

# HISTORY

## Teachers' Guide

### Grade 7

(To be implemented from 2016)

Department of Social Sciences  
National Institute of Education  
Sri Lanka  
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History  
Grade 7  
Teacher's Guide

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## ***Message from the Director General .....***

The first phase of the new competency based curriculum, with an 8 year curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existing content based education system with the primary objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 7 and 11 starts from 2016. For this purpose, the National Institute of Education has introduced a rationalization process and developed the syllabi for these grades making use of the research based outcomes and the suggestions made by concerned stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in subject content and to reduce content over loading in the subjects to produce a more student friendly and implementable curriculum.

This new Teachers' Guide has been introduced to the teachers with the aim of providing them with the required guidance in the areas of lesson planning, teaching, carrying out activities, measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom. The new Teachers' Guides provide the teachers with the freedom to select quality inputs and additional activities to develop the competencies of the students. These Teachers' Guides are not loaded with the subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new Teachers' Guides simultaneously with the relevant textbooks prepared by the Education Publications Department to make the Teachers' Guides more effective.

The basic objectives of the rationalized syllabi, the new Teachers' Guides and the newly developed textbooks are to bring about a shift from the teacher centered education system to a student centered system -a more activity based education system in order to develop the competencies and skills of the student body so as to enable the system to produce the required human resources for the world of work.

I would like to take this opportunity to thank the members the of Academic Affairs Board, the Council of the National Institute of Education and all resource persons who have contributed immensely to develop these new Teachers' Guides.

***Director General  
National Institute of Education***

## **Message from Ven. Deputy Director General**

Learning extends across a wide area. It makes life very complex and extremely simple. The human being is capable of reaching great heights with his skill of learning. A country, a society where human development is the central focus, uses learning as an instrument to do away with the unacceptable identified through the intellect, to create a better world through good practices.

With education should arise things worthwhile for learning, methods to facilitate learning, and facilities conducive for learning. That is how the curriculum, the syllabi, the Teachers' Guide, and facilitators join the field of learning.

Modern Sri Lanka possesses an independent education system which is a blend of global trends and hereditary traditions. This Teachers' Guide comes to you-a wealth of resources - as a result of the eight yearly updating of the syllabus done on the revisions based on the requirements of the time.

It is necessary to maintain the consistency of the objectives of the subject at the national level. Yet, the teaching techniques in the Teachers' Guide do not need to be followed to the letter. I categorically state that the facilitators are free to modify or adapt the learning teaching strategies innovatively to achieve the competencies and the competency levels of the syllabus. The Teachers' Guide prepared to support and help the teachers' role in raising the percentage of the competency levels of the student to a higher level can be made use of by student as well as parent. The teacher must be aware that the Teachers' Guide is only a guide to the relevant prescribed texts and to make use of both resources- The Teachers' Guide and the prescribed texts provided by the Education Publications Department.

Furthermore at the end of the lesson, the facilitators of the learning - teaching process along with the students should come to an understanding of the level of achievement reached in relation to the expectations of national level examiners evaluating the level of achievement in relation to the subject. I sincerely trust that this Teachers' Guide would be a canoe or a raft to reach a progressive and viable culture - built in unison with all stake holders.

**Dr.Mambulgoda Sumanarathana Thero**

**Deputy Director General**

**Faculty of Languages, Humanities and Social Sciences**

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## **Instructions to use the Teachers' Guide**

The subject History has been implemented in the School curriculum as a core-Subject from 2007, and it will function as the same from year 2015. It has been allocated two periods for grade 6-9 and three periods for grade 10-11 weekly. It is suggested to prepare assessments for G.C.E. (O/L) Examination based on the syllabus prescribed for grade 10 and 11.

The syllabus of History for grade 6-11 has been designed under a competency based approach which includes 20 competencies. The Teachers' Guide, prepared for the implementation of the curriculum, consists of two sections the syllabus and the guidance to implement the syllabus.

The subject matter and the methods that are used to study the subject matter are equally important when mastering the expected competencies by the students through the subject, History. In fact some exemplary activities covering a part of the subject content are included in the Teachers' Guide. Teachers are free to develop those activities or to prepare new activities using their creativity to cater to the needs of the students in the classroom. It is to be considered that directing the students to study the required subject matter in order to achieve the objectives of the subject, History, providing learning opportunities which should at least 50% of practical based activities.

In fact the preparation of this teachers' Guide is expected to achieve the objectives of the subject History producing a set of students who are suitable for a new world full of competencies. In this regard we kindly request you to direct us your constructive ideas and suggestions.

**Syllabus Committee**

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# HISTORY

## Syllabus

### Grade 7

(To be Implemented from 2016)

Department of Social Sciences  
National Institute of Education  
Maharagama  
Sri Lanka  
[www.nie.lk](http://www.nie.lk)



## **Introduction**

History as a discipline has been playing an important role as a core subject in the school curriculum since 2007 with the aim of producing patriotic, strong citizens capable of identifying and protecting the nation's identity in the face of global vicissitudes.

Nourishing those objectives, further the curriculum of the subject history was revised in consonance with the education reforms to be effected from 2015. The curriculum of history from grade 6 to 11 was compiled under 23 relevant competencies based on the national common objectives and the related competency levels.

xii: This grade 7 syllabus is a result of this approach. The content of this syllabus scheduled to be implemented from 2016 for grade 7 has been organised under five competencies. It presents for study four themes such as Our Kings of repute, Our heritage, The kingdom of the past and Ancient civilization in the world from a national point of view.

## National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

## Basic Competencies

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

### (i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computeracy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

ix.

### (ii) Competencies relating to personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

### (iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment : Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

**(iv) Competencies relating to preparation for the World of Work**

Employment related skills to maximize their potential and to enhance their capacity  
to contribute to economic development.  
to discover their vocational interests and aptitudes,  
to choose a job that suits their abilities, and  
to engage in a rewarding and sustainable livelihood.

**(v) Competencies relating to Religion and Ethics**

Assimilating and internalising values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

**(vi) Competencies in Play and the Use of Leisure**

Pleasure, Joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

**(vii) Competencies relating to ‘ learning to learn ’**

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Extracted from : National Education Commission report, 2003)

## Objectives of Teaching History

It is expected that by following the history curriculum in grades 6-11, the following objective will be achieved.

1. Understanding the changes that have occurred throughout history through an understanding of the historical evolution and trends.
2. Understanding the present and foreseeing the future through the study of history.
3. To be a loyal citizen while safeguarding the national heritage and maintaining national identity.
4. To deal with national problems with a balanced mind.
5. To respect other cultures.
6. Applying to practical life the rational knowledge and discipline brought about through a study of cause and effect the relationship, the chronology, critical appraisal of sources.
7. To mould one's character on the biographies of important historical persons.
8. To sharpen the ability to face global challenges with an insight into how global and historical trends affect the history of Sri Lanka.
9. Enhancing knowledge about time and space.
10. Identification of sites through historical information.

Competency	Competency Level	Subject Content	Learning Outcome	Period
Draws examples through past experiences for the present	<b>1.1.Points out the national identity seen through the ancient social and economic patterns</b>	<b>1. Life of our ancient people</b> 1.1 Economy <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Industries</li> <li>• Trade</li> </ul> 1.2 Society <ul style="list-style-type: none"> <li>• Culture</li> <li>• Appreciation               <ul style="list-style-type: none"> <li>- folk entertainment</li> <li>Art, folksongs, folk dance, drawings, tales</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes the subsistence activities of the ancient period</li> <li>• Describes the handicraft technology of the ancient period</li> <li>• Describes how trade was conducted in ancient times</li> <li>• Explains aesthetic sensibility, beliefs and social life of the ancient period</li> <li>• Points out lessons that could be taken by the present from the conomic and social aspects in the ancient period</li> <li>• Describes the kings of the Manavamma dynasty</li> <li>• Highlights the administrative policies of the Manavamma kings</li> </ul>	10

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Investigates the greatness of the past kings of Sri Lanka by appreciating their biographies and their service to the nation</p>	<p><b>2.1 Demonstrates the greatness of the Manavamma kings</b></p>	<p><b>2. Our great kings -2</b>                  2.1 Manavamma dynasty                  2.1.1 Origins                  2.1.2 Administrative organization and Activities                  2.1.3 Political strategies and social welfare                  2.1.4 Political and social trends of the region</p>	<ul style="list-style-type: none"> <li>• Describes the welfare activities of the kings of the Manavamma dynasty</li> <li>• Describes the foreign affairs of the kings of the Manavamma dynasty</li> <li>• Shows what lessons can be learnt from the kings of the Manavamma dynasty</li> </ul>	<p>06</p>
<p>Examines how the local rulers functioned in managing regional Political conflicts</p>	<p><b>2.2.1 Describes how the past rulers acted in protecting the national status</b></p>	<p>2.2 King Vijayabahu                  2.2.1 Childhood                  2.2.2 His accession as the ruler  <ul style="list-style-type: none"> <li>• Political achievements of King Vijayabahu</li> <li>• War campaigns and background</li> <li>• Foreign Policy</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Shows how the rulers approach their objectives with unfailing courage</li> <li>• Explains the politics that rulers should follow for the progress of the society</li> </ul>	<p>06</p>

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Investigates the greatness of the past kings of Sri Lanka by appreciating their biographies and their service to the nation</p>	<p><b>2.3.1 Highlights the greatness of king Parakramabahu</b></p> <p><b>2.3.2 Points out how the local rulers related with the neighbouring countries</b></p>	<p>2.2.3 Social accomplishments of king Vijayabahu</p> <ul style="list-style-type: none"> <li>• Religious Activities</li> <li>• Social welfare</li> </ul> <p><b>2.3 King Parakramabahu the great</b></p> <p>2.3.1 Dynasty and royal connection</p> <p>2.3.2 Battles to strength his power</p> <p>2.3.3 National development activities</p> <ul style="list-style-type: none"> <li>• Major irrigation works</li> <li>• Unification of the Sangha</li> </ul> <p>2.3.4 Foreign Policy</p> <ul style="list-style-type: none"> <li>• Military undertakings to South India</li> <li>• Relations with South - East Asia</li> </ul>	<ul style="list-style-type: none"> <li>• Points out the leadership qualities of a great leader patience, knowledge, wide vision and strength of organization</li> <li>• Shows the growth of the personality of king Parakramabahu</li> <li>• Highlights how king Parakramabahu’s administrative policies facilitated the development of the society</li> <li>• Describes the foreign policy of king Parakramabahu and its impact</li> </ul>	<p>05</p>



Competency	Competency Level	Subject Content	Learning Outcome	
Values the cultural heritage reflected in the Sri Lankan history as world heritage and protects it	<b>2.4 Emphasizes the career and achievements of king Nissankamalla</b>	<b>2.4 King Nissankamalla</b> <ul style="list-style-type: none"> <li>• Dynasty and Identification</li> <li>• Political activities and social welfare</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the distinctive qualities of the ruler's uniqueness</li> <li>• Highlights how king Nissankamalla successfully overcame the challenges faced by him</li> <li>• Points out lessons one can get from the character of king Nissankamalla</li> </ul>	03
	<b>3.1 Illustrates our cultural heritage</b>  <b>3.2 Shows that our cultural heritage should be protected</b>	<b>3. Our cultural heritage</b> <p>3.1 Introducing our cultural heritage</p> <p>3.1.1 Tangible heritage</p> <ul style="list-style-type: none"> <li>• Introducing the tangible heritage</li> <li>• Sigiriya as a world heritage</li> </ul> <p>3.1.2 Intangible heritage</p> <ul style="list-style-type: none"> <li>• Introducing the intangible heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the cultural heritage</li> <li>• Describes the tangible heritage</li> <li>• Names the World heritages in Sri Lanka</li> <li>• Describes the Sigiriya which is a world heritage the intangible heritage</li> <li>• Shows that Sri Lanka has an immense national heritage, is a country with a long ancient history</li> <li>• Explains national heritage should be protected</li> </ul>	10

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Investigates how the Sri Lankan culture conformed to the socio economic trends in the Indian Ocean region, parallel to it</p>	<p><b>4.1 Presents information about later administrative centres</b></p>	<p>3.2 Protection of our cultural heritage</p> <p><b>4. Later ruling centres</b></p> <ul style="list-style-type: none"> <li>• Dambadeniya</li> <li>• Yapahuwa</li> <li>• Kurunegala</li> <li>• Gampola</li> <li>• Kotte</li> <li>• Jaffna</li> </ul>	<ul style="list-style-type: none"> <li>• Explains that national heritage should be protected</li> <li>• Introduces the later ruling centres</li> <li>• States reasons for the change of the ruling centres</li> <li>• Highlights the role of rulers in the later ruling centres</li> </ul>	<p>10</p>

Competency	Competency Level	Subject Content	Learning outcome	period
Illustrates the evolution of human development	<b>5.1 Explains the ancient civilizations of the world</b>	<b>5. Ancient Civilizations in the world -2</b> 5.1 Ancient Civilizations in Europe <ul style="list-style-type: none"> <li>• Greece</li> <li>• Rome</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the location of Greek Civilization</li> <li>• Describes the origin of Greek Civilization</li> <li>• Describes the features of Greek Civilization</li> <li>• Explains the legacies of the Greek Civilization to the world</li> <li>• Identifies the location of Roman Civilization</li> <li>• Describes the ancient Roman Civilization</li> <li>• Explains the legacies of the Roman Civilization to the world</li> </ul>	08

Instructions for the Learning Teaching proces

## 7.1 Life of our ancient people

The ancient Sri Lankans were able to build their identity in the face of various challenges. This unit is meant to study the way they build their identity and the fields which reflect it. The objective of this unit is to build a citizen sensitive to the heritage and identity of the society of ancient times and to promote an understanding of how lessons from history can be adopted to the needs of modern community life.

**Competency** • Draws examples through past experiences for the present

**Competency level** 1.1. Points out the national identity seen through the ancient social and economic pattern

**No of Periods:** 03

**Learning outcome** • Describes the subsistence activities of the ancient period

### Instructions for lesson planning

Plan the lesson with reference to the subject matter given below

#### 7.1 life of our ancient people

##### 1.1 Economy

- The composition of the ancient Sri Lankan economic pattern being of agriculture, industries and trade
- Agriculture
- Description of agriculture under Chena cultivation paddy cultivation and animal husbandry
  - Chena Cultivation
    - Explaining what a Chena is
    - Using the rains for the Chena cultivation
    - Describing the method of preparation for the chena cultivation under the following:
      - \* Selection of a suitable land area for Chena cultivation
      - \* Chasing away the wild animals inhabiting the area
      - \* Explaining to the students how the people of older time avoided harassment to animals and how they assured the animals the right to live
      - \* Clearing and burning the area reserved for the Chena
      - \* Setting up a fence around the Chena using the logs and trunks of trees.
      - \* Cultivating various crops on the prepared land
      - \* Abandoning the Chena after harvesting
      - \* Use of various farming equipment
      - \* Special words used in Chena cultivation

## Picture of a Chena



- **Paddy cultivation**
  - Describing the paddy cultivation under the following facts:
    - \* Cultivation with irrigated water
    - \* Creation of tanks and anicuts
    - \* Cultivating primarily in two seasons
      - I *Maha* season
      - II *Yala* season
    - \* Paying the taxes for consumption of water from a portion of harvest.
    - \* Naming the villages where the framers lived as “*Kaseekara*” villages.
    - \* Specific terms in relation to paddy cultivation
    - \* Describing method of preparation of paddy fields for paddy cultivation.
    - \* Usage of various farming tools
    - \* Harvesting, protection and methodical consumption.
- **Animal Husbandry**
  - animals were reared
    - \* for milk and consumption.
    - \* for cultivation purposes.
    - \* for transportation
    - \* for military purposes
  - Introduction of domesticated animals (cows, fowls, goats)
  - Importance of the cow among these animals (to get *pasgorasa*)
- Show the examples which can be learnt from the ancient agriculture

Ask the students to prepare a concept map regarding the agriculture covering the facts above.

- Use this as a group activity
- Divide the class into three groups
- (If the number of students are too many, ask them to prepare two concept maps)
- Show the concept map in Annexe 04, to the class
- Distribute annex 01,02,03 to the groups.

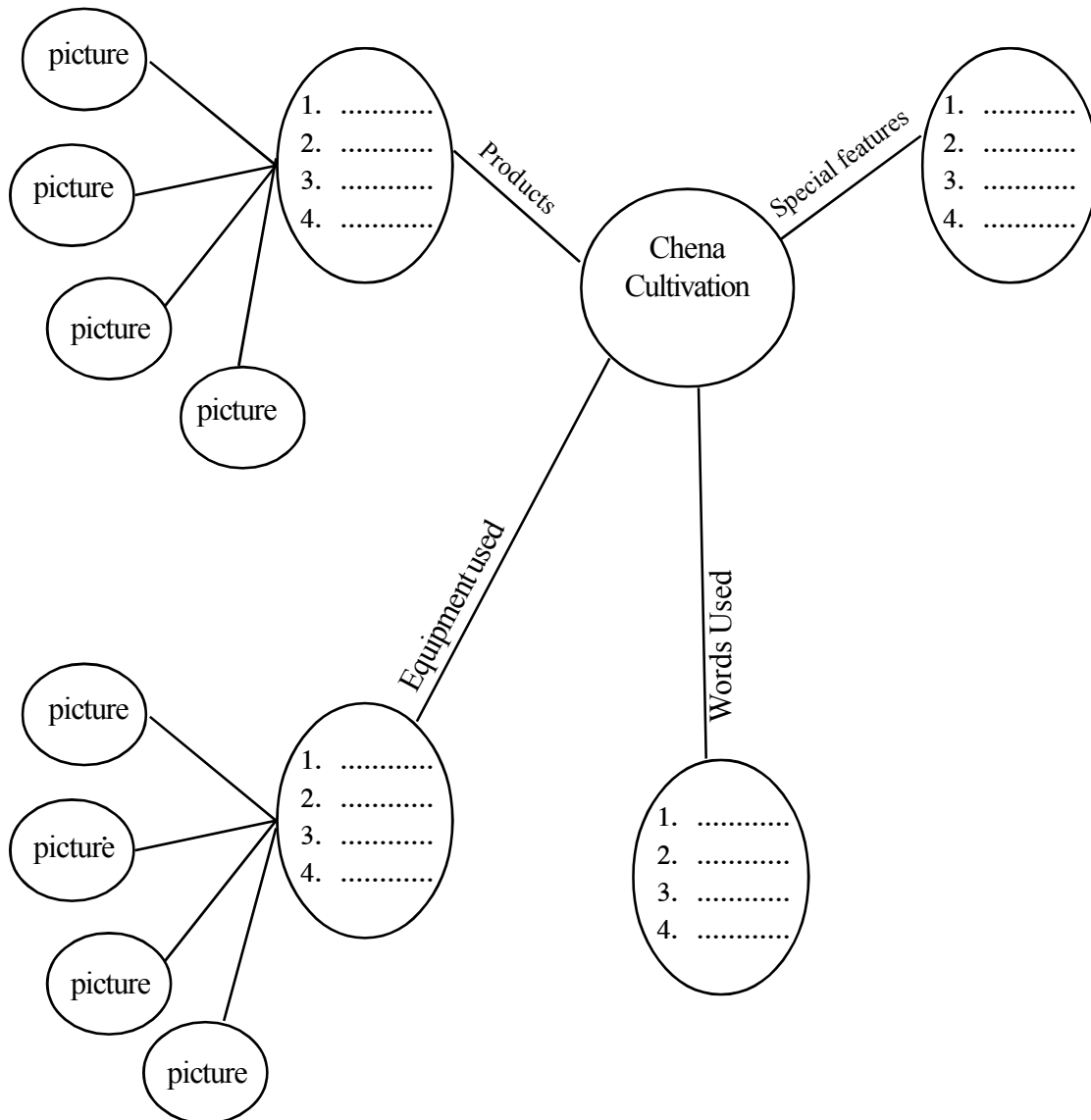
- instruct each group to complete the given list
- Instruct a student good at drawing in the group to draw the pictures
- Allocate two periods for this activity
- provide the opportunity to display the group work to the class
- Collect the completed sections and build up the concept map as indicated in Annex 04 and present to the class

### Quality inputs

- Colour pencils, platignum
- Activity Papers in Annexes 01, 02 and 03
- Concept map in Annexe 04

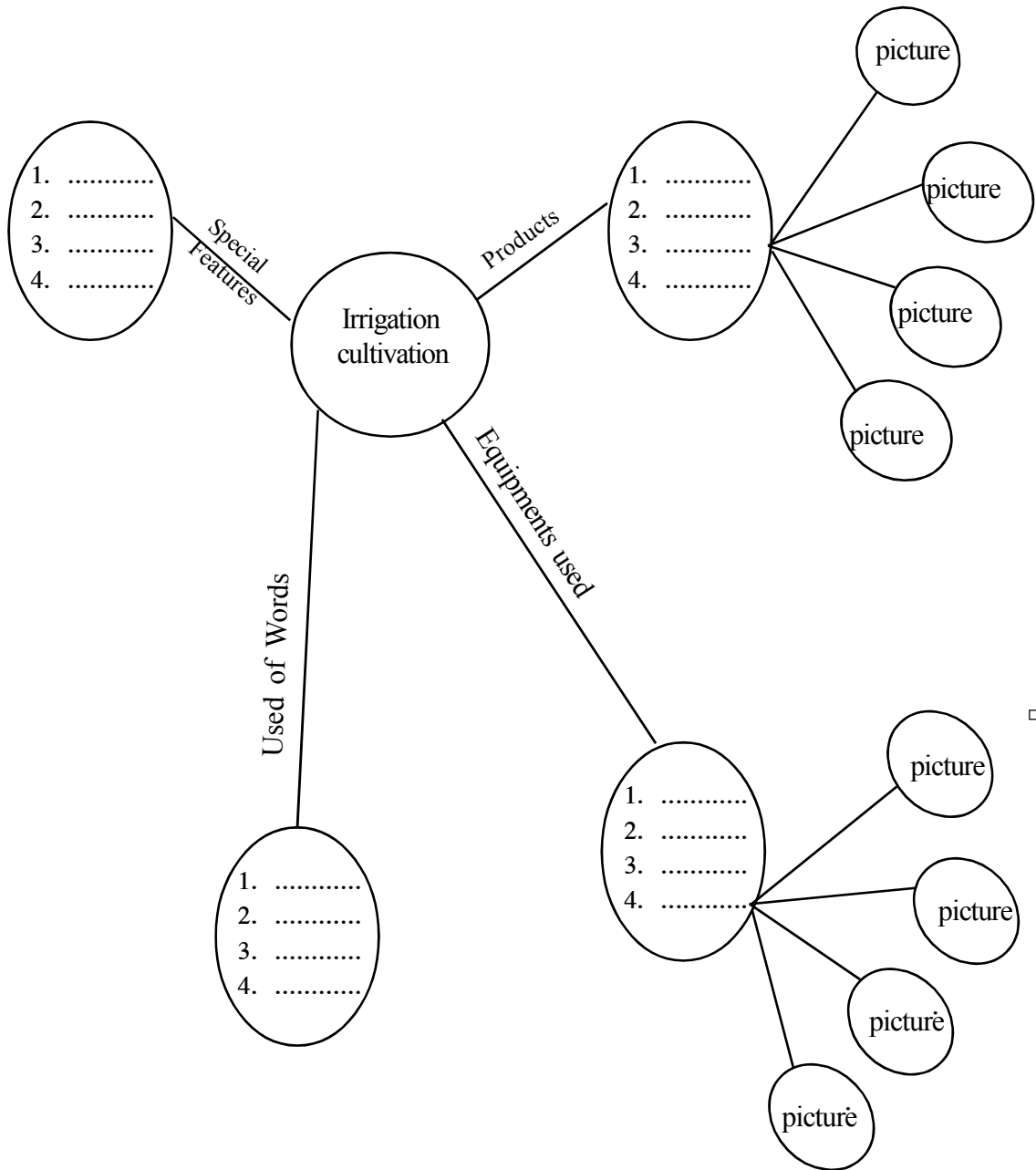
### Annexe 01

Complete the following with reference to Chena cultivation.



**Annexe 02**

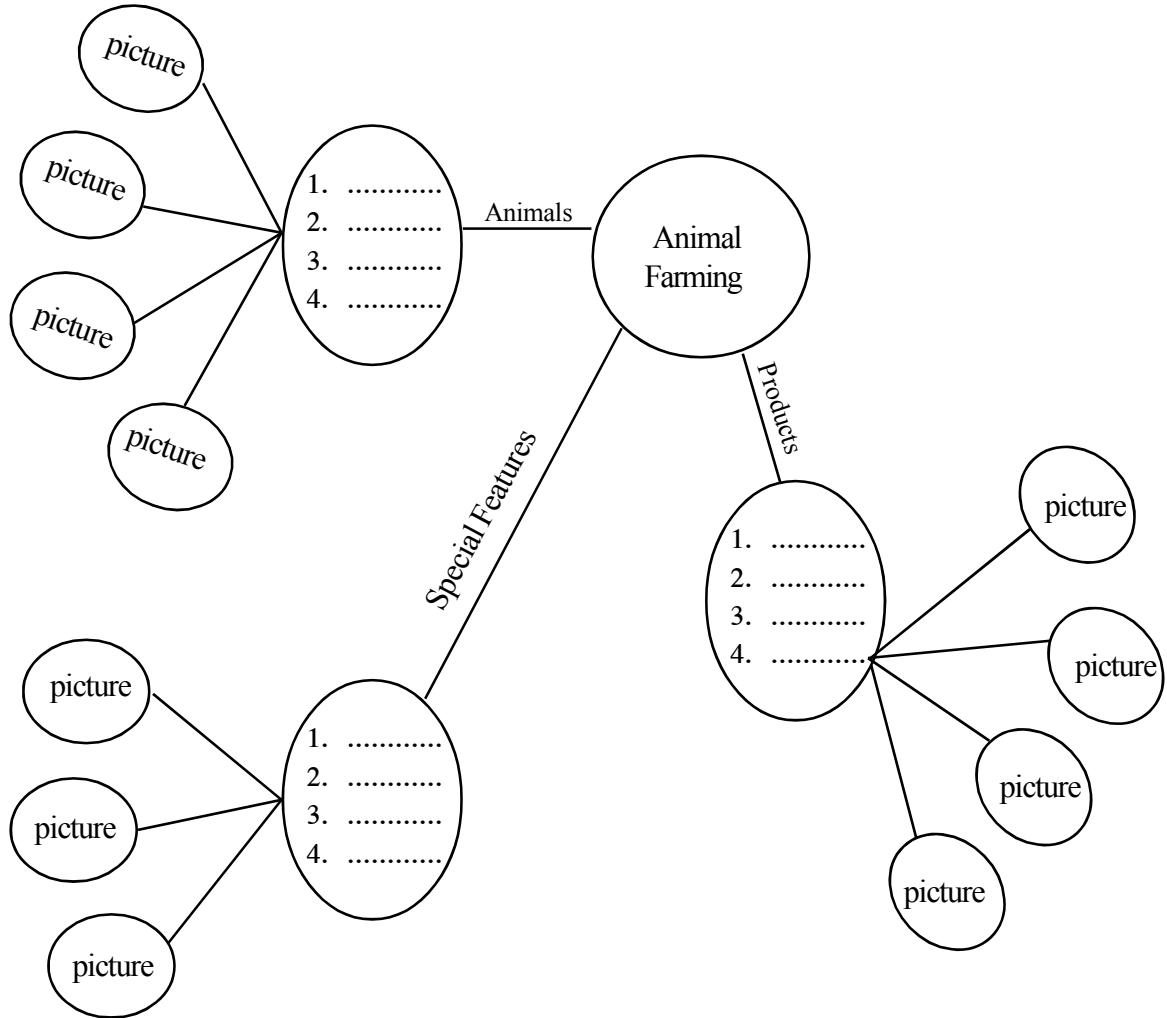
Complete the following with reference to Paddy Cultivation



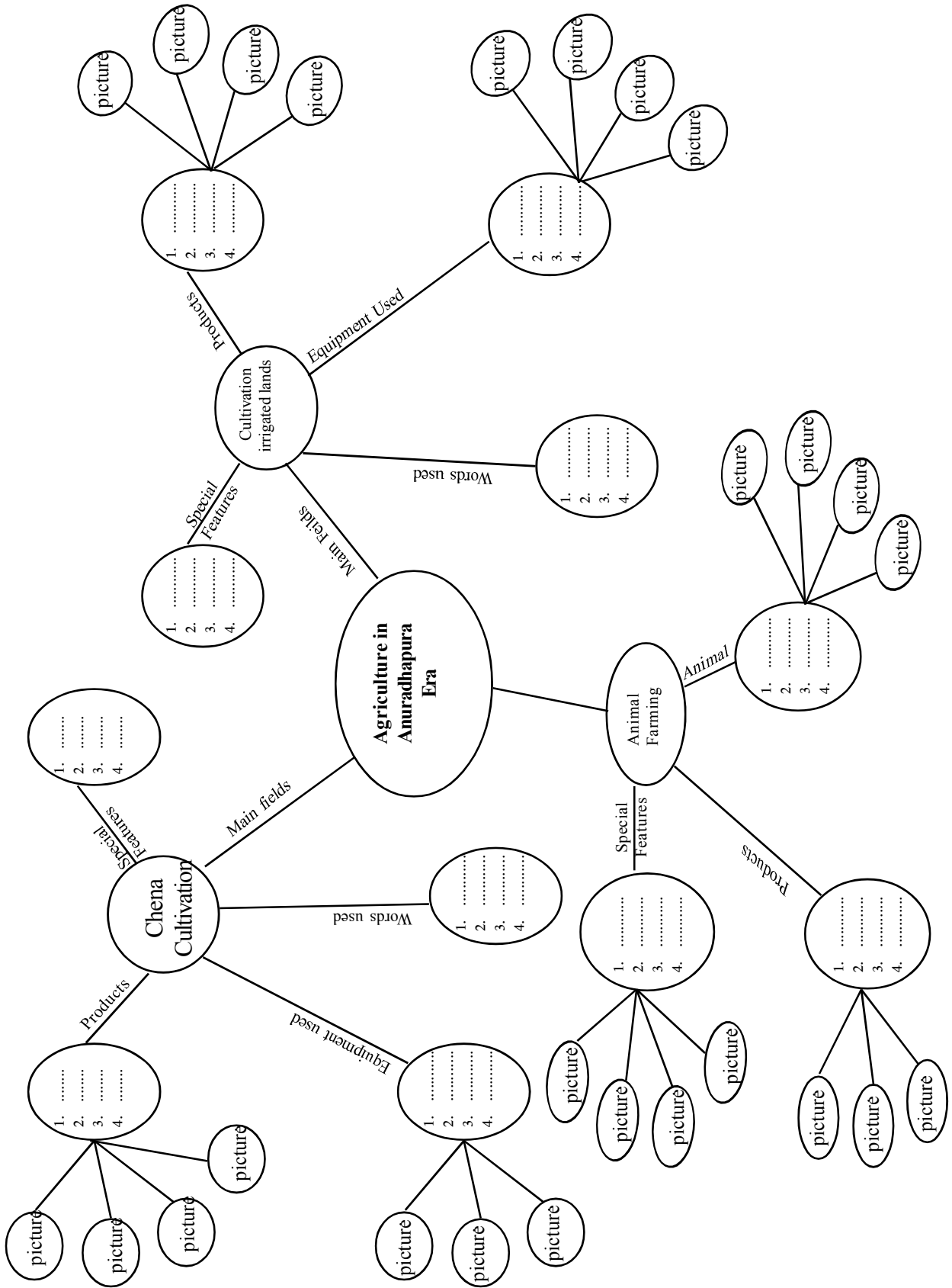


**Annexe 03**

Complete the following with reference to animal husbandry



**Annexe 04**  
**Concept Map**



## Key terms / concepts

- *Pasgorasa* (five products of the cow-*Dee, Kiri, githel, Vendaru, Moru*)
- *Liyadi* (paddy field beds)

## Instructions for evaluation and assessment

Instruction for lesson planning. Prepare the lesson with reference to the facts given below

- Describes the special features of ancient agriculture
- Admires the manner of meeting their requirements by the peoples of the past while protecting the environment.
- Completes the concept map
- Helps in building the activity creatively.
- Completes at the prescribed time

**Competency level** 1.1. Points out the national identity seen through ancient social and economic patterns

**No of Periods:** 01

**Learning outcomes** • Describes the handicraft technology of the ancient period

## Instructions for lesson planning

Plan the lesson using the subject matter given below

### 1.1 Economy

- Industries
  - Industries existed in the past and examples for them.  
(clay, roofing tiles, bricks, sugar cane, metal, cotton)
  - Existence of technical skills in relation to various industries.  
(Potters, metal workers, gemmers, *kabara, kammakara, pehekara, kabakara*)
  - Referring to folk stories with details of industries (The story of Kuweni weaving cotton wool)
  - Introduction of industry related products.
  - Showing the artistic skill of the artist with reference to various creation.
  - Introduction of equipment used for products.  
(*Sakaporuwa* bellows (*Mainahama*), Iron Furnaces, melting pot)
  - Existence of a number of industries relevant to the metal industries
  - Transportation of goods within the country via, land and inland waterways

Do the following activities covering the above mentioned facts

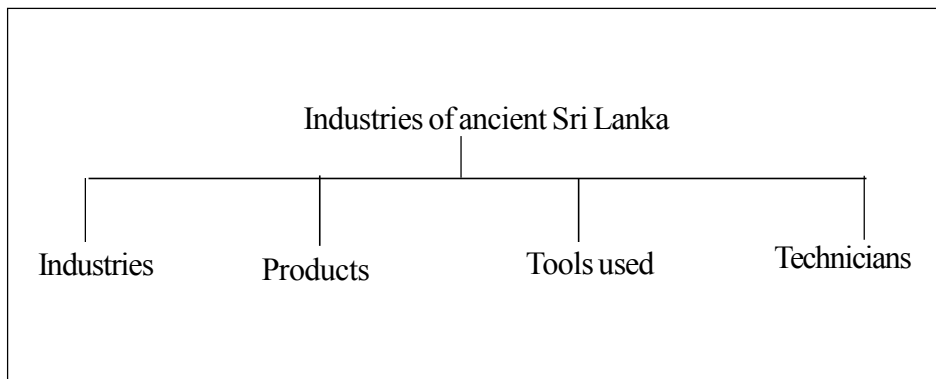
- Write the notes in Annex 01 on the blackboard
- Write the words in Annex 02 on bits of paper according to the number of students in the class in chits
- Give every student a piece of paper with the words written

- Tell the students to write the word they got at the suitable place of the note in the blackboard
- Accordingly, let them identify the old industries the tools used for the different products, and the artists and technicians

**Quality inputs**

- Annexe 01
- Annexe 02

**Annexe – 01**



**Annexe - 02**

Clay industry	Pots	Sakaporuwa	Kabara
Cotton	Bricks	Bellow(Mainahama)	Thambakara
Metal	Textile	Iron furnaces	Manikara
Gum	Honey	mMelting pot(kova)	Kumbal
	Jaggery		
	Jewelry		Pehekara
	Farming eruipments		Kamarakama
	Weapons		Lokuru

**Instructions for evaluation and assessment**

Assess according to criteria mentioned below

- Indicates the names in relation to industries.
- Helps to complete table about industries
- Writes the given terms at the relevant place
- work actively

**Competency level** 1.1.Points out the national identity seen through ancient social and economic pattern

**No of Periods :** 02

**Learning outcome** • Describes how trade was conducted in ancient times

### **Instructions for lesson planning**

Prepare the lessons according to the facts mentioned below

#### 1.1 Economy

- Trade
  - Describing the trade in ancient Sri Lanka
  - Trade was carried out in two main ways
    - Internal Trade
    - External Trade
  - Introduction of the Internal and External Trade
  - Explaining the nature of Trade under each field
    - exchange of goods
    - use of coins
  - Existence of Trade cities in relation to trade and being called them “*Nigama*”
  - Existence of villages closer to the commercial harbours (*pattana gam / patun gam*) (pattana villages/ patsn villages)
  - Existence of Trade classes to which the persons engaged in trade belonged. (Valangiyar, Nanadesin, Anjuwannam)
  - Imposing law and regulations to prevent fraudulent acts to carry on organized trade and to give relief to the consumers  
Eg : Hopitigama pillar inscription

#### 1.1 Economy

- External Trade
  - Sri Lanka has maintained trade connections with various countries from the past.
  - (India, Persia, Iran, Arabia, Rome, China, South East)
  - Possessions of natural resources
  - Sri Lanka had International ports and harbours (exported natural resources like minerals and spices of Sri Lanka)
  - Mannar (Matota), Trincomalee , (Gokanna), Godavaya (Godapavatha)
  - Items of Archeological importance imported from various countries have been excavated.
  - (Chinese clay ware Roman coding and canilian pebales)
  - Taxing the ships coming from different countries.

### **Quality inputs**

- A map indicates ancient harbours and trade cities

### **Instructions for assesment and evaluation:**

Prepare assessment criteas which have the ability to measure subject facts and effects for learning.

<b>Competency level</b>	1.1.Points out the national identity seen through ancient social and economic patterns
<b>No of Periods:</b>	04
<b>Learning outcome</b>	<ul style="list-style-type: none"> <li>• Describes the easthetic sensibility, beliefs and social life in the ancient period</li> <li>• Points out lessons that could beaken by the present from the economic and social aspects of the ancient period</li> </ul>

### **Instructions for lesson planning**

Prepare the lesson with reference to the facts mentioned below.

#### 1.2 Society

- Culture
  - Explaining what of culture is
  - Explaining with examples how the ancient people acted in an environmentally friendly manner
    - dealing with the environment
  - Explain the manner in which the people of the past lived in mutual operation with examples
    - *Aththan* method
    - marriages/ deaths
    - sharing of food
    - customs and ethics
    - moral lifestyle

### **Do the above mentioned activities covering the facts mentioned below**

- Do it as a group work
- Group the class as appropriate.
- Give the activity paper in Annex 01 to the groups
- Give instructions to write an essay relevant to the action paper given to each group
- Give opportunity to present the answers of students
- Use one period for this

## **Do the following activity converging the above mentioned facts.**

- Do this as a group activity. GRoup the class as appropriate.
- Distribute the Action Papers in Annex 01 among the groups.
- Give instructions to prepare answer according to the Action Paper they got.
- Give an opportunity to the astudents to forword their answers.
- allocate one period for this activit

## **Quality inputs**

Annex 01 - Action paper

Write an essay on "the examples which can be taken to the present society from the ancient society"

## **Instructions for assesement and evaluation:**

use the following criteria in assessing and evaluating

- Forwarding correct factors regarding the ancient society
- Appreciating the examples of the ancient society
- Pointing out the examples which can be taken from the ancient society to the present
- Assisting the group work
- Handing over the given work in time

## 7.2 Our Reputed Kings

This unit focuses on the greatness of the Royal clan which controlled the Anuradhapura kingdom and the greatness of king Vijayabahu the Great, Parakramabahu the Great and Nissankamalla of the Polonnaruva kingdom.

- Competency**
- Investigates the greatness of the past kings of Sri Lanka by appreciating their biographies and their service to the nation

### 7.2.1 Manavamma Royal Dynasty

- Competency level**    2.1    Demonstrates the greatness of the Manavamma kings
- No of Periods:**        02
- Learning outcome**
- Describes the kings of the Manavamma dynasty
  - Highlights the administrative policies of the Manavamma kings

#### Instructions for lesson planning

Prepare the lessons according to the facts mentioned below

##### 2.1 Manavamma Dynasty

- The control of the Anuradhapura kingdom by the Kings of the Lambakarna and Moriya Royal clan before the Manavamma Royal clan and the clashes between them

##### 2.1.1. Beginning of the Manavamma Royal Dynasty

- Explain the beginning of the Manavamma Royal Dynasty relevant to the following facts
- Political activities of Prince Manavamma and relations with South India
  - Explain how Prince Manavamma enters politics
    - \* Prince Mana attempting to get the power of the state
  - Explain the nature of relations Prince Mana had with the Pallava State of India
    - \* Explaining the manner in which the South Indian connection helped prince Mana in getting the power of the state
  - Prince Mana becoming the king of the Anuradhapura Kingdom
    - Period of King Manavamma's power
    - Explain how the victories are achieved because of good friends with reference to the character of Manavamma



- Reign of King Sena II
  - The invasion of the Pandya state by King Sena II

Conduct the following activity covering the above mentioned facts

- Do this as an individual activity
- Write the table in Annex 01 on the blackboard.
- Give an opportunity to complete the table after copying it on the exercise book
- Develop attitudes of the students showing instances from the character of Manavamma
- Take one period for this activity

### Quality inputs

- Action paper of Annex 01

Annex 01- Action paper

A - Question	B – Answer
1. Who was the king who ruled Anuradhapura prior to Prince Mana?	A.....
2. What was the South Indian state which maintained relations with Prince Mana?	B.....
3. Who was the South Indian ruler who supported Prince Mana?	C.....
4. Where did Prince Mana setup his ruling centre?	D.....
5. What was the name used to refer to Prince Mana after he became the King?	E.....

- Fill in the blanks of Column B with the answers taken from within the brackets below.
- (In Anuradhapura, Narasinghavarman II, Pallava kingdom, king Manavamma, king Hattadata)

### Instructions for assessment and evaluation:

Conduct the assessment using criteria mentioned below.

- Presenting information about King Manavamma
- Writing correct answers to the questions
- Admiring the greatness of King Manavamma
- Following the instructions of teachers
- Completing the job within the prescribed time

- Competency level** 2.1 Demonstrates the greatness of the Manavamma kings
- No of Periods:** 02
- Learning outcome** • Highlights the administrative policies of the Manavamma kings

**Instructions for lesson planning**

Prepare the lessons according to the facts given below

2.1.2 Organization of the state administration

I. Central administration

II. Local administration

- Explaining the officers appointed for the central administration ,nature and its functions
- explaining the officers appointed for the local administration, and their position and functions
- Discussing the examples which can be taken from the Manavamma Kings to keep the state stable by implementing systematic administrative principles

Do the following activity covering the above mentioned facts.

- Do this as an individual activity
- Write the table in annexe 02 on the blackboard.
- Give an opportunity to complete the table after copying it on the exercise book
- Take one period for this activity
- Evaluate the students' activities

**Quality inputs**

Action paper of Annexe 02

Annexe 02

Field of Administration	Officers	Functions
Central Administration	1. .... 2. .... 3. .... 4. .... 5. ....	1. .... 2. .... 3. .... 4. .... 5. ....
Local Administration	1. .... 2. .... 3. .... 4. .... 5. ....	1. .... 2. .... 3. .... 4. .... 5. ....

## Instructions for assessment and evaluation:

- Presenting information about the administrative system of Manavamma Kings
- Admires the administrative policy of Manavamma Kings
- Completing the table correctly
- Following the instruction of the teacher
- Completing within the prescribed time

**Competency level**     2.1     Demonstrates the greatness of the Manavamma kings

**No of Periods:**         02

**Learning outcome**     •         Describes the welfare activities of the kings of the Manavamma dynasty

## Instructions for lesson planning

Prepare the lessons according to the facts given below

- Explain the diplomatic strategies and social welfare activities of the Manavamma kings with examples

### 2.1.3 Government policies and social welfare

    |     Defence

    | |    Law and peace

    | | |   Maintaining and developing the economy

- Explaining the measures adopted for the defense of the state with examples
    - Organizing of squads
    - Establishing of forts
    - Creating of cities
  - Measures taken in order to strengthen the law and peace for public welfare
    - Laws and rules imposed for the administration of justice and the manner they were implemented  
Eg. Vevalkati inscription (found at Mannar close to courts)
  - Measures taken for the safety of the state
    - Policy of Taxation
    - Principles of financial management  
eg. Inscription of Mihintale by Mahinda IV
    - Explains the nature of royal allocations (*atthani* documents)
    - Actions for social welfare
    - Building of Hospitals
- ### 2.1.4 Regional political tendencies
- Contemporary regional economic and social transformation
    - Changes that took place in the Indian Ocean trade pattern
  - Explain the way the Manavamma Kings faced these changes

- Foreign policy of the Manavamma Kings
  - relations with South India and China
  - Cultural tendencies created through foreign relations

**Key words/ concepts**

*Atthani* documentry - (documents related to the donations to religious institutions )

**Instructions for assesement and evaluation:**

Award marks using a criteria that measures the lernning outcomes relating to the lesson.

## 2.2 The King Vijayabahu the Great

<b>Competency</b>	<ul style="list-style-type: none"><li>Examines how the local rulers functioned in managing regional Political conflicts</li></ul>
<b>Competency level</b>	2.2.1 Describes how the past rulers acted in protecting national status
<b>No of Periods:</b>	06
<b>Learning outcome</b>	<ul style="list-style-type: none"><li>Shows how the rulers approach their objectives with unfailing courage</li><li>Explains the policies that rulers should follow for the progress of the society</li><li>Points out the leadership qualities of a great leader such as patience, sharp intellectual knowledge, wide vision and strength of organization</li></ul>

### Instructions for lesson planning

Build the lesson with reference to the facts mentioned below

#### 2.2.1 Childhood and getting hold of state power

- Explain the students about the parents of King Vijayabahu and his dynasty
- Explain the students the life during his childhood through the following facts
  - In the Panakaduwa copper plate, the King himself has inscribed true information about the numerous hardships he underwent in his childhood
  - Calling the prince 'Kitti' before coronation
  - Details of the childhood of prince, full of hardships
    - \* Going in search of heirs to the throne and killing those princes
    - \* Cholas devastating the Ruhuna from time to time
      - Power struggles among the rulers in Rohana
      - In such a background the life led in childhood hiding here and there seeking shelter in the forest. All these facts are recorded in the Panakaduwa Copper plate
- Protection given by a commander in chief of Rohana known as Buddharaja alias Budalnawan.
- Becoming the ruler of Rohana
  - In 1055 A.D., Prince Kitti, was enthroned under the royal name as Vijayabahu
  - Making Maha Nagahula as the seat of government

### 2.2.1 Political activities of King Vijayabahu the Great

- War campaign and its background
  - Coming of the Cholas and taking over power at Rajarata
  - Liberating Rajarata from the foreign ruler by king Vijayabahu
  - Re- organization of army despite several defeats.
  - Directing the soldiers via three routes from Ruhuna to Polonnaruwa and liberating Polonnaruwa from the foreigners and establishing power in 1070 A.D
  - Setting up a unitary state in Sri Lanka making Polonnaruwa the capital city
- Foreign policy
  - Establishing relations with anti Chola Indian kingdoms
  - Giving his sister Princess Mitta in marriage to a Pandya Prince and building a friendship with the Pandya Kingdom
  - Establishing friendly relations with Western Chalukyas
  - Marrying a Kalinga princess named Thilokasundari and building a friendship with the royal house of Kalinga
  - Establishing relations with Burma

### 2.2.3 Social services of King Vijayabahu the Great

- Religious activities
  - upliftment of the Sasana by getting Buddhist priests from Burma who have received higher ordination (*upasampada*)
  - Building a three storeyed temple for the tooth Relic Polonnaruwa
  - Renovation of Temples and Dagabas in Anuradhapura and Ruhuna
  - Paying homage to Sri Pada
- Social Welfare
  - Reestablishment of the traditional administrative structure
  - Uplifting the economy prosperity through the renovation of destroyed irrigation works

### Examples that can be taken from the character of King Vijayabahu the Great

- Though born as a Royal Prince, facing a lot of challenges and overcoming them through relentless diligence
- Talking about the hardships he underwent as a child truthfully even after assuming kingship and showing gratitude (Panakaduva Copper plate)
- Relentless courage the king possessed
- The concern regarding the security of his motherland

- Preparation of a double entry journal covering the above subject matter
  - Conduct this as a group work
  - Group the class according to the number of students
  - Display the double entry journal mentioned in Annexe 01 in the class
  - Follow the instructions in Annexe 02 to prepare the double entry journal
  - Give qualitative applications (demy / Platignum) to the groups and give an opportunity to take down a note on them
  - Give necessary instructions to do the activity by discussing with the group
  - Make the group present their activities to the class
  - Give an opportunity to note down the double entry journal in their note books
  - Double entry journal can be completed by getting together all students in class where the number of students is small
  - Give one period for this activity

### Quality inputs

- Dimai Papers
- Platignum
- Annexe 01

### Annexe 01

Challenges faced by King Vijayabahu the Great	The way those challenges were won (students responses)
1. Childhood 2. Getting the power of Ruhuna 3. Liberating Rajarata from the Chola power 4. Establishing the city of Polonnaruwa as a new capital 5. Upliftment of the Buddha Sasana	

### Annex 02

<p><b>Instructions for the double entry journal</b></p> <ul style="list-style-type: none"> <li>• Divide the demy paper into two parts</li> <li>• Write the relevent topic in the left column (as shown in Annexe 01)</li> <li>• Give instructions to write the relevent student response in the right column</li> <li>• Accordingly give instructions to write the students' responses for all the topic</li> </ul>
---

**Instructions for assessment and evaluation:**

Access and evaluate with reference to the following

- Explains information about King Vijayabahu the Great
- Speaks about King Vijayabahu the Great with full of pride
- Present facts logically about him
- Prepares a double entry journal about King Vijayabahu the Great
- Activity cooperates



## 2.3 The King Parakramabahu the Great

**Competency** • Investigates the greatness of the past kings of Sri Lanka by appreciating their biographies and their service to the nation

**Competency level** 2.3.1 Highlights the greatness of king Parakramabahu the Great

### No of Periods

**Learning outcome** • Shows the development of the personality of king Parakramabahu  
• Highlights how king Parakramabahu's administrative policies facilitated the development of the society

### Instructions for lesson planning

Prepare the lesson covering the subject matter mentioned below

#### 2.3.1 Dynasty and Royal Connection

- Queen Rathnavali was the mother of prince Parakramabahu. His father was Prince Manabharana who ruled the Dakkhinadesha (*Maya Rata*)
- Explains power struggles that took place after the death of king Vijayabahu and how the Polonnaruwa, Dakkhinadesha and Ruhuna had been established as separate kingdoms
- Childhood of king Parakramabahu
- Birth at Dadigama in Dakkhina desha
- Father's death in early childhood

#### 2.3.2 Struggle for the power

- Prince Parakramabahu succeeded Kirtisirimega as the ruler of the Dakkhinadesa and established his capital at Parakramapura (Present Panduvas-nuvara)
- Coming to power in Rajarata
- Unification of the Island after the assumption of power in Rajarata

#### 2.3.3 Local Development Projects

- Main irrigation Projects
- Service rendered while he was the ruler of Dakkhinadesa
- Construction of Parakrama Samudra and renovation of number of tanks

- King acting according to his declaration that "not even drop of water that falls from the sky should flow into the ocean without being made useful to man"
- Explain the huge development that took place in irrigation and agricultural activities of Sri Lanka at this time
- Unification of the different sects in Samgha
- The service rendered towards the upliftment of Buddha Sasana which was in a degraded status
- \* Eradication of schisms in the Samgha
- \* The competition of Vinaya rules for the Buddhist clergy
- \* Construction of new Dagabas and Temples in Polonnaruwa
- \* Renovation of the old temples and monasteries in Anuradhapura

#### **2.3.4 Foreign Policy**

- Military undertaking with South India and Burma and foreign trade-
- Examples which can be taken from the character of king Parakramabahu the Great
- Overcoming the challenges
- Leadership qualities

#### **Instructions for lesson planning**

Prepare the lesson with reference to facts mentioned below

#### **Conducting a debate covering the subject matter above**

- Divide the students of the class as appropriate into groups and let them prepare questions about king Parakumbahu the Great under the following topics.
- Childhood of king Parakaramabahu the Great
- Struggles to gain kingship
- Irrigation work : construction and renovation
- Service rendered to the Sasana.
- Select suitable questions from the questions prepared by the students and prepare a collection of questions which cover the subject content

- Divide the class on the number of students, and hold a debate
- use one period for this activity
- Give marks to the groups observing the rules and regulations of the debate

### **Quality Inputs**

- Books available on king Parakramabahu the Great

### **Instructions for assessment and evaluation:**

- Gives information about King Parakramabahu the Great
- Admires the service rendered by him.
- Prepares questions about king Parakramabahu the Great
- Gives answers to the questions
- Acts cooperatively accepting victory and defeat in the same manner

## **2.4 King Nissankamalla**

**Competency level**     2.4     Emphasizes the career and achievements of king Nissankamalla

**No of Periods:**         03

- Learning outcome**
- Describes the distinctive qualities of a ruler's uniqueness
  - Highlights how king Nissankamalla successfully overcame the challenges faced by him
  - Points out lessons one can get from the character of king Nissankamalla

### **Instructions for lesson planning**

Prepare the lesson with reference to the facts mentioned below

#### **2.4 King Nissankamalla**

- Explain briefly that after king Parakramabahu the Great, King Nissankamalla was the most important ruler and the reason for that
- Controlling the political crisis in the country following the reign King of Parakramabahu

- Being a ruler concerned for the common goal of the people the country for nine year in the Polonnaruva era after the King Parakramabahu the Great
- Establishing a large number of inscriptions
  - Prince Nissankamalla was a member of the Kalinga dynasty of India. He was the initiator of a new dynasty
  - \* Mother- Queen Parvathie
  - \* Father – Sri Jayagorpa Maharaja
  - A large amount of information about this King can be collected from the inscriptions found throughout Sri Lanka
  - The challenges be faced by king Nissankamalla
  - \* Being a foreigner
  - \* Having powerful local army commanders
  - \* Threats from the people of Govi caste (*Govi Kula*)
    - \* Power struggle of Kalinga-Pandya clans
    - \* Protests of the people lived in the periphery.
  - \* Threats from the Princes who were heirs to the throne
  - Successfully overcoming all such challenges and becoming kings
  - Explain the service rendered by King Nissankamalla under the following facts
    - \* Establishing the political stability of the country
    - \* Achieving an economic development through renovations of tanks and anicuts
    - \* Giving tax relief for the public - (*tulabhara - dana*)
    - \* Taking action to develop Buddhism
      - I. Rankoth Vehera
      - II. Construction of a Hetadageya
      - III. Renovation of a large number of Dagabas and Temples
- Construction of the Nissanakamalla Raja Saba Mandapa and Sath Mahal Prasadaya
- Travelling all over the country
- Examples which can be taken from the character of Nissankamalla

**Direct the students to prepare a concept map with the information about king Nissankamalla**

- Instructions regarding the activities of the preparation of concept map are shown in Annexe 01 and 02
- Use one period for this

**Quality applications**

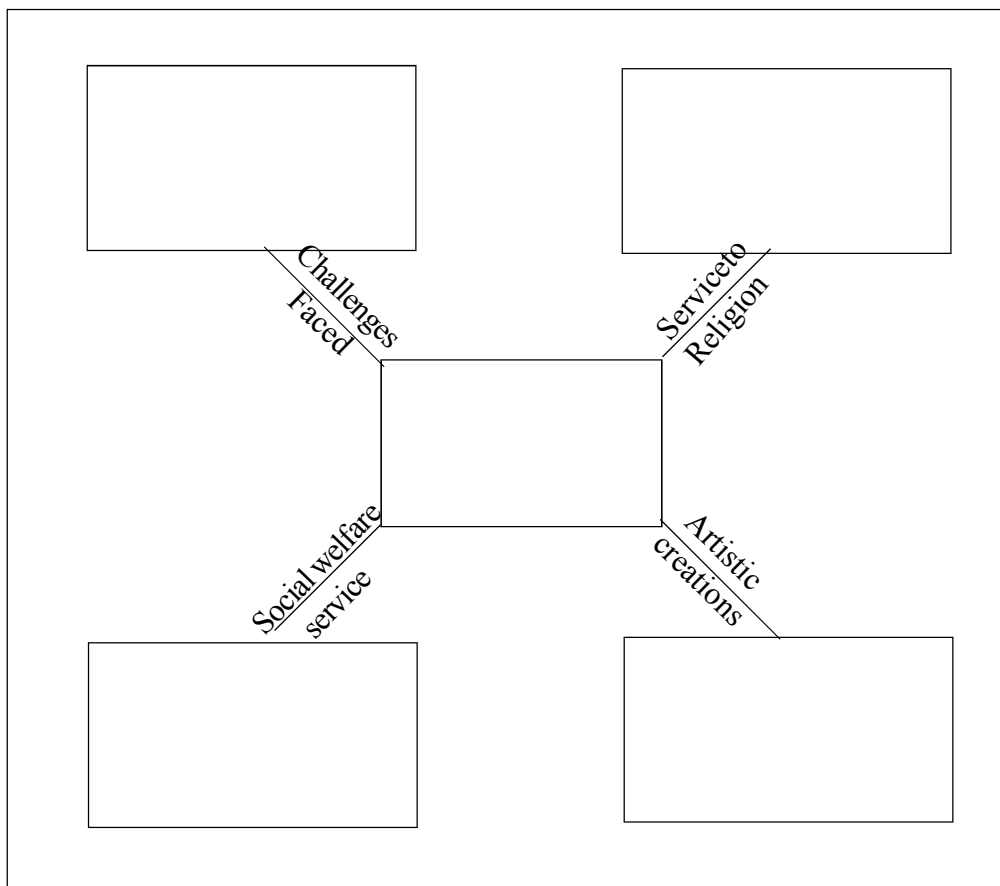
- Annexe 01
- Annexe 02
- Annexe 03

**Instructions for assesment and evaluation:**

Do the assessment using the content on relevent criteria

- Presents information about King Nissankamalla
- Appreciates the service rendered by King Nissankamalla
- Does the activity neatly and methodically
- Supports the activity
- Completes the job within prescribed time

**Annexe 01**



**Annex e 02 – Instructions for activities**

- Conduct this as a group work.
- Give instructions to copy the table in Annexe 01 to be displayed before the class (in the exercise book or on another paper)
- Give instruction to write the details relevant to each box as facts
- Ask them to do the activity discussing and in collaboration with others

Give an opportunity the chance to the groups to present their activities

**Annexe 03**

King	Childhood	Challenges faced	Battles	Service rendered		
				Political	Economic	Religious
Vijaybahu the Great						
Parakramabahu the Great						
Nissankamalla						

## 7.3 Our Cultural Heritage

We are the heirs to a strong national heritages and the owners of a very proud past. We own several sites which have been named as world heritages by the UNEESCO. Our heritage is important in showing the pride of Sri Lanka, even though this is a small country, in order to protect our identity before the global community. It is expected by this Unit to make an awareness to protect and to safeguard that heritage.

**Competency** • Values the cultural heritage reflected in the Sri Lankan history as world heritage and protects them

**Competency level** 3.1 Illustrates our cultural heritage

**No of Periods:** 01

**Learning outcomes** • Describes our cultural heritage

### Instructions for lesson planning

Prepare the lesson with reference to the subject matter mentioned below

#### 3.1 Introducing our cultural heritage

- The knowledge and the practices brought forward continuously for a long time by a particular society is known as the cultural heritage
- The heritage of each society differs on the knowledge and the nature of its practices
- Knowledge means the traditions inherent to particular societies, faiths and beliefs, arts, the folksongs, the folkdances and folklore. These are considered as the intangible heritage
- Social values inherited through generation to generation from a time immortal.
- Point out that our country has inherited a valuable heritage as a country with a long civilization

#### Practices mean:

The historical heritage is the benefit of knowledge and the practices inherited by tradition in solving problems that are faced in day to day life. The medicines still in use and rituals may be included in what belong to the Sri Lankan tradition.

## Qualitative applications

- Books written about our heritage

### Instructions for assessment and evaluation

Do the assessment by using of ariterias suitable for explaining our cultural heritage

**Competency level** 3.1 Illustrates our cultural heritage

**No of Periods:** 04

**Learning outcome**

- Describes the tangible heritage
- Names the world heritages in Sri Lanka
- Describes Sigiriya which is a world heritage

### Instructions for lesson planning

Prepare the lesson with reference to the facts mentioned below

#### 3.1.1 Tangible heritage

The cultural heritage can be divided into two parts as tangible and intangible heritage. Tangible heritage means the heritage which can be touched. That means the physical objects such as, buildings, monuments, books, artistic creations, archeological sites, tanks, anicuts and various antiques.

- Explaining that these are the main factors which prove the identity of the country
- The availability of archeological monuments that belong to tangible heritage all through the country
- Explaining that Sri Lanka as a country with a long history has inherited a number of national heritages

#### The World heritage in Sri Lanka

- Explain the meaning of 'world heritage'
  - Naming special cultural and natural heritage located in various countries of the world as a common heritage of the human race as a whole
  - Identification of the world heritages by UNESCO
  - 911 world heritage being identified by the year 2011

#### Sigiriya the world heritage

- Sigiriya, one of the cultural heritages of Sri Lanka, was included in the world heritage list in 1982. Among them there are 704 are cultural heritage.06 world heritage have been named from Sri Lanka. They are the cities of Anuradhapura, Polonnaruwa and Kandy, Dambulu Raja Maha Vihara, Sigiriya and the Fort in Galle.

- Sigiriya which had been identified as national heritage because of its old fortress the stairway, the frescoes drawn on the mirror wall and the fascinating fountain of water built there.
- The architecture of Sigiriya
  - The palace extend about 3.5 areas on a rock 1214 feet in height from the sea level
  - The Lion mouth through which the access route to the top of Sigiriya is located
  - gardens
- Ponds and water tecnology
  - The pond on the top of the rock, the water garden located under the rock and moat, the fountains
- Mirror wall
- Sigiri paintings

### **Preparation of a booklet covering the above subject matter**

- Do this as a group activity
- Group the class as appropriate
- Give instructions to prepare a booklet containing details about Sigiriya
- Instruct them to prepare a booklet creatively including photographs as well
- Prescribe time for the activity (about one week)
- Take measures to get everyone's support to the activity
- Appreciate the activity

### **Quality Inputs**

- Books and Photos of Sigiriya

### **Instructions for assesement and evaluation**

Do the assessment using the relevant below criterias

- Gives information about Sigiriya
- Admires the values of Sigiriya
- Gives reasons for Sigiriya becoming a world heritage
- Prepares the booklet creatively
- Gives support to the activity



**Competency level** 3.1 Illustrates our cultural heritage

**No of Periods:** 03

**Learning outcome**

- Describes the Intangible heritage
- Describes the social traditions and habits as intangible heritage
- Describes folk songs as intangible heritage

### **Instructions for lesson planning**

Prepare the lesson with reference to the subject matter mentioned below

#### **3.2.1 Intangible heritage**

- Intangible heritage means the heritage which can not be touched. These are the cultural heritages protected and brought forward, enriching continuously generations to generations by each community and community groups.
- The identity of each community can be recognized by the intangible heritage
- Five ways of indicating intangible heritage (according to the UNESCO) have been recognized  
They are,
  - Folk language and the expression of ideas
  - Performing arts, folk songs and folk music
  - Social habits, beliefs and festivals
  - Knowledge and habits generated by the influence of nature and the univers
  - Traditional arts and crafts

### **Make the students present information about the rituals related to their own lives or about festival occasions covering the above facts**

- Conduct this as a group activity
- Divide the class as appropriate and instruct them to select the occasions which are related to our lives or festivals
- Give them opportunity to demonstrate before the class the accepted customs by the society in relation to that festival or the occasion
- Tell that the group presentation should be done with the assistance of all members in the group
- Ask the opinions of other groups about the facts presented on social rituals

### **Quality Inputs**

- Books and photographs about the social rituals

### **Instructions for assessment and evaluation**

Do the assessment on the following

- Expresses the socially accepted rituals
- Shows the rituals that are well selected and suitable to the selected occasion
- Shows how our identity was protected by following the rituals
- Gives support to the group
- Comes forward to present information

**Competency level** 3.2 Shows that our cultural heritage should be protected

**No of Periods:** 02

**Learning outcome**

- Shows that Sri Lanka has many of national heritages being a country with a long ancient history
- Elucidates that national heritage should be protected

### **Instructions for lesson planning**

Prepare the lesson with reference to the facts mentioned below

#### **3.2 Preserimg our cultural heritage**

- Shows that as a country with of an ancient history, Sri Lanka has a large number of cultural heritages.(this has been discussed under the introduction to our cultural heritage)
- Explain how our forefathers preserved these heritages from generation to generation
- the importance of preserving our cultural heritage
  - The future generation will be able to inherit these heritage as the traditonal knowledge, attiitudes and experiences of our forefathers and be able to interwoven with these
  - To show the Sri Lankan identity before the goble culture
  - To express the pride of Sri Lanka to the world
  - The world getting aware of the world heritage in Sri Lanka,and through that learning of our national heritage and thereby bringing about a development of the Tourist Trade
  - To create a pride and love about our country among the future generation
- **The destroyers of our cultural heritage**
  - Destruction of objects of archaeological importance at a massive scale by the treasure hunters in recent time
  - Explaining that the Nidan (treasures) is a myth
  - Explaining that we must preserve our heritage for the future generation

#### **Quality Inputs**

- Books on the preservation of our culture
- Photographs of destroyed sites of archeological importance

#### **Instructions for assesement and evaluation**

Devise criteria suitable to assess and evaluate students knowledge of the importance of preserving our cultural heritage.

## 7.4 Later Ruling Centres

This unit discusses the details of administrative centres in Sri Lanka after the collapse of the Anuradhapura and Polonnaruwa administrative centers, changes that occurred and the great rulers of those times.

<b>Competency</b>	<ul style="list-style-type: none"><li>Investigates how Sri Lankan culture conformed to the parallel socio economic trends in the Indian Ocean region</li></ul>
<b>Competency level</b>	4.1 Presents information about later administrative centres
<b>No of Periods:</b>	02
<b>Learning outcome</b>	<ul style="list-style-type: none"><li>Introduces the later ruling centres</li><li>States reasons for the change of the ruling centres</li></ul>

### Instructions for lesson planning

Plan the lesson using the subject matter given below

#### 7.4 Later ruling centres

- Dambadeniya, Yapahuva, Kurunegala, Gampola, Kotte and Jaffna
- Factors that led to the change of ruling centres.
  - Change in the traditional trading pattern in the Indian Ocean
  - The competition between South India and South East Asia to preserve the monopoly of trade.
  - Rise of the Chola Empire
  - Magha's cruel actions.

Get the students to do the following to mark on the map to identify the location of these later ruling centres

- Do it as an individual activity
- Provide a map of Sri Lanka with rivers to every student
- Instruct the student to mark the later ruling centres in the map with reference to the text book

### Quality Inputs

Map of Sri Lanka with rivers

### Instructions for assessment and evaluation:

Do the assessment using relevant criteria for the following marks

- Marks the places correctly
- Forwards information regarding the marked places
- Neatness and accuracy
- Completes within the prescribed time
- Collaborates with others

**Competency level** 4.1 Presents information about later administrative centres

**No of Periods:** 08

**Learning outcome** • Highlights the role of great rulers in the later ruling centres

### **Instructions for lesson planning**

Plan the lesson using the subject matter given below

- The ruling centres established after the decline of ancient cities in Rajarata
  - Minipe- Sanka Senavi
  - Yapahuwa (Suba pabbata) - Suba Senavi
  - (Govinda Malaya) - Buvanekabahu
  - Dambadeniya - Vijayabahu
- Explain the facts appreciating the activities of the great rulers under each ruling centre
  - Dambadeniya
    - \* King Vijayabahu III – establishing himself as a regional leader.
    - \* Unification of Maya rata.
    - \* Construction of a temple for the protection of the tooth relic
  - King Parakramabahu II
    - \* Defeating Maga
    - \* Defeating Chandrabahu
    - \* Being a great scholar
  - Yapahuva
    - \* King Buvanekabahu I
    - \* Selection of Yapahuva as the ruling centre
    - \* Maintaining trade relations with Egypt
    - \* Writing books on Buddhism
    - \* Building a temple for the tooth relic in Yapahuva.
  - Kurunegala
    - \* King Parakramabahu IV
    - \* Construction of a temple for the Tooth Relic Kurunegala
    - \* Translation of *Jataka story* (Pansiya Panas Jathaka Potha) in to Sinhala

- \* Writing books such as the *Dalada Siritha*, *Sinhala Bodhi Vamsaya*
- \* Establishment of the Asgiri Vihara in Kandy and sSri Ganananda pirivena at Vidagama
- Gampola
  - \* King Buvanekabahu V
  - \* Construction of Lankathilaka temple, Gadaladeni temple and embekke Devala
- Kotte
  - \* King Parakramabahu VI
  - \* Being the pioneer ruler of Kotte
  - \* Capturing of the Vanni districts and the Jaffna peninsula
  - \* Controlling the revolt of Jothiya Sitana
  - \* Being the last ruler to unify the whole of Sri Lanka
  - \* Being a period that brought economic and cultural development as well as peace to the country.
- Jaffna
  - \* Rising of Jaffna as a regional kingdom after the decline of Polonnaruva
  - \* Arya Cakravarti king
  - \* Origin of Jaffna kingdom under king Vijaya Kalingai
  - \* Development of the kingdom under Arya Cakravarti kings
  - \* Subjugation of Jaffna by the Portuguese in 1619 A.D

Instruct the students to complete the puzzle in order to cover the subject content

- Do this as an individual activity
- Get the students to complete the puzzle in annexe 01 using the clues in annexe 02 or with the help of the textbook
- After completing the activity discuss the answers given in annexe 03

### **Quality inputs**

- Annexe 01- puzzle
- Annexe 02
- Annexe 03 - Answers

## Assessment and Evaluation

### Instructions for assesement and evaluation

Do the assessment using below mentioned criterias

- Names the great king of kingdom
- Completes the puzzle correctly
- Appriciates the greatness of kings
- Cooperates with others
- Complete within the prescribed time

Annexe 01

Puzzle

			<sup>1</sup> E								
	<sup>1</sup>	O		T				<sup>2</sup>			
<sup>3</sup>							<sup>2</sup>	A		A	
A			G								
		<sup>3</sup> V			N			U			<sup>4</sup> M
A											
			P								
<sup>4</sup> A	<sup>5</sup>	B		L		<sup>6</sup>		L			
	I					A					
			A		<sup>5</sup>		B		K	K	E
						P					
	R			<sup>6</sup>	H			A			
<sup>7</sup> M		G				L					
	Y	<sup>7</sup>			<sup>8</sup> J		W		K		
				<sup>8</sup>							

A cross

1. The area selected by king Parakramabahu VI as his ruling centre that had a powerful fortress.(Kotte)
2. Another name used to introduce southern part.(Maya)
3. What was the independent area during the Arya Chakkrawartha(Vanni)
4. The prince who controlled the Udarata rebellion made by Jothiya Sitano (Ambulugala)
5. A shrine (Devala) that was famous for wood carving during Gampola Kingdom (Ambekka)
6. A powerful kingdom in south India which invaded Anuradapura and Polonnaruwa Kingdoms (Chola)
7. His brutal ruling badly affect for the declining of Polonnaruwa kingdom. (Maga)
8. The royal king Chandrabanu who invaded the country during Dambadeniya Kingdom was called by this name. (Javaka)

Aero

1. Another name used to introduce Kurunegala that is situated near a big stone hill.(Ethugalpura)
2. A prince who captured Jaffna area by organizing his military power during kotte kingdom (Sapumal)
3. A valuable Buddhist book translated into Sinhala during Kurunegala kingdom. (Jataka)
4. The name of the area that had been selected by Sanka senevi as the ruling centre (Minipe)
5. Another name for Egypt that had trade relations during the king Buwanekabahu I (Misaraya)
6. In which period Iban Battuta arrived to Sri Lanka? (Gampola)

Annexe 03

Answers

A cross

- 1.(Kotte) 2.(Maya) 3.(Vanni) 4.(Ambulugala) 5.(Ambekka)  
6.(Chola) 7.(Maga) 8.(Javaka)

Aero

- 1.(Ethugalpura) 2.(Sapumal) 3.(Jataka) 4.(Minipe) 5.(Misaraya)  
6.(Gampola)



## 7.5 Ancient Civilization of Europe

Attention had been paid to several ancient civilizations of the world in Grade 6. Through most of the ancient civilizations of Asia were far from the literature world and found later, the Greek and Rome civilizations you are going to study here are two ancient civilizations which were not far from the literature world. These civilizations made a huge influence in building modern European public life, the history and the forward march of the human race as well.

- Competency**
- Illustrates the evolution of human development
- Competency level** 5.1 Describes about the ancient civilizations of the world
- No of Periods:** 04
- Learning outcomes**
- Identifies the location of Greek Civilization
  - Describes the origin of the Greek Civilization
  - Describes the features of Greek Civilization
  - Explains the legacies of the Greek Civilization to the world

### Instructions for lesson planning

Plan the lesson using the subject matter given below

#### 5. Ancient Civilization of Europe

##### 5.1. Greece

###### Location of Greece

Ancient Greece included the peninsula jutting into Mediterranean sea with the Ionian sea on the West and the Aegean sea on the East and the group of Island including the Island of Crete

- The Island of Crete was the largest of the island
- The coast of Greece consisted of number of harbours.
- There were a number of mountains including the beautiful mountain of Olympus
- The temperate climate in Greece, was favourable to livestock farming and agriculture
- Discuss with the students the external and internal location of Greece using the above mentioned facts.
- Point out Greece in a world map
- Instruct the students to copy the map of Greece and to mark the main cities Sparta, Athens, Troy, Corinth and island of Crete the Ionian sea and mount Olympus

## **Origin of Greek Civilization**

- The origin of the Greek civilization goes back to as 2000 B.C
- Greece was colonized by the people of Island of Crete and Indo – Europeans.
- There was a well developed civilization in the Island of Crete before the origin of the Greek civilization
  - Minoan and Mycenaean
    - Mycenaean might have spoken the Greek language.
    - The mainland of Greece being divided into a number of parts due to its location (Mountains and Valleys)
    - tribes who migrated to Greece occupied those places
    - Gradual rising of towns and cities from the habitats of those who settled as tribes and villagers
    - Created many city states in Greece in 700 B.C
      - \* Athens and Sparta were two main cities
    - Golden Era of Greece
    - Capturing of Greece by Alexander the Great and the end

## **Features of Greek Civilization**

- Administration
  - The system of city - states
- Folk life
  - Elites, common people, slaves
  - Entertainment
  - Clothes and Ornaments
  - Occupation, arts and architecture
  - Buildings
  - Sculpture
  - Beautiful urns
  - Paintings and Drawings
- Literature
  - drama and theatre
  - literary works

- Sports
  - Olympic games
  - Playgrounds
- Education and Philosoph

**Heritages given to the worlds from Greece civilization**

- Democratic raling system
- Sports
- Drama and theatre
- Education
- Philosophical views
- Architecture
- Literary books

Instruct the students to prepare a booklet about the Greek civilization using subject matter given above

- Do this as a group activity
- Group the class in a suitable way
- Provide the task sheet given in annexe 01 to each group
- Instruct them to prepare the book according to the task sheet
- Give the one week time for the activity
- Get the each group to read the books prepared by other group

**Instructions for assesement and evaluation:**

Do the assessment below using relevent criterias

- Presents information about Greek civilization
- Shows the legacies inherited from Greek civilization
- Appreciates the development of Greek civilization
- Prepares the book creatively
- Contributes to the activity

## Quality inputs

- Pictures related to Greek civilization
- Task sheet given in annexe – 01

- Prepare a book under the topics given below collecting information about Greek civilization
  - Commencement and development
  - Features
  - Heritages given to the world
- Prepare the book creatively including relevant pictures
- Get the help of each member in the group
- Hand over the booklet to the teacher within the time limit

## **Competency level**

5.1 Describes about the ancient civilizations of the world

## **No of Periods: 04**

## **Learning outcomes**

- Identifies the location of Roman Civilization
- Describes the ancient Roman Civilization
- Explains the legacies of the Roman Civilization to the world

## **Instructions for lesson planning**

Plan the lesson using the subject matter given below

### **5.2 Rome**

#### **Location of Rome**

Rome is located in the Italian Peninsula jutting out to the Mediterranean sea little distance on the left bank away from the estuary (river mouth) of River Tiber

- Location of Alpes and Apinain mountains and their effect
- Importance of the location of Rome city and river tiber
- Introduce the location of Rome using the facts given above
- Show the locations of Rome and Italy in the world map
- Ask the students to mark the places of the eapansion of expansion of Roman civilization,on the map given below

City of Rome , Alpes mountains, river Tiber, Alpine mountains, Mediterranean sea, Greece, Pompeii city, Adriyatie sea

#### **Beginning of Rome civilization**

- Lagacies of Rome
- Remulus and Reums
- The Migration to Italy and their settlement
- Origin of the city of Rome
- Building up an Empire

#### **Features of Roman civilization**

- Administration
  - Republics
  - Empires

- Lifes styles
  - Family
  - Elites,Ordinary people,Slaves
  - Housing,Clothes,Ornaments
  - Occupations
  - Adherence to law
- Roman Law
- Engineering work and architectute
  - Roads
  - Bridges
  - Water supply and baths
  - Building cities
  - Architecture
- Arts
- Educational and Literature
- Trade
- Helth and sanitation
- Heritages gained from Roman civilization
  - Cristian religoin
  - Roman Law
  - Engineering skills
  - Architecture
  - Calender
  - Graphs
  - Empire and administration of Empires

Conduct a discussion getting the students to express their views to cover the subject content.

- Get the participation of all the students
- Give them time to read the lesson on Roman civilization in the text book
- Later ask the students to categorise the facts they like and dislike
- Give each student a chance to present the information
- Write the topic on the black board relevant to the information given by students  
eg –Architecture, Law, religion, ruling etc,
- Remind the points they missed and get relevant responses.
- Hold the discussion getting the others too
- Allocate the time according to the number of students in the class
- At the end of the lesson instruct the students to write an essay as a home work

### **Quality inputs**

Pictures related to Roman civilization

### **Instructions for assessment and evaluation:**

Do the assessment using the relevant criteria of the following

- Given information about Roman civilization
- Write an essay on Roman civilization
- Shows the heritages gained from Roman civilization
- Appreciates the Greatness of Rome Civilization
- Takes part in the discussion