want to count the number of sculptures in a temple and what they depict (scenes of the Buddha, scenes from Hindu mythology, etc.). A camera might be useful for such an exercise, if one is available. In the case of French buildings, students can try to find elements of old buildings that make them attractive and unique such as the use of arches, tile facing, and symmetrical balance.

#### **4.2.2 Oral History Research Activities**

Interviewing old people in a locality is an important technique to find out about local history. Students in a History Club can review some interesting topics and try to find out more about them by talking with old people, monks, and others who might know something about the historical past of a place. These interviews should lead to a short report of 2 to 5 pages that talks about a selected topic. The report should also include drawings, pictures, and diagrams as necessary. Below are some interesting topics that a club could investigate:

- Topic 1: The name of a place: Every village and commune in Cambodia has an interesting place

name. Places are named after many things that may tell a story. For example, why might a village be called ‘Svay Thom’ (The Great Mango Tree), ‘Prey Chor’ (Standing Forest), or ‘Cherng Prey’ (Foot of the Forest)? Each of these examples suggests a number of questions. In the case of the village called the Great Mango Tree, it is likely that the village was named after a towering mango tree. Children might ask where this tree stands or used to stand, how old is/was it, who planted it, when was it cut down, why was it cut down, how long ago was it cut down, who cut it down, etc. These are some questions that children can investigate and write about. After picking a topic, teachers should help students to think of some questions that they might ask during a club meeting before they go out and actually do their research.

- Topic 2: Recording the changes in a place: Change is constantly happening around us but often times, changes happen so slowly that we are not aware of them. History is a useful record of the changes around us so that we can get a better idea of how much a place has changed and in what ways. This history is not written down, however, so we have to ask local people who remember when things were built, destroyed, or modified. The history of a school is often an interesting research project because there is usually an old teacher or principal who remembers when a school was first built, how many buildings there were, who the first principal was, and so forth. Once again, teachers should help students to write down their questions first before conducting any research.
- Topic 3: Recording old customs and artifacts: Life is constantly changing around us so quickly that customs and ways of doing things are disappearing. Many traditional tools are falling out of use, fewer and fewer people learn how to play traditional musical instruments, and important customs such as weddings and festivals are not practiced the way they used to be. It might be interesting for students to pick a topic about changing customs and research it with older people in the village. Such topics may include old tools used for farming, fishing, or foraging in the forest or the way that festivals used to be celebrated. This topic provides many opportunities for drawings and diagrams.
- Other Topics: Teachers and students are welcome to think of their own topics to research. The ideas above are only suggestions.

#### **4.2.3 Library and Classroom Exhibits**

Another interesting history project for a club to do is setting up a number of exhibits that makes history interesting to others and tells a little bit about something significant that happened locally or to the whole country. These exhibits may be set up in the library, a classroom, or some other public place. A club may make 2, 3, 4, or as many exhibits as there are groups of students. It is recommended, however, that children make exhibits as groups to save time as there may be many tasks to do in making the exhibit such as drawing, decorating, researching, etc. The following are some ideas for history exhibits:

- Topic 1: Money through History: The different kinds of money used during the many historical regimes that have governed Cambodia tell an interesting story about changes in society. Students may find examples of money from each period (or buy it in the market) and make a chart that describes the kind of government of the period, the years during it which it was in power, or some important events that occurred. An example of such an exhibit is provided in Attachment 6.
- Topic 2: Flags through History: This is an exhibit that is a variation on the one described above only instead of using money, the students use flags from each different regime.
- Topic 3: Ancient Letters. This topic may result from a field trip described earlier. The exhibit could include a rubbing of an inscription and a short explanation of where it came from and the period that it dates from. Students may also give some examples of ancient writing and show how letters and

numbers have changed throughout the ages.

- Topic 4: Temple Map. This is another topic that may result from a local field trip. Students may make a map of a temple and place photographic pictures of the temple around it. It may also be interesting to place a piece of colored string or yarn from the picture to the place in the map where it was taken (e.g., the entrance to the temple, the sanctuary, etc.). The exhibit should also include some short narrative of where the temple is located, how old it is, and what is interesting about it.
- Topic 5: Timeline: A timeline is a decorative line that indicates when important events happened. A timeline should have a title that indicates the period in history, which is being described as well as for whom or for what. The description of an important event may be accompanied by a picture as well as some short explanation of what happened. The space along the line between events should be approximately proportional to the number of years. For example, the space along the line between an event that happened in 1955 and another that happened in 1965 should be twice as long as the space between events that happened in 1965 and 1970. The timeline may describe a series of local events or national history. Here is an example of some events in local history that may be diagrammed in a time line:

#### The History of My School, 1936 to 1999

1. 1936: First school in village is built by the French Administration.
  2. 1945: The school is destroyed in a fire but rebuilt of stone.
  3. 1956: Two new buildings are added to the school.
  4. 1965: The school changes into a secondary school.
  5. 1973: The school is destroyed again during a bombing attack.
  6. 1979: The local community rebuilds the school but it is made of wood.
  7. 1993: The school is used as a polling station during the first free election in Cambodia.
  8. 1999: The school is expanded significantly when two new stone buildings are built by the government.
- Topic 6: Historical Artifacts or Tools. An oral history activity may help to make an exhibit about old tools that people used to use to farm or hunt. The exhibit may provide interesting pictures of the tool with an explanation of each. If the exhibit is located in a secure place, it may also be possible to put out for viewing actual examples of the tools or artifacts.
  - Topic 7: Family Trees: Students can also research the genealogy of important kings in the history of Cambodia and create a family tree showing the relationship between the various kings at different points in history. An example of a family tree for Jayvaraman VII is provided in Attachment 7.

#### **4.2.4 Inviting Guest Speakers**

History Clubs may also seek out older members of the community in order to invite them to visit a class and speak on an experience of relevance to local history. Monks, ajar, or imams are often good candidates to visit the school as guest speakers. Possible topics to invite them to speak on may include any or all of the following:

- Topic 1: Characteristics of Life under French Administration: There are many interesting aspects of life during the French period that an older person could speak to. For example, there were many strict taxes that Cambodian people were subjected to during this time. The garment tax was strictly enforced and people were forbidden to wear shirts in public without proof of having paid a tax on the garment.



- Topic 2: When There Were Forests: Much of Cambodia was covered with heavy forest until relatively recently. Much was cut down during the Civil War to deter guerilla activity. Invite an older person to talk about when the forests were cut down, where the forests used to stand, and what kinds of animals used to live there.
- Topic 3: Getting an Education in Cambodia, Then and Now: It would be a useful exercise to talk about how education in Cambodia has changed over the last 40 or 50 years. There are many more schools now than there were in the 1950s and 1960s. This was especially true of secondary schools. In the past, there was only one secondary school per province and the language of instruction at that time was in French, not in Khmer. In addition, the structure of the education system has changed from the French system (where the number of grade levels was inversed so that Grade 1 today was the same as Grade 12 in the old system) to the international system where there are 6 years of primary education and 6 years of secondary education. Students might ask an older, educated person (e.g., an old principal) how the education system has changed both in terms of availability, structure, and curriculum.

### ***4.3 Linking Clubs with the Learning of Other Students***

Although not all students may be members of a club, it is important for the club to try to share its experiences with other students. Some of the activities described above provide some direct opportunities to share historical investigations with other students such as through exhibits and invited guest speakers. It may also be possible for other students in a class who are not History Club members to participate in field trips. Members of the History Club may be used to lead different groups in completing assigned tasks described earlier. The group leaders may provide explanations to other students about inscriptions, the significance of the layout of a place of historical interest, or some important events that happened there.

## **ATTACHMENT 1: Statement of Interest**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### **Introduction**

Joining a History Club is an opportunity to do interesting activities relating to the local history of one's community. Here are some things you should know before you decide whether to join a History Club:

- *Goal:* To increase student's understanding of local history.
- *Activities:* Field trips, making exhibits about history, doing research in groups through interviews, reading, etc.
- *Evaluation:* There will be no formal evaluation or grading. Students are invited to do activities because they want to, not because they are forced to.
- *Participation:* Membership in the club is voluntary.
- *Meetings:* There will be regular meetings (perhaps once every 2 or 3 weeks) to discuss planned activities. These will occur after class or on days when schools are not in session.

### **Questionnaire**

State your level of interest in joining a History Club by checking one of the boxes below:

- I am not at all interested in joining a History Club.
- I might be interested in joining a History Club but am not sure that I would have the time to participate.
- I would be very interested in joining a History Club and am sure that I would have time to participate.

## **ATTACHMENT 2: Duties of Selected Club Officers**

### **(1) Chairperson:**

- Call meetings of the club.
- Coordinate the setting of an agenda for each meeting.
- Facilitate meetings.
- Ensure that meeting places are available by coordinating with the school director.
- Liaise between the club and the Local Cluster School Committee.
- Monitor the implementation of term plans.
- Report problems to the responsible teacher when they occur.

### **(2) Vice Chairperson:**

- Fulfill the functions of the Chairperson when the latter is not available.
- Assist in facilitating meetings
- Take meeting minutes

### **(3) Treasurer:**

- Be responsible for any funds provided by the responsible teacher for various activities including purchasing things for exhibits, field trips, etc.
- Maintain a record of all funds received from the responsible teacher.
- Make purchases or payments as indicated by the responsible teacher.

### **(4) Group Leader**

1. Provide leadership in a group.
2. Make reports on behalf of the group to the chairperson or responsible teacher.
3. Convey messages or information received from the chairperson or responsible teacher to other members of the group.

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### **Responsible Teacher:**

- Provide general guidance to the club in doing schedules, running meetings, choosing club officers so that eventually, club officers can do many of these things by themselves.
- Provide technical support in matters relating to history (lessons on ancient letters, periods in Cambodian history, etc.)
- Represent the club to the Local Cluster School Committee during the budgeting process.
- Facilitate such activities as the planning and implementation of field trips.
- Facilitate communication between the club and the school administration for various purposes such as using the library for meetings, etc.
- Oversee the use of budgetary resources by the club

## ATTACHMENT 3: History Club Schedule

**1st Term:**

Activity	November				December				January			
	1	2	3	4	1	2	3	4	1	2	3	4
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

**2nd Term:**

Activity	February				March				May			
	1	2	3	4	1	2	3	4	1	2	3	4
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

### ATTACHMENT 4: Illustrative Budget for a History Club

Expenditure	Formula	Amount
1. Poster Paper	1 kg x \$2/kg	\$2.00
2. Marker Pens	2 boxes x \$2.50/bx	\$5.00
3. Colored Paper	2 reams x \$4/ream	\$8.00
4. Library History Exhibits	--	\$10.00
5. <u>Field Trip #1:</u>		
Lunch:	15 persons x \$1/pers	\$15.00
Taxi:	\$25/day x 1 day	\$25.00
Disposable Camera:	1 camera x \$8	<u>\$8.00</u>
		\$48.00
6. <u>Field Trip #2:</u>		
Lunch:	15 persons x \$1/pers	\$15.00
Taxi:	\$25/day x 1 day	\$25.00
Disposable Camera:	1 camera x \$8	<u>\$8.00</u>
		\$48.00
<b>TOTAL</b>		<b>\$121.00</b>

## ATTACHMENT 5: Reference Documents for Ancient Khmer Script

Explanation: Using the following tables can be very useful for dating ancient temples in Cambodia. Even though you may not be able to read the ancient text of an inscription (which are often in Sanskrit), you can date the temple to a period by matching letters types to the different kinds shown in the tables below.

According to this table, there are 4 major periods from which inscriptions date:

- i. Pre-Angkorian (before the 9<sup>th</sup> Century)
- ii. Angkorian Period (9<sup>th</sup> to 15<sup>th</sup> century): There are 4 kinds of letters that date from this period
- iii. Post Angkorian or 'Middle' Period (15<sup>th</sup> to 17<sup>th</sup> Century)
- iv. Present Period (18<sup>th</sup> Century to Present)

### តារាងអក្ខរក្រមភាសាខ្មែរច្បាប់

#### CHARACTER SET OF ANCIENT KHMER SCRIPT

	មុនអង្គរ	សម័យអង្គរ				កណ្តាល	បច្ចុប្បន្ន	
រ៉ូម៉ាំង	ម. អ.	អ. ១	អ. ២	អ. ៣	អ. ៤	អ. ៥	មូល	ជ្រៀង
ka	ក្ក ក	ក	ក	ក	ក	ក	ក	ក
kha	ខ	ខ	ខ	ខ	ខ	ខ	ខ	ខ
ga	ក	ក	ក	ក	ក	ក	ក	ក
gha	ឃ	ឃ	ឃ	ឃ	ឃ	ឃ	ឃ	ឃ
na	ន	ន	ន	ន	ន	ន	ន	ន
ca	ច	ច	ច	ច	ច	ច	ច	ច
cha	ច	ច	ច	ច	ច	ច	ច	ច
ja	ជ	ជ	ជ	ជ	ជ	ជ	ជ	ជ
jha	ជ	ជ	ជ	ជ	ជ	ជ	ជ	ជ
ña	ញ	ញ ១	ញ	ញ	ញ	ញ	ញ	ញ
ta	ត	ត	ត	ត	ត	ត	ត	ត

Ro-man	Pre-Angkor	Angkorian				Post-Angkorian	Present	
		Type 1	Type 2	Type 3	Type 4		Mool	Square

tha	័						ថ	ថ
ḍa		ឌ	ឍ	ណ	ត	ទ	ឌ	ឍ
ḍha	ហ						ហ	ហ
ṇa	ណ	ណ	ណ	ណ	ណ	ណ	ណ	ណ
ta	ត	ត	ត	ត	ត	ត	ត	ត
tha	័	ត	ត	ត	ត	ត	ត	ត
da	៤	ឌ	ឍ	ណ	ត	ទ	ឌ	ឍ
dha	ហ	ហ	ហ	ហ	ហ	ហ	ហ	ហ
na	ណ	ណ	ណ	ណ	ណ	ណ	ណ	ណ
pa	ប	ប	ប	ប	ប	ប	ប	ប
pha	ហ	ហ	ហ	ហ	ហ	ហ	ហ	ហ
ba	ប	ប	ប	ប	ប	ប	ប	ប
bha	ហ	ហ	ហ	ហ	ហ	ហ	ហ	ហ
ma	ម	ម	ម	ម	ម	ម	ម	ម

Ro-man	Pre-Angkor	Angkorian				Post-Angkorian	Present	
		Type 1	Type 2	Type 3	Type 4		Mool	Square

ya	យ	យ	យ	យ	យ	យ	យ	យ
ra	រ	រ រ	រ រ	រ	រ រ	រ	រ	រ
la	ល ល	ល	ល	ល	ល	ល	ល	ល
va	វ	វ	វ	វ	វ	វ	វ	វ
śa/ç a	ឆ	ឆ	ឆ	ឆ	ឆ	ឆ	ឆ	ឆ
ṣa	ស	ស	ស	ស	ស	ស	ស	ស
sa	ស	ស	ស	ស	ស	ស	ស	ស
ha	ហ	ហ	ហ	ហ	ហ	ហ	ហ	ហ
ḷa						ឡ	ឡ	ឡ
a	អ អ អ អ	អ	អ	អ	អ	អ	អ	អ



## តារាងសំខ្លាស់ព្រះបុរាណ

### ANCIENT NUMBER

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**ATTACHMENT 6: Library Exhibit on Money during Different Periods**

Money Sample	Historical Period
	<p>A 20 Riel Note from <b>The First Kingdom of Cambodia</b>  <b>1954-1970</b></p>
	<p>A 100 Riel Note from <b>The Khmer Republic</b>  <b>1970-1975</b></p>
	<p>A 1 Riel Note from <b>Democratic Kampuchea</b>  <b>1975-1979</b> (Note: Although printed, money was never circulated during this period)</p>
	<p>A 5 Riel Note from <b>The People's Republic of Kampuchea (PRK)</b>  <b>1979-1987</b></p>

**ATTACHMENT 7: The Genealogy of King Jayvaraman VII and his Successors**

