

History

Grade -7

Teachers Instructional Manual

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Foreword

This curriculum amendment which is the first in the new millennium is an entry to overcome the problems prevailing in the school system. It has been planned with the intention of avoiding the mental, social and personal weaknesses of the younger generation.

Regarding education, Sri Lanka was in the forefront in Asia a few years back but at present we have lagged behind other Asian countries. The reason for being backward is being involved with the same ideas over and over again without a new vision.

To overcome this situation the officials of the National Institute of Education have amended the curriculum with a clear vision. The aim of this new curriculum is such, that the students will be able to develop their skills and build their future, with what they already know, new ideas and exploration.

In achieving the main objective it is essential that the teacher's role should be completely changed. The new education system is pupil centred based on activity and skills in place of being teacher centred. Hence the teachers should be prepared to face challenges.

I strongly believe that this teacher's guide will help to achieve those expectations in every way. By keeping up with the guide you will be a successful teacher and it will help you not only with teaching but in evaluating pupils as well. The points given in exploration and quality inputs will help the student. Furthermore it will be an asset to the principal when preparing the time table, distributing the limited resources, and internal supervision.

However the teachers should not limit themselves to the given activities only, for they are given purely as examples. They should be able to innovate new activities according to their relevant locations.

This teacher's guide will be of immense use to educationists' master teachers, and external supervisors. Therefore my gratitude goes out to all those who participated in this venture.

Professor J.W. Wickramasinghe
Director General
National Institute of Education

Preface

The syllabus should be updated once per eight years, in relation to the new curriculum amendment introduced to the school system from 2007. Hence this syllabus and the teacher's guide is introduced.

So far in the syllabus, many relevant topics and subject matters were included under each subject, which were being taught by teachers. Due to this process the outcome was that the students gained a lot of subject matter.

The prescribed syllabus which was introduced with the new curriculum reforms has identified and recommended the competencies which the student should obtain. With this new process, it is expected that the students will gain more competencies, and practical knowledge. So the teachers who use this syllabus should be aware of this change.

The teacher's guide has proposed a new method of teaching and learning process in the classroom, under the section "activities." With this process we should be able to motivate the students using libraries, reading, observing the environment, gathering information through resource persons, exchanging knowledge with friends, getting information from the internet and exploration, so that a new culture of education could be seen.

The text book that has been distributed by the Education Publications Department should be used as a book of resource. The teacher is expected to give the students the above mentioned information completely in an organised and correct way so that the students could grasp it. The teacher's role should be rich with knowledge, so that it will surpass the student's knowledge to a great extent. Hence this learning environment will be attractive to the students.

The suggested lessons in the teacher's guide should be taken as models to innovate their lessons. It is expected from the teacher to organise the lesson in a new and creative method.

In this learning - teaching process the students are always active. Hence their strength and abilities are exhibited. Appreciate and encourage them. You may identify their difficulties. Always help them to overcome it. Encourage them to help their close friends. Assessing together with the lesson leads to a learning which is more successful.

Also focus on how this teacher's guide, proposed extension of learning, assignment and exercises so that it will strengthen what the student learnt. Also let the students engage more on such exercises.

Wimal Siyambalagoda
Deputy Director General

Introduction

A new teacher's guide has been introduced with the new educational reforms which should be launched from 2007. Accordingly this is for Grade 7 history.

This guide consists of three sections. The first section consists of the syllabus, the second methods of learning - teaching process and the third section is assessing. Subject content for Grade 7 history is included and relevant methods of learning - teaching process have been proposed. The assessments and evaluation will help in checking the students, whether they have achieved the expected standard of learning.

The activities given here do not cover the whole subject content. Only a few examples are given. While taking these as models, the activities should be creative and innovative. Also the activities given here could be enhanced according to your creativity.

Hence through this teacher's guide we expect students to be with a higher level of competency which is more suitable for a new world and to fulfill the aims of the subject, history.

The Panel of History

Part I

Syllabus

1.0 Introduction

Learning history is to understand the nature of the victories and issues in political, economic, social, religious and cultural fields in the growth of human civilisation, through a balanced and open mind. It should be with the aim of having a pleasant society, which all the human beings could live in together protecting the environment and national heritages.

History is included in the school curriculum as a compulsory subject from Grades 6 to 11, through this new educational reforms progressing from 2007. These new reforms are based on competencies. So the history syllabus was prepared, based on identified subject competencies.

This syllabus for Grade 7 is a result of it. This is to be activated from the year 2008. This consists of 6 themes, and the syllabus is based on Sri Lanka and the historical incidents of the world which had effects on Sri Lanka.

According to it, the birth of the world's Ancient River Valley Civilisation and expansion, the South Indian Invasions to Sri Lanka, The decline of Anuradhapura kingdom, Polonnaruva kingdom, Europ in the middleages and the mediaeval Sri Lanka are the themes for studying.

By studying the curriculum from Grade 6 to 11 it is expected that the student will achieve the following competencies.

- Explain the historic evolution and trend.
- By observing the knowledge of the past, it is used to understand the present.
- Look in to national issues in a balanced manner.
- Takes examples from biographies of important people, who lived in the past.
- Recognise the national identity, value them and characterise them.
- Using historical experiences for present day incidents effectively.

2.0 Subject aims for Grade 7 - History

- Describe about the ancient river valley civilisations applying its good points to the present.
- Describe how the victories of the river valley civilisations influenced the society of the world and participated in enriching those victories.
- Describe how south India affected the downfall of the Anuradhapura kingdom, and join in protecting the identity of the country.
- Valuing the political, economic and cultural services of the important rulers of Polonnaruva kingdom, and take the good qualities as examples.
- Inquire about the reasons for the downfall of Polonnaruva kingdom and as a citizen take the initiality to stop repeating the same.
- Table the political, social and economic changes of Europe in the middle ages
- Describe the important historical events in mediaeval Sri Lanka and use them in reshaping the present.
- Through developing the above competencies, students will achieve the following:
- Think with pride about the historical values in Sri Lanka.
- Develop the skill of marking maps with historical information.

3. Syllabus 7.1 Ancient River Valley Civilisation

Competency	Competency Level	Subject Content	Periods
<p>Describe about the ancient river valley civilisation</p>	<ul style="list-style-type: none"> • Describe that they selected the valleys for their living because of the rich soil and water for agriculture • Draw a map to show the expansion of river valley civilisation • Table the special features of the river valley civilisation • Prepare a file about the legacies gifted from the river valley civilisations to later civilisations 	<p>7.1 Ancient river valley civilisations</p> <p>7.1.1 Reasons for selecting the river valleys for their living</p> <p>7.1.2 The civilisations relating to river valleys</p> <p>Euphrates, Tigris - Mesopotamia</p> <p>Nile - Egypt Indu Valley - Sindhu China - Hwang - Ho</p> <p>7.1.2.1 Mesopotamian Civilisation</p> <ul style="list-style-type: none"> - Location & expansion - Special features • System of ruling • Economic system • Religious observances and beliefs • culture - Legacies for later civilisations <p>7.1.2.2 Egyptian Civilisation</p> <ul style="list-style-type: none"> - Location & expansion - Special features • System of ruling • Economic system • Religious observances and beliefs • Culture - Heritage to the post civilisations 	<p>10</p>

Competency	Competency level	Subject Content	Period
		<p>7.1.2.3 Indu Valley civilisation</p> <ul style="list-style-type: none"> - Location expansion - Special features <ul style="list-style-type: none"> • System of ruling • Economic system • Religious observances and beliefs • Culture - Heritage to the post civilisations <p>7.1.2.4 Chinese civilisation</p> <ul style="list-style-type: none"> - Location & expansion - Special features <ul style="list-style-type: none"> • System of ruling • Economic system • Religious observances and beliefs • Culture - Heritage to the post civilisations 	

Competency	Competency level	Subject Content	Periods
<p>Analyses how the expansion of world civilisation took place</p>	<p>Inquire about the Greek and Roman Civilisations</p>	<p>7.2 Expansion of civilisation</p> <p>7.2.1 Greece</p> <ul style="list-style-type: none"> - Origin and expansion - System of ruling • Slave system • City states • Beginning of Democracy - Agriculture & Trade - Free thinking • Philosophers • Scientists • Thinkers - Religion - Art - Social life - Rise of King Alexander the Great (Expansion of the empeir) <p>7.2.2. Rome</p> <ul style="list-style-type: none"> - Origin & expansion - System of ruling - Tribes, republic, Empire - Law and order - Religion - Trade - Used coins - Internal trade - Social life - Pertaining to practicals - Tempting Romans to practise what was theoretical in Greece <p>eg.</p>	<p>10</p>

Competency	Competency Level	Subject Content	Periods
	<p data-bbox="268 1245 336 1738">Describe the special features of Indian Civilisation</p> <p data-bbox="1193 1211 1262 1818">Table the special features of Arabic civilisation from beginning to expansion</p>	<p data-bbox="312 954 336 1106">7.2.3 India</p> <ul style="list-style-type: none"> <li data-bbox="352 528 376 1106">- From Vedic period to Magadha Empire <li data-bbox="392 831 416 1032">• Tribal period <li data-bbox="432 528 456 1032">• The period of sixteen great colonies <li data-bbox="472 763 496 1032">• Period of Empire <p data-bbox="512 819 536 1106">Special features</p> <ul style="list-style-type: none"> <li data-bbox="552 539 576 1032">• Development of religious thoughts <li data-bbox="592 887 616 1032">• Hindu <li data-bbox="632 898 655 1032">• Jaina <li data-bbox="671 819 695 1032">• Buddhism <p data-bbox="711 797 735 1032">Literature and Art</p> <ul style="list-style-type: none"> <li data-bbox="751 887 775 1032">• Epics <li data-bbox="791 730 815 1032">• Political thoughts <p data-bbox="831 775 855 1106">Social organisation</p> <ul style="list-style-type: none"> <li data-bbox="871 808 895 1032">• Four castes <p data-bbox="911 909 935 1032">Economy</p> <ul style="list-style-type: none"> <li data-bbox="951 853 975 1032">• Agriculture <li data-bbox="991 909 1015 1032">• Trade <li data-bbox="1031 864 1054 1032">• Industries <p data-bbox="1070 898 1094 1032">Education</p> <p data-bbox="1126 943 1150 1106">7.2.4 Arabia</p> <ul style="list-style-type: none"> <li data-bbox="1166 707 1190 1106">- Beginning and expansion <li data-bbox="1206 775 1230 1032">- Expansion of Islam <li data-bbox="1246 730 1270 1032">- Language and literature <li data-bbox="1286 887 1310 1032">- Trade <li data-bbox="1326 752 1350 1032">- Science and medicine <li data-bbox="1366 920 1390 1032">- Industry <li data-bbox="1406 864 1430 1032">- Architecture <li data-bbox="1445 898 1469 1032">- Social life 	

Unit 7.3 South Indian invasions and the decline of Anuradhapura kingdom

Competency	Competency level	Subject Content	Period
<ul style="list-style-type: none"> Describe how south India affected the decline of Anuradhapura kingdom 	<ul style="list-style-type: none"> Mark and name in a map of India the south Indian states who made influences in Sri Lanka Inquire the nature of connections between Sri Lanka and the states of south India Describe how influences of South India affected the decline of Anuradhapura kingdom <p>Describe the decline of Anuradhapura and the Chola rule in Sri Lanka</p>	<p>7.3 South Indian invasions and the fall of Anuradhapura kingdom</p> <p>7.3.1. South Indian states and its influences</p> <ul style="list-style-type: none"> The south Indian states who made various influences to Sri Lanka The nature of connections with south Indian states <ul style="list-style-type: none"> Diplomatic Religious and cultural Economic <p>7.3.2 The invasions of south India</p> <ul style="list-style-type: none"> The reasons for Sri Lanka being subjected to the invasions of South India The nature of the South Indian invasions to Sri Lanka <p>Step I Getting used to the invader's rule</p> <p>Step II For economic gains</p> <p>Step III For political power</p> <p>7.3.3</p> <ul style="list-style-type: none"> Decline of Anuradhapura kingdom and Chola administration Reasons for the fall of Anuradhapura kingdom Establishing Chola power Chola rule (mummudy chola mandalam) 	02

Competency	Competency level	Subject Content	Period
Describe the political, economic and cultural services of the important kings of Polonnaruva	<ul style="list-style-type: none"> Describe the importance of Vijayabahu I and Parakramabahu the great As the last king of Polonnaruva describe the importance and the deeds of Nissankamalla Inquire about the political affairs, of women leaders in the Polonnaruva kingdom 	<p>7.4 The kingdom of Polonnaruva</p> <p>7.4.1 The rulers of Polonnaruva and their activities</p> <ul style="list-style-type: none"> King Vijayabahu I King Parakramabahu the great King Nissankamalla <p>- Queen Leelawathi</p>	
Inquire the reasons for the decline of Polonnaruva Period	<ul style="list-style-type: none"> Describe as to how Magha's invasions affected the decline of the civilisation of Rajarata 	<p>7.4.2 The invasion of Magha</p> <ul style="list-style-type: none"> The nature of the invasion The rule of Magha 	
Describe the political, social and economic changes in Mediaeval Europe	<p>Describe the emergence and expansion of Christianity</p> <p>Describe the political economic and social structure of Europe during Feudal period</p> <p>Describe the reasons for war of crusades and its results</p>	<p>7.4.3 The fall of Polonnaruva</p> <ul style="list-style-type: none"> Reasons for decline <p>7.5 Mediaeval Europe</p> <p>7.5.1 Expansion of Christianity</p> <ul style="list-style-type: none"> The state religion of Roman Empire Pope and the Christian Council <p>7.5.2 Feudalism</p> <p>Beginning</p> <p>Main features</p> <p>Decline</p> <p>7.5.3 War of crusades</p> <ul style="list-style-type: none"> Introduction Effect of crusades 	

Unit 7.5 Europe in the middle ages in the middle ages

Competency	Competency level	Subject Content	Period
<p>Describe the political, social and economic changes in Mediaeval Europe in the middle ages</p>	<p>Describe the emergence and expansion of Christianity</p> <p>Describe the political, economic and social structure of Europe during Feudal period</p> <p>Describe the reasons for war of crusades and its results</p>	<p>7.5 Europe in the middle ages</p> <p>7.5.1 Expansion of Christianity</p> <ul style="list-style-type: none"> - The beginning of Christianity - The state religion of Roman Empire - Pope and the Christian Council <p>7.5.2 Feudalism</p> <ul style="list-style-type: none"> - Beginning - Main features - Decline <p>7.5.3 War of crusades</p> <ul style="list-style-type: none"> - Introduction - Effect of crusades 	<p>02</p> <p>02</p>

Unit 7.3 Sri Lanka after decline of Polonnaruva

Competency	Competency Level	Subject Content	Periods
<p>Describe the important historical incidents of Mediaeval Sri Lanka</p>	<ul style="list-style-type: none"> • Describe the reasons for the displacements of the kingdoms of Sri Lanka • Describe the political services of important rulers from the 13th to 15th centuries • Give information about the life style, religion and literature of Sri Lanka from the 13th to the 15th century • Prepare and file information of the chief rulers of Jaffna 	<p>7.6 Sri Lanka after the decline of Polonnaruva</p> <p>7.6.1 The displacement of the kingdoms of Sri Lanka</p> <ul style="list-style-type: none"> - Dambadeniya, Yapahuwa - Kurunegala, Gampola Kotte - The political activities of important kings <p>7.6.2 Life style</p> <p>7.6.3 The development of religion and literature</p> <p>7.6.4 Kingdom of Jaffna</p>	<p>05</p> <p>05</p> <p>02</p>

4.0 Work Programmes and the Policy of the School

In studying the syllabus and the subject content of History successfully, it is very useful to design work programmes, so that through participation, students could get learning experiences which are valuable. These work programmes should be useful for the student's lives, and their well-being, as well as the community.

Only a few work programmes have been proposed. The History teacher is allowed to create other work programmes and policies.

- By establishing a history society knowledge could be promoted through discussions, seminars, debates, exhibitions, magazines, and wall news papers.
- Organise educational trips to an important historical place even once a year. Well planned educational trips enhance the knowledge which they obtained in the classroom.
- Invite scholars of History to the school for seminars and there by sharing their knowledge
- Organise community work programmes in connection with the school, to find information on important archaeological memorials and protect them during this period
- It is suitable to organise work programmes connected with museums so that a student of History could observe arts, crafts, sculpture and other items, relating to History, and make reports

Part II

Methods of Learning - Teaching

Learning - Teaching Process

Introduction

The process of teaching and learning should be based on exploration to achieve the competencies, and focused on designing, the pedagogical activities. A clear change of the teacher's role is expected in the competency based education.

Traditional transmission role which was introduced in the past, and then the transaction role are seen clearly in the classrooms even at present. When considering the decline of psycho - motor skills, personal skills and social skills of the school leavers it is not difficult to know, how the teaching - learning process should be developed.

In transmission role of the teacher, it was the duty of the teacher to transmit the knowledge to the students, thinking that he is the only resource person and that the children know nothing. It was a process from teacher to student and limited to a lecture method. This did not arouse the psycho-motor skills of the student or to develop their personal and social skills.

The discussion between the class and the teacher is the beginning of a conversational role. Transmitting ideas from teacher to pupil and pupil to teacher leads to a discussion between pupil to pupil. Then proceeds with questions from the known to the unknown; from simple to complexed and from compact to expansion.

In the competency based education activities takes a prominent place, and the teacher should be a resource person to bring the student even to a near proficiency level designing and planning an educational environment for the students observing closely, the way they learn, identifying the abilities and inabilities, giving help where necessary, feedback to promote learning and to prepare assessment materials to extend teaching and learning are the main duties of a teacher. The above role is named as 'Transformation Role'.

To operate the described scheme of work in Part 1, the activities are included in the 2nd part. Each activity is developed in 3 stages. The first step is known as the 'engagement step' as the student joins in the lesson. In the beginning the teacher as a transaction role begins a dialogue with the students. Then a discussion. Then comes exploration and they will be able to recall their memory which is a basic competency that the students should develop and also guess what the activity will be. For this exchange of ideas the teacher has many methods. Asking questions, pictures, newspaper advertisements, flash cards, puzzles, case studies, dialogues, dramas, poems and songs, demonstrations, Audio Visual tapes are some of the methods. In summary, based on achieving the

following three aims, the 1st step of the activities are launched.

- To get the attention of the class.
- Giving a chance to recall their memory.
- Under the 2nd step introduce the fundamentals of exploration to the students.

Second step of activity is planned to give a chance for exploration. Students engage on this under a specially prepared 'instructions.' The teacher has to plan this for the students to learn cooperatively, by exploring different sides of the problem as a team. Using the resources, conducting group discussions steadily and engaging in exploration are some of the important features of this step.

While engaging in group activities as such they will get a chance to develop the competencies such as self discipline, listening to others, co-operating and helping each other, time management, getting productions of good quality and honesty which are important even in every day life.

When directing the students for exploration the teacher should not name a leader, but make a suitable background so that the suitable person gets the chance for leadership, and hidden talents will come up.

During the 3rd step of the activity every group gets a chance of presenting the results of their exploration. Here the teacher has to encourage the students for group presenting. It is important to plan the presentation, so that every student gets a chance. The important feature of this step which is linked with the explanations of student's findings is that the students's voices could be heard instead of the teacher's talk.

The 3rd step of the activities after explaining the findings, it is necessary to guide the students for elaboration. After the presentation proposals for development are expected from other groups. The presenters get the 1st chance and then the others. Anyhow it is expected, that the teacher summarises the lesson in full with all the important facts in the exploration.

In the teaching - learning process the responsibility of a teacher is to see constantly whether the expected aims could be achieved successfully in the class rooms. For this it is necessary to use the assessments and evaluations. A teacher is given the chance to do these with planned activities, while the process is going on while the students are engaged in exploration. In the 2nd stage of the activity when the students are engaged in the exploration, assessment could be done. And in the 3rd stage while the students are explaining and expanding the teacher gets a chance for the evaluation. A description about assessments and evaluations will be given at the end.

The teacher is focused to implement the above described teaching -learning process. Group exploration gets the priority of this and a chance is given for exchanging, discussion, and mini lectures. At the stage of engagement there is a chance for discussion and exchanging. And at the final stage while summarising the teacher can give a short lecture. While improving the teaching - learning process relating to the subject scheme which was introduced in the new millennium considering the important features of transformation role as well as the transmission role and the transaction roles of the teacher is a speciality of this process.

Ways and Means of Teaching History

A History teacher should motivate the student to find information other than giving information so that the teaching will be successful. Whenever possible the students should be made to have discussions, using sources and observing. Here are some ways to guide the students to study History meaningfully.

- Visit the national museum and the provincial museums to observe archeological treasures, and participate in the programmes designed by them.
- Encourage the students to find the history of their area, and then focus on National history.
- Make arrangements for them to get information through media (Education service in the Radio, T.V. Internet etc.)
- Encourage them to visit historical places.
- Encourage them to use sources.
- Encourage to have wall news papers, magazines, exhibitions and establishing school museums.
- As a teacher of History you have a great responsibility in producing a useful citizen who is able to look at the current issues impartially and with an open mind.

7.1 Ancient River Valley Civilisation

Introduction

10 Periods

From ancient days man engaged in different ways of earning his livelihood. They thought of building their houses in a suitable place.

There was no permanent shelter in the early stage of the hunting period. When there was no hunt they had to stay without food. So due to the uncertainty of food they could not think of permanent shelter. Later these people of the stone age with an uncertain livelihood, took steps to stay in one place.

At the time of the new stone age they began to rear animals and cultivate grains, in addition to hunting. They made houses with clay and cooked meals using fire.

The people living in this manner wanted to find a way of getting food permanently. Mainly they engaged in cultivation and they understood that the river valleys were the most suitable for agriculture. Hence they started living in these areas. The richness of the soil, availability of water and suitable weather were reasons that they took into consideration when making their dwelling places.

It was more easy for the people who lived in river valleys to get on with their livelihoods. Now that they had a fixed way of getting their food, they had enough time to think about other necessities.

As they were interested in administration activities, religious thinking, erecting buildings, creative arts, transport and medicine, they were able to give birth to a civilisation that was advanced.

Studying the emergence of four such advanced civilisations in four main river valleys Mesopotamia Egypt, Indo Valley and Chinese civilisations are the aims of this unit

Competency - Describe and give information about the Ancient River Valley Civilisations

Competency level -

- Describe why they chose the river valleys or their dwellings and that the reasons were rich soil in the plains, water, and that it was suitable, for agriculture
- Mark in a map the expansion of Ancient River Valley Civilisations
- Table the special features of Ancient River Valley Civilisations
- The legacies that were handed down from the River Valley Civilisations to the later civilisations.
Find information and make a file.

Subject Content

7.1 The Ancient River Valley Civilizations

The historical background which caused the emergence of the River Valley Civilisations

In the new stone age which came after the nomadic age (එවේර යුගය) they engaged in animal husbandry and agriculture. With the idea of getting food permanently they chose their dwellings in the river valleys which were most suitable for agriculture.

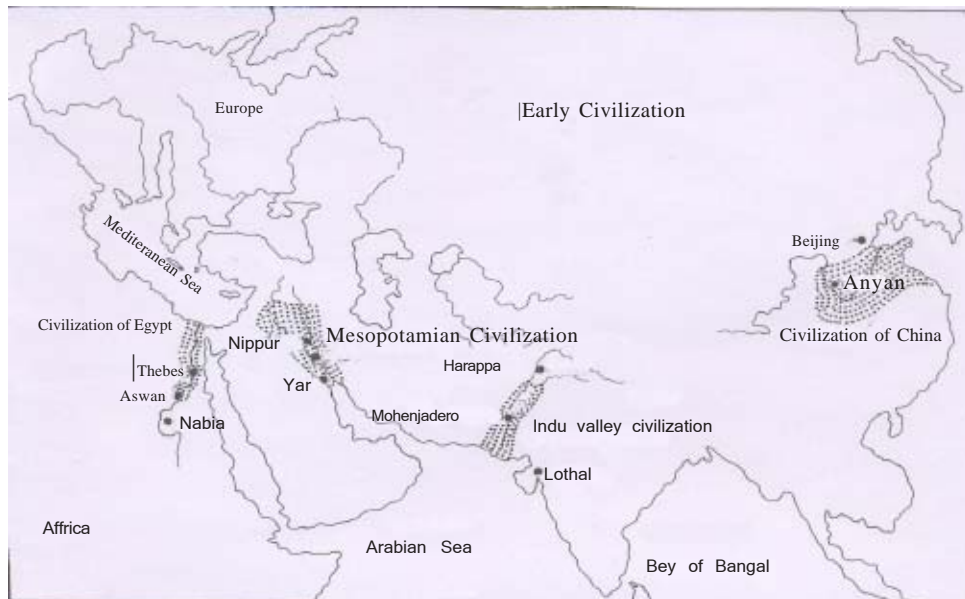
7.1.1 The reasons for selecting river valleys as their abode

- Rich soil
- Water in plenty
- Plains
- Suitable weather

7.1.2 The civilisations that emerged in the River Valleys

- Mesopotamia - Euphrates, Tigris
- Egypt - Nile
- Indu Valley - Sindhu
- China - Hwang - Ho

The Ancient Civilisations



Map 7.1.1

7.1.2.1 Mesopotamian Civilisation

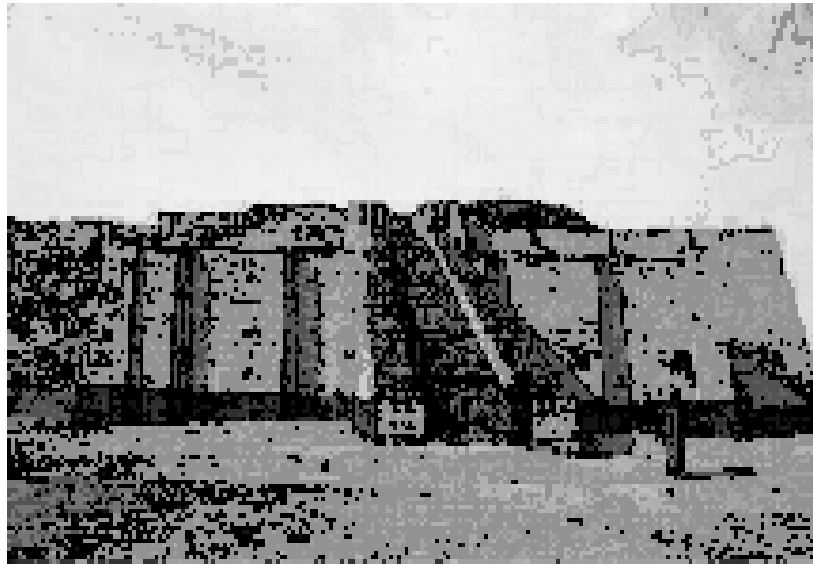
- Location and Expansion

The rivers Euphrates and Tigris expanded in to the closeby territories and flowed in to the Persian Gulf



Map 7.1.2

- This territory is the modern Iraq



Ziggurat Church
Map 7.1.1

- Special features
 - Ruling system
 - In the early days there were independent city states
 - The priests who were known as Patesies administrated
 - The church was the ruling Centre, and it was known as shigurak
 - Hamurabi established Babilonian Empire by annexing the territory close to Euphrates and Tigris
 - Introduced the Hamurabi law system

Economic Information

- Economy was based on agriculture
- Agricultural Products
 - Cereals (grains) - Wheat, Barley
 - Vegetables - Red onions, Garlic, Salad leaves, Carrot
 - Fruits - Dates, Pomagranate, Apricot, Peaches, Plums, Fig
 - Animal Product - Mutton, Beef, Butter, Cheese, Milk
 - Fishing industry - Fish, Dried fish
 - Maintaining bee hives

- Industrial Productions
 - Made tools for agriculture - Plough, sieve, knife were produced
 - Food and seeds were distributed by the clergy (priest)

- Transport
 - For transport - donkeys, cattle and horses were used.
 - Round shaped boats made of cane were also used
 - Sumerians built ships for trading purposes

- Religious observances and beliefs
 - Concepts about 4 main gods
 - Lord of the earth - Enley
 - Lord of the heaven - Anu
 - Lord of the sea - Enki
 - Lord of knowledge - Enil
 - Each town had a church
 - Worshipped the planets and stars

- Culture
 - Education - The first school was built in Sumeriya
 - Education was given so that they could indulge in an occupation

Arts and Crafts

- Black smiths, Gold smiths, copper smiths, stone cutters, glass workers, carpenters, sculptors, carvers



Art of writing -

- First to introduce the art of writing
- Writing with pictures
- Writing on clay tablets

Bronze head
picture 7.1.3

- **Dresses and Ornaments
(Jewellery)** -

- Wool from sheep was used a lot
Got linen cloth from Egypt
- They knew how to change woven raw cloth into soft cloth
- The noble class wore clothes to cover the whole body but ordinary folk covered only the lower part of the body
- They made jewellery with gold, silver and beads



Clay tablet
picture 7.1.3

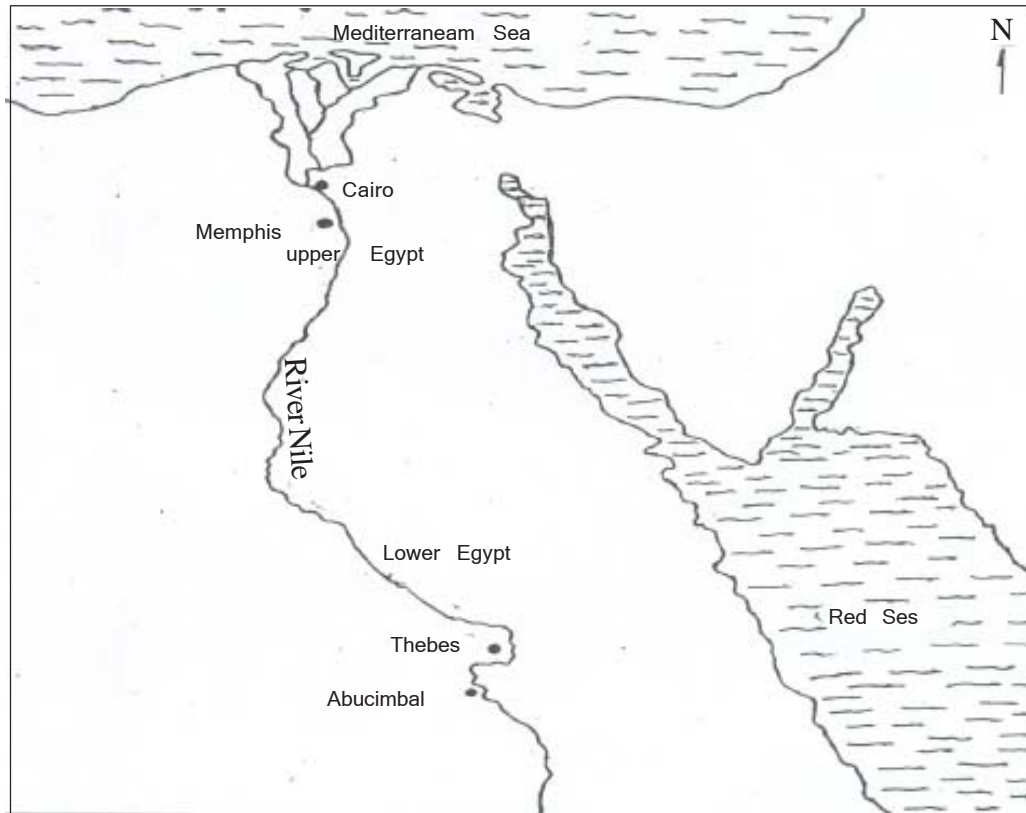
Houses

- The houses were of 3 patterns
- The poor lived in houses with cone shaped peaks
- They were made with dried raw bricks
- The rich lived in lengthy houses made of burnt bricks
- High nobles had square shaped courtyards in their houses and they were built with burnt bricks

The legacies gifted to later civilisations

- Art of writing
- Influence of the art of writing towards the development of education
- Knowledge of science and technology
- Introduced the use of bronze
- They knew (that there is 12 hours for a day, and 30 days for a month and 365 days consist a year)
- The art of measuring - Astronomy, knowledge of mathematics,
- Using of flute, violin, drums, cymbals and other instruments for music when singing
- Bullock carts were used for transportation in the land and ships were used for transportation in the sea
- Weighing and measuring
- Dividing a circle into 360 degrees
60 seconds for 1 minute and 60 minutes for 1 hour was a legacy from the Sumerians to the later civilisations
- Knowledge of medicine and medicinal plants

7.1.2.2 The civilisation of Egypt



7.1.3

- Location and Expansion
 - Expanded close to river Nile and the modern Egypt and Sudan
- In the early days there were two states. As the upper Egypt and the lower Egypt
- King Meghas united the two states and made Memphis his capital
- Special Features
 - Ruling system
 - Egyptian kings were known as 'Pharaohs'
 - That kings were treated as gods
 - That the pharaohs had unlimited power and collection of taxes and the drafting of rules and law was done by him
 - The priests and nobles gave help and advice in administration
 - The country was divided into districts, town councils, and urban councils and administration was done by different officials in different positions
 - Pharaohs (kings) built structures called pyramids Pyramid to preserve their dead bodies



7.1.4

Picture of a Pyramid

- Economic Information
 - The economy was based on agriculture
- Agricultural products
 - Grains - Wheat, Barley
 - Vegetables - Beans, Cabbage, Red onions
 - Fruits - Water melon, Grapes, Olives, Dates
 - Meat - Fish products
- Industrial Products

Wooden plough, Andiya Measuring system, Sieve (was made first in copper, then in bronze and then in iron)
- Transport

Sea - sailing ship (රුවල් නැව), boat, (catamaran) land - bullock carts, horse carriages

Religious observances and beliefs

- The worshipping of many gods
- Building grand churches for gods
- That there was a special god for each of the cities
- That after death they believed in rebirth



Abucimbel church
Picture 7.1.5

- Culture

Education and the art of writing

- Used engraving system with pictures
- Initially only the clergy and the writers knew the art of writing
- Later schools were established closer to the church
- There the students were taught reading, writing and mathematics
- They created an alphabet with 24 letters

- Arts and Crafts

- Built churches
- The walls of the churches were decorated with paintings of their daily life and religion
- Created the pyramid which is considered as incredible in Architecture

- Clothes and Ornaments (Jewellery)
 - Using linen cloth
 - How to weave soft cloth from jute fibre (*හණකෙඳි*) and colour them
 - Using light (*සැහැල්ලු*) garments
 - Using shoes and hats
 - Using jewellery made of beads
 - Using perfumes, perfumed oil
- The legacies to the later civilisations
 - Art of writing
 - Giving materials such as paper, pen, ink
 - Made paper from a plant which was used earlier to make ola leaf
 - Making paint by vegetable glue, and kitchen black from fireplace (*දැල්ලි*)

Science and Technology

- Preparation of a calendar for the first time, using the rotation of the moon
- Preparing a calendar using the solar system, to make it more correct
- Dividing a year in to 3 seasons so that each month gets 30 days and every season has 4 months.
- Their solar calendar had 365 days
- Created a clock which shows the time by the shadow of the sun, a water clock and a glass which shows the time



7.1.2.3 Indu Valley Civilisation

- Location and Expansion
 - Situated close to Sindu river
 - Known as the civilisation of Harappa and expanded to a vast area
 - It has been proved by the excavations done in Punjab, Sindh and Baluchistan
 - That the expansion was centred mainly in the cities of Mohenjodaro and Harappa



Map 7.1.4

- Special Features

- It was suspected that there was a clergy ruling system because the ruins of a Royal palace has not been found
- It was a rule of nobles
- Economic Information
 - Economy based on agriculture
 - Wheat, barley, dates, vegetables and fruit
 - A large granary in Mohenjodaro
 - Animal husbandry - Goats, cattle, sheep, for meat and fish
 - Trade - There is proof that there had been internal and external trade
(The port of Lokil, ruins of a dock yard have been found)
 - Seals () depicting a ship and fish have been found, and it is proof that they knew sea routes
 - Transport - Groups of carts, exchanging goods with the use of carts, gems, copper, getting valuable timber from other countries
- Industry - Making bricks, cloth, making jewellery making, seals () for trade, ivory ornaments, dice etc
- Social Information
 - Urban society consisted of 2 main cities
 - That they were divided into nobles and labourers
 - Labourers consisted of craft guilds, pottery guilds, weavers guilds, metal makers guilds.
 - Villager's livelihood was farming
- Culture
 - Education and art of writing letters and inscription of pictures.
- Religion - Worshipping mother god
 - Worshipping trees and animals
- Arts and crafts
 - Portrait of mother god was sculptured in clay
 - Portrait of clergy was sculptured in red sand and stone
 - Actresse's portraits were sculptured in bronze
 - Seals were made with burnt clay



Priest of Sindu Valley
Picture 7.1.6

- Dresses and Jewellery
 - The women wore a head dress like a fan
(A type of dress) Dhotiya, shawl, Jewellery was worn by both men and women
 - Colourful and beautiful clothes
 - Used perfume



Jewellery of Sindhu Valley
Pictures 7.1.7

- Legacies, gifted to the later civilisations
 - Seals
 - The use of metal coins
- Knowledge of Science and Technology
 - Bronze Industries
 - Using of burnt bricks

7.1.2.4 Civilization of China



Picture 7.1.5

- Location and Expansion
 - With the beginning of 2nd millennium B.C. the Chinese settled in Hwang - Ho valley
 - Because of the rich soil, plains and water for cultivation the Chinese settled there
 - In the early days it was organised as small states Then in 1750 BC it was united under Shang dynasty, and Anyan became the capital

- Later there emerged many independent states in China, and for expansion of power there were wars among these states
- By the 1st millennium B.C China had a central government with a vast Empire

Special features of Chinese Civilisation

- Ruling system
 - Chinese ruling system was based on Royalty
 - Chinese emperor appointed nobles as the rulers of provinces
- The duties of provincial rulers
 - Organising and maintaining an army for the emperor and supply them when necessary
 - Supply working staff for the emperor
- Economic Information
 - Economy was based on agriculture
 - Agricultural products - rice, millet, wheat, barley
 - Animal husbandry - milk, meat, cheese butter
 - The king went to the fields and helped and co-operated in ploughing
 - Industries - Agricultural tools, cloth, (linen)
jewellery, pottery, arms and weapons were produced
- Trade
 - Sending Chinese goods through the silky way of land, and silky way of sea, to the trade centres of Europe. Linen, pottery, ceramics (plates)
 - Mediums of transporting goods were ships and carts

Social Information

- Building palaces for kings and building large houses for nobles
- Creating many designs and plans they built palaces and other buildings
- Ordinary people built houses with clay and bricks. Made under ground houses
- Farmers and slaves
- Those who suffered most were the farmers and slaves
- When the Chinese emperor won a war, the prisoners were made slaves
- The farmers were highly taxed

- Culture
 - Religion
 - Believed in religions of Laotes (Tao) and Confucius
 - Buddhism, Zorostrian (Sarathusthra) and Christianity came through the silky way



Confucius
Picture 7.1.8

- Art and Crafts
- Beautifully polished clay pots and ceramics were produced
- Copper, lead, bronze and gold statues, tools and jewellery were crafted.



A bronze horse
Picture 7.1.9

- Clothes
 - Cotton, linen and silks were made and used. That linens was very valuable



A beautiful clay jug
Picture 7.1.10

Singing and Literature

- Music instruments, violin, folk songs, songs sung in the king's court
- ordinary folk wrote books
- Legacies gifted to the post civilisations
 - Art of writing
 - Engraving of pictures (චිත්‍ර අක්ෂර) was used earlier, later the Chinese alphabet was designed
 - Bones, linen, bamboo palets, tortoise shells were used for writing, later paper was used

Knowledge of science

- Paper, gun powder, compass These discoveries were most important to the world

Activity 7.1.1

Competency Level	Mark in a map the expansion of Ancient river valley Civilisations.
Activity	“The Dawn of Civilisation”
Time	80 minutes
Quality Inputs	Annexe 7.1.1.1 Picture of a pyramid <ul style="list-style-type: none">• Annexe 71.1.2 A map of the world showing the Ancient River Valley Civilisations and the activity sheet• Annexe 7.1.1.3 Activity sheet with a table• Bristol Board• Text Book

Learning - Teaching Process

Step 7.1.1.1

- Show the students, the picture of a pyramid in Annexe 7.1.1.1 and ask questions
- What is in the picture?
- Where is it?

While getting the answers discuss the lesson with the following:

- That the pyramid was built by the people of Egypt
- That the Nile Valley Civilisation was one of the oldest
- That there are three other civilisations
- That they are known as Mesopotamia, Indu Valley and Hwang-ho Civilisations
- That those Civilisations began in the River Valleys of Euphrates and Tigris, Nile Valley Indu Valley and the Valley of Hwang -ho
- That in those Civilisations the main cities of Nippur, Lagash and Yur were important in the Mesopotamian civilisation
- That in the Nile Valley Civilisation the important main cities were Nubia, Aswan, and Thebes
- That Mohenjodaro, Harappa and Lothal were important cities in the Indu Valley Civilisation
- That in the Hwang-ho Civilisation the important main cities were Anyan and Beijing
- That only the Nile Valley Civilisation belonged to the African continent while the others were in the Asian continent

10 minutes

Step 7.1.1.2

- Divide the students into 4 groups
- Exhibit the map in Annexe 7.1.1.2
- With the help of the map, introduce the places where the River valley civilisations began
- Show the main cities of civilisations
- Then remove the names of the civilisations and the cities from the map, then give each of the groups a civilisation and the names of its important cities (for this activity the map should be in 4 parts, for each of the civilisations and it should be given to the 4 groups)
- Put the table in Annexe 7.1.1.3 activity sheet on the board and ask the students to note it down in their exercise books
- Where necessary guide and advice them

30 minutes

Step 7.1.1.3

- After the students finish marking their section of the map,ask them to present it to the class
- Advice the students that it should be a complete map
- While presenting the relevant part of the map ask the groups to fill in the table in the black board
- While recognising the strong and weak points of the students summarise the lesson with the follwoing facts.

- | |
|---|
| <ul style="list-style-type: none">• That there were 4 Civilisations which began in the river valleys.• That they were Mesopotamia, Nile Valley, Indu Valley and Hwang- ho Valley Civilisations• That the rivers belonging to these Civilisations were Euphrates, Tigris / Nile/ Sindhu and Hwang - ho• That the important main cities of these Civilisations were Nippur, Lagash, Uur/ Nubia, Aswan, Thabes/Mohenjodaro, Harappa, Lothal / Anyan and Beijing |
|---|

40 minutes

Evaluation and Assessment

- Name the world's 4 River Valley Civilisations which began first
- Mark the Civilisations in a world map
- Name the River Valleys where Civilisation began
- Name the important cities of those Civilisations
- Takes pride in saying that out of the four great Civilisations, that three were from the Asian Region
- Participate in marking the map correctly
- Does what is necessary according to the situation

Post assignment

In a world map, mark where the River Valley Civilisations were born and their main cities



Pyramid
7.1.1.1

Group I - Activity sheet

- In the part of your map mark the rivers, Euphrates and Tigris
- Mark Yur, Keesh, Lagash and Nipur which were the main cities of that Civilisation

Group II - Activity sheet

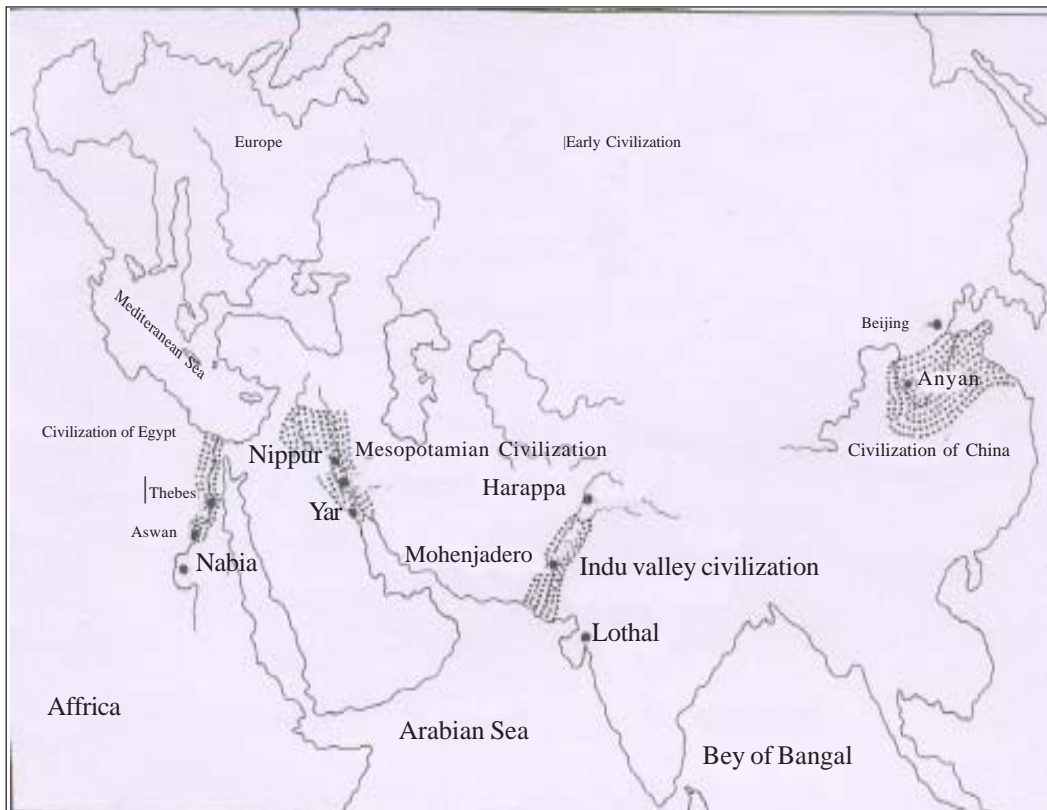
- In the part of your map mark the Sindhu River
- Mark Mohenjodaro and Harappa the main cities of that civilisation

Group III - Activity sheet

- In the part of your map mark the Nile River
- Mark the cities Nubia, Aswan and Thebes which were important in that Civilisation

Group IV - Activity sheet

- In the part of your map mark the Hwang-ho River
- Mark the cities Anyan and Beijing, which were important in that Civilisation



River Valley Civilisations Map

Annex 7.1.1.3

Activity sheet

Civilisation	River	Main cities
1.		
2.		
3.		
4.		

Activity 7.1.2

- Competency level : Put in to a table the special features of the river valley civilisations
- Activity : “The dynamic river valleys”
- Time : 80 minutes
- Quality Inputs : Annexe 7.1.2.1 Some pictures of the seven wonders of the world
Annexe 7.1.2.2 Activity sheet Pictures of discoveries and information belonging to the river valley civilisations (The teacher should find information and pictures before the lesson)
- Bristol board
 - Gum
 - Scissors
 - Text book

Learning - Teaching Process

- Step 7.1.2.1 :
- Exhibit some pictures of the seven wonders of the world and ask these questions
 - What are these ?
 - Are they important ?
 - Name the countries in which they are to be found?
- While getting down the answers discuss the lesson with the following information:

- That three out of the seven wonders of the world were found in the River Valley Civilisations
- That the pyramids, Hanging gardens and the great wall of china belong to Nile, Mesopotamian and Hwang -ho Civilisations
- That the people of River Valleys gave their important discoveries and ideas to the world in politics, social affairs economy and religion

10 minutes

Step 7.1.2.2

- Group the class accordingly
- Give each of the groups an activity sheet in Annexe 7.1.2.2
- Using the pictures get on with the activity
- With the aid of the text book find information about the ruling systems. economy, religion, science and art of the river Valley Civilisations and make a report
- Ask them to present pictures
- While getting on with the activity, guide and advice them

30 minutes

Step 7.1.2.3

- Ask the students to exhibit their activities to the class
- Let the groups explain their activities separately
- Get other groups to present their ideas
- Ask the students to note down important facts

- While recognising the ability of students summarise the lesson with the following:

- | |
|---|
| <ul style="list-style-type: none">• That the River Valleys Civilisations had an organised ruling system• That the economy of the River Valley Civilisations were based on Agriculture• That in all the Civilisations social life was well organised• That there were many Religions in the River Valley Civilisations• That they had an advanced scientific and technical knowledge• That all the River Valley Civilisations had a high knowledge of Architecture and Arts |
|---|

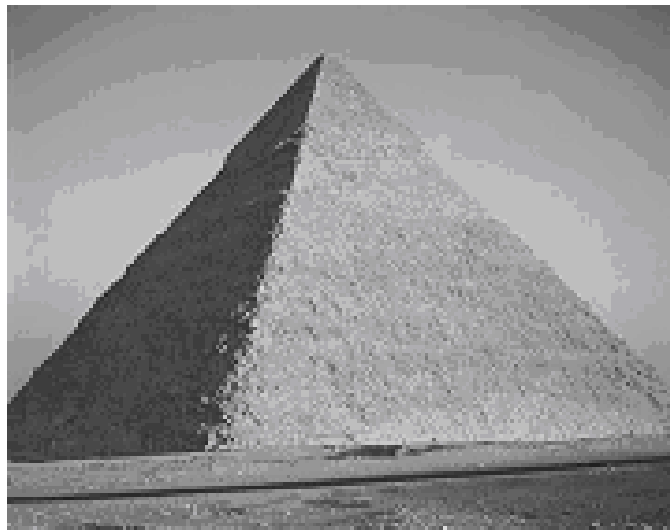
40 minutes

Evaluation and Assessment

- Explain about the ruling system, social, economic conditions, science and arts of the River Valley Civilisations
- Table the information
- Evaluate their creativity
- Groups co-operate with each other
- Students present information about the ruling system, economic and social conditions to the class

Annexe 7.1.2.1

Pictures of the seven wonders of the world, pyramid, Hanging gardens, Great wall of China



Pyramid



Hanging Gardens



Great Wall of China

Activity sheet - 01

- Find information about the economy of the four civilisations
- File the information in a creative manner
- Present it to the class

Activity sheet - 02

- Find information about the ruling systems of the four civilisations
- File the information in a creative manner
- Present it to the class

Activity sheet - 03

- Find information about the religions in the four civilisations
- File the information in a suitable manner
- Present it to the class

Activity sheet - 04

- Find information about the scientific affairs in the four civilisations
- File the information in a suitable manner
- Present it to the class

Activity 7.1.3

Competency level File information regarding the legacies that the River Valley Civilisations offered to the world

Activity “Incredible legacies from the past”

Time 80 minutes

Quality Inputs Annexe 7.1.3.1 An Extract

- Annex 7.1.3.2 Activity sheet
- Bristol board
- Card board sheets
- Text book

Learning - Teaching Process

Step 7.1.2.1 Write on the bristol board a paragraph quoted from the information of a Sumerian (Mesopotamian) school and show it to the students. So that they may read it.

Ask them the following questions :

1. Who used clay tablets?
2. According to the paragraph what did the student eat ?
3. What are the good qualities of that student?

While getting down answers continue the discussion with the following information:

- That clay tablets were used by people of Mesopotamia
- That bread was a main food item of Mesopotamian civilisation
- That the students had good qualities in the old river valley civilisations
- That the world got many legacies from Mesopotamia as well as other civilisations

10 minutes

Step 7.1.2.2

- Group the students accordingly
- Give the students Annexe 7.1.3.2 activity sheet
- Ask them to file separately a list of legacies to the world from each of the civilisations
- Let the children present the information to the class

30 minutes

Step 7.1.2.3

- Ask the students to present their activity sheets to the class
- Let the groups explain their activities separately.
- Together with the information gathered, summarise the lesson with the following:

- That the world was given many legacies by the ancient River Valley Civilisations
- That the legacies could be used in governance, economic affairs religious affairs, arts and in scientific affairs
- That though the legacies are hundreds of years old, that they are suitable even for the present day
- That their creativity should be evaluated

40 minutes

Assessment and Evaluation

- Name the legacies obtained from the River Valley civilisations
- Evaluate the legacies of the same
- In a creative manner file information about legacies
- Be co-operative within the group and among other groups
- Present to the class, the information gathered about the legacies of the civilisations

Post assignment - Collect pictures of the legacies of the River Valley Civilisations

Annexe 7.1.3.1

What is in my clay tablet I read by heart. After lunch I made another clay tablet again. Afterwards the teacher asked me to read out the lesson aloud. In the afternoon he gave me an exercise in writing. After school I went home. When I went home I saw my father in a leisurely mood. I read out my exercises and what I wrote on the clay tablet. He was happy hearing it. The next day I got up early in the morning and I told my mother that I must go to school. She made me two small loaves of bread. Though I went quickly a prefect asked me the reason for being late. With a trembling heart I entered the teacher's room and greeted him with respect.

Annexe 7.1.3.2

Activity sheet

<ul style="list-style-type: none">• You have a list of legacies that the old civilisations gave to the world• Complete the table using the text book• Summarise it and present it to the class	
Civilisation	Legacies
Indu Valley	
Hwang -ho	
Euphrates - Tigris	
Nile Valley	

Unit : 7.2

Introduction

Periods 10

We have learnt earlier how the countries Greece, Rome, India and Arabia founded world civilisations. In Sri Lankan history too, we can see that various activities of those have influenced us. While maintaining political power in their own countries, they have influenced many others in governance, law, arts and religion. They have made trade connections with many countries. Great discoveries during this period of civilisation have been a foundation for great cultures. The study of such civilisations, their beginnings expansion and the inheritance that they have endowed to the world is the aim of this unit.

Competency : Analyse the expansion of world civilisations

Competency Level :

- Inquire about the civilisations of Greece and Rome
- Explain prominent features in the civilisation of India
- Put in to a chart the prominent features of Arab civilisation from its beginning to expansion
- Explain how the world was enriched by different civilisations

Subject Content :

Expansion of Civilisation

7.2.1 :- Greece

- Location
- The sub continent in the midst facing mediterranean sea, and the islands in the south, including Crete belongs to Greece, with the Ionian sea in the west and the Aegean sea in the east

- Beginning and Expansion
 - Iliad and 'Odyssey' the two books written by Homer which consist of legends and epics are the sources to learn about the beginning of Greek history
 - Another important source is Hesiod's book "Work and Days" According to it Greek civilisation began in about 1000 B.C. (Excavations done recently have proved that there had been two civilisations called Minovan and Mycinian before 1000 B.C.)

- Ruling System
 - The first nomadic Aryan tribes who entered Greece initiated small villages
 - By 700 B.C. they developed into city states
 - They had a ruling system of their own
 - The independent city states were ruled by the citizens
 - There were different ruling systems in city states
 - Athens was a democratic state, while Sparta was ruled by a king
 - Athens, Sparta, Corinth and Arcadia were important city states

- Slave System
 - Greek society consisted of citizens and slaves
 - Citizens were not supposed to do hard work
 - Slaves were not considered as citizens
 - Day to day household duties and hard work were done by the slaves

- Democracy and its beginning (Dawn)
 - It is believed that democracy began in the city state of Athens
 - Only Greek men who were above eighteen years of age, were considered as citizens.
 - The city state was small, and there was only a limited number of citizens, Hence it was not hard for citizens to participate in the ruling system

- Agriculture and Trade
 - Cultivated grains, including corn and barley
 - Fruits were cultivated eg. Grapes, Olives,
 - Animal husbandry
 - The map of Ptolemy is proof that the Greeks came to Sri - Lanka for trading
 - They named Sri Lanka as taprobane

- Free Thinking
 - The aim of Greek education system was to give a child a complete education both mentally and physically. As a result free thinking began

- Philosophers
 - Socrates - He was one of the philosophers who believed, when forming an opinion or coming to a conclusion that it should be thoroughly considered

 - Plato - He was the pupil of socrates, and followed his ideology
 - His book “The Republic” gives his views on an exemplary state
 - His educational Institute was named as “Academy”

 - Aristotle - A great scholar who had a vast knowledge on many subjects such as Maths, Political Science, Poetry, Astronomy, Physics ect.

- Scientists
 - Hippocrates - Known as ‘The Father of Medicine’ introduced a set of rules for those who practised Medicine

 - Democritus - Introduced the concept of Atom

 - Euclid - A mathematician who wrote a book on geometry

 - Pythagoras and Archimedes - Greek scholars who made new discoveries in the field of Mathematics



Greek Philosophers
Picture 7.2.1

- Religion

- Worshipped nature such as sun, moon, air etc.
- God zeus was the greatest god of the universe
- Apollo - The sun god
- Poscidon - The god of the sea
- Churches were built for goddesses
Heruna and Athnea, and they were worshipped
- For every city state, there was a god or goddess
eg. Godess Athena was the goddess for Athens city state



Church of Athena
Picture 7.2.2

- Arts

- Architecture
- Limestone and polished marble were used for buildings
- The building parthenon (which was built for goddess Athena)
was in Acropolis in Athens
- In pillars tales of gods were sculptured in doric tradition
- The gigantic theatre of Dionisius



Godess Athena
Picture 7.2.3

- Statues

- Greeks with many talents built statues of gold and ivory
eg. The statue of Athena
The statue of zeus
The statue of the discuss thrower

- Literature
- Greeks were in possession of an advanced literature
 - Homer was the author of 'Iliard' and 'Odyssey'
 - Stage plays or dramas were written by Eskilas, Sophocles and Uripidus
 - Heradotus was considered as the father of history

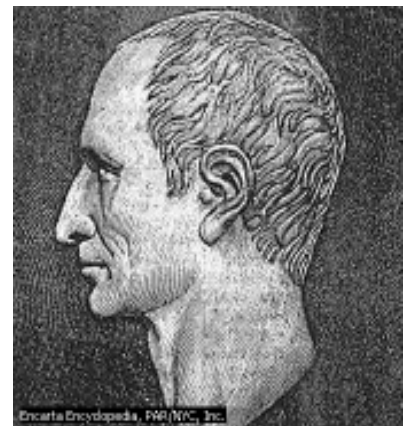
Social life

- In Greek society there were citizens and slaves
- Slaves led a hard life as they had to do heavy work
- Ordinary folk lived a simple life

- Women were considered low in status than men
- They were interested in drama, singing and sports
- Education was only for men
- The rise of Alexander the great (Expansion of the Empire)
 - After the death of Philip of Macedonia in 336 B.C. His son Alexander became the king
 - Because of his leadership he was able to get Greek territory into his kingdom
 - He fought against the emperor of Persia and won
 - Egypt and Phoenician cities came under his rule
 - The city of Alexandria was built close to the mouth of river Nile
 - Made an invasion towards India
 - Made Babilonia his capital
 - He had a vast empire when he died at the age of 33

7.2.2 Rome

- Beginning and Expansion
 - The city of Rome is situated above at the mouth of the river Tiber
 - According to folktales the city of Rome was built, as a result of a competition between two brothers, Romeulus and Reemas
 - It was built in about 753 B.C.
 - Of the Aryan tribes in Italy Latin tribe was the most important. Their capital was Rome. Hence they were known as Romans
 - By 270 B.C. the whole of Italian sub continent was ruled by Rome.
 - Later the Roman kingdom expanded its power to Greece and the countries around the Mediterranean sea.
 - By the end of 3rd century B.C. it expanded to North Africa and some mediterranean territory
 - Julius Ceaser was the most famous Emperor in Rome.
 - It expanded up to the river Rhine
 - Conquered England
- Ruling system
 - At the beginning society consisted of tribes. eg. Etrasken
 - The Roman Republic was established in 500 B.C.
 - It was ruled by two consuls
 - They were in charge of both civil and military affairs



Julius Ceaser
Picture 7.2.4

- Julius Ceaser made his own ruling system
 - Ceaser become a dictator
 - Julius Ceaser died as a result of a conspiracy by the members of the senate
 - The reign of emperor Augustus Ceaser is considered as the golden age of Rome
 - Jesus Christ was born during the time of Roman Emperor Augustus Ceaser
 - Claudius, Nero, Justinian and Constantine the great, were important Emperors of Rome.
- Law and system of law
 - Emperor Justinus was a famous lawyer
 - A system of law was named after him
 - Roman law was a special legacy to the world, which was inherited from Rome.
 - The Roman Dutch law which we use in Sri Lanka, was influenced by the Roman law
 - The 'Jury' is a special feature of the Roman law
- Religion
 - In the early days religion was disorganised
 - Worshipped nature. Sun, rain, thunder etc. and considered them as gods
 - Belief in several gods
 - Gods Jupiter and Minerva had a special place
 - Emperors who were both living and deceased were worshipped as gods eg. Ceaser
 - During the reign of Emperor Constantine in 313 A.C. christianity was established as a legal religion
 - Emperor Theodisius made Christianity the only legal religion and it became the religion of the state
- Trade
 - Rome was the centrepont for trade between east and west
 - Alexandria was the main centre for Romans when trading with the east
 - They got down spices, gems and pearls from Sri Lanka and India and sold them to European countries
 - From China silks, perfumes, ornaments, and medicine (Pharmecuticals)
 - Used currency
 - In Sri Lanka a vast number of Roman coins have been found in the ancient ports of Mahathiththa, Godavaya and Sigiriya



Roman coins
Picture 7.2.5

- It proves that there had been trade connections between Rome and Sri Lanka
- Foreign sources verify it
- According to 'Pliny's Reports' king Bhathikabhaya got down red (corals) beads from Rome to decorate Ruwanwali stupa.
- Social Life
 - Romans lived according to social beliefs and respected it
 - The family unit was considered as holy, the father was the head of the family
 - All family members obeyed father
 - Being obedient to parents were considered as a good characteristic
 - A law abiding person was respected
 - Romans were a practical nation
 - Greek Civilisation was based on theory while Roman civilisation was practical

7.2.3 **Arabia**

- Beginning and Expansion
 - A country in the Middle East most of it is desert and it is situated close to the Red Sea, the Persian Gulf and the Sea of Arab
 - With the birth of Islamic religion Arabic literature emerged
 - By 8th century Arabs expanded their power to Palestine, Persia, North Africa, Spain and up to Sindh in North India
- The expansion of islamic religion
 - In 570 B.C. Mohammed was born in the city of Mecca in Arab
 - His mother was Amina and father was Abdulla
 - When he was young he married a rich widow
 - Later he practised meditation
 - Then he revealed the message of god Allah
 - He said that worshipping of statues were worthless
 - In 622 A.C, he travelled from Mecca to the city of Madina and there Islamic religion became popular
 - The trip from Mecca to Madina was called Hijra
 - Helping others, being truthful, and being honest, were some of the doctrines in the Islam religion. Hence it became popular in a short period

- There are 5 duties that an Islamic should observe. If possible one should go on a pilgrimage to Kaba mosque in Mecca at least once a life time
- Muslims should worship god Allah at least 5 times a day and should go to the mosque for praying on Fridays.
- For a month every year before sunrise to sunset Muslims should avoid partaking of any food (Ramzan)
- Good deeds should be done during that period
- These are included in the holy book “koran”
- After the demise of Mohammed the Khalifs took over the leadership and expanded the Arabic power

- Language and Literature

- After the expansion of Islamic religion there was a great development in Arabic language and literature
- “Koran” was a book of prayers for God Allah and an educational book for Muslim students as well
- They learnt much from the countries that they conquered, and they taught them what they knew
- At the fall of the Greek civilisation they translated those books to Arabic
- They got down scholars from abroad
- Books on science, history, poetry and story books were written
- eg. The ever popular ‘Arabian nights’
- Omar Khayiams book “Rubaiat” written in Persian became popular among Muslims



Koran
Picture 7.2.6

- Trade

- Muslims were famous for trade from the beginning
- They made trade connections with India, Africa, and China
- From Sri Lanka they took cinnamon pepper, gems, pearls, elephants and tusks for trade.

- Science

- Had a good knowledge of astronomy and maths
- Learnt various subjects from India
- Decade system was something special that they learnt from India
- They wrote 1,2,3 in a new method and taught Europeans

- We learnt them as Arabic numerals
 - Introduced Al-gebra
 - Learnt geography
 - Was keen on chemistry
 - Experts in Medicine
 - Made several medical colleges
 - “Avisinna” was a great doctor of medicine and was the author of a book in medicine
- Industry
 - Had a good knowledge on industries
 - Made cloth in numerous designs, which were expensive
 - Knowledge in dyeing of cloth, and making glass objects
 - Knowledge of metal and leather works
 - Usage of paper was introduced to Europe
 - While European scholars were silent, Arabs preserved it

- Architecture

- Arabs knew how to build elegant buildings
- They built fine palaces, and mosques
- There are many elegant mosques in cities such as Damascus, Kodova, and Samara
- Special features in these buildings were that the arches took the shape of a horse shoe and the peak of the building took the shape of a hemisphere



Samara Church
Picture 7.2.7

- Social life
 - Early settlers lived as nomadic tribes
 - Small villages became cities
 - Walls were built around the city with the intention of protecting themselves from the enemy
 - Nomads lived in tents
 - Their main diet was milk, dates, and meat
 - They wore a cloak made of cotton with a belt around their waist



Using camels for transport
Picture 7.2.8

- Covered their head and face with a shawl and to keep it, they tied it to their heads with a belt
- The most useful animal was the camel the reason was, it could travel through the desert without water
- The camel was useful for transport as well as for carrying goods

7.2.4 India

- From the Vedic period to the Empire of Maghada
 - Tribal period, Aryan tribes who came as groups in about 1500 B.C. settled in valleys of sindhu river in north west of India
 - The tribal leader was known as Rajan
 - During the period of migration the main tribes in the north west of India were Puru, Yadu, Thurwasha, Anu, Druhuyu
 - 'Sudhas' was the Rajan of the Bharatha tribe, which was one of the main tribes While expelling his advisor Wishwamithra he appointed Washishta as his new advisor. Wishwamithra got angry and declared war against Sudhas with the help of the other tribes
 - Bharatha tribe gained victory and many leaders of the other tribes were killed Later, India was named after Bharatha tribe

- The period of 16 great states
 - In Buddhist literature, it states that there were 16 great states of North India in the 6th century B.C.
 - Anga, Magadha, Kasi, Kosala, Wajji, Malla, Whedi, Wathsya, Kuru, Panchala, Mathsya, Surasena, Asmaka, Awanthi, Gandhara, Carmboda
 - Names differ in Jaina sources
 - Out of the 16 states 4 were more powerful in a short period. Wathsya, Kosala, Awanthi, Magadha, later Kosala and Magadha were the most powerful

- Period of Empire
 - King Bimbisara. Killing of king Brahmadaththa
 - The victories of king Ajasaththa: The war with Lichchivies Kosala under the Maghada
 - In the end Magadha became an empire

- Enhancement of religious thinking

- Hinduism. People in Vedic period considered nature as gods. Fire, sun, usha, air, earth, maruth, Ashwin, Soma, Rudra
- At the beginning of state establishments ritualistic practises were complex eg. Ritualistic practises, such as Ashwamedha, Rajasuya, Wajapeya
- In Veda books information is given about ritualistic practises
- Rig, Sama, Yagur, Athrawan, Brahmin literature, Upanishad, Aranyaka
- From these books one can get an idea of the evolution of Hinduism
- Evolution of hinduism was to be seen from the time of the migration of Aryans
- In this religious evolution, gods became more powerful, Brahman, Wishnu Rudra
- Ajiwaka Paribrajaka sect, with the support of Kshudra followed different methods in finding the divine truth



Vishnu Shiva

Picture 7.2.9

- Jaina Religion

- The founder was “Jaina Mahaweera” The main beliefs of this religion, the doctrine of soul, non violence, to renounce worldly comforts, rejected ritualistic practises, believed in five precepts, By different methods of torture to the body, they explored the truth.



Ancient city of Veshali where Jaina

Maha Veera was born

Picture 7.2.10

- Buddhism
 - Buddhism expanded in India in 6th century B.C.
 - Believed in Soullessness
 - Rejected ritualistic practises, believed in 5 precepts
 - Non - violence, followed the middle path



Stupa at Buddhagaya
Picture 7.2.11

- Literature and arts
 - Vedic period, Rig Wedhaya :
 - The verses that were handed down by oral tradition (මුඛ ජරම්පරාව) were later edited as a book
 - Post vedic period; sama, yajur, Arthavan Weda, Brahmana, Aranapatha, Upanishad, Epics, Maha Bharathaya

- Social Organisation
 - Chathurwarna; Brahmana, Kshasthriya, Waishya, Kshudra
 - Brahmana : Were the adviosrs of the rulers, and played a main role in ritualistic practises
 - Kshasthriya : Engaged in ruling and military affairs
 - Waishya, Agriculture and trade
 - Kshudra - Scavenging and industry, jobs that were considered as low
 - A complex caste system began with the post vedic period

- Economy
 - Aryan's main livelihood was agriculture
 - They engaged in internal and external trade
 - Flourishing trade was to be seen when the 16 great states emerged
 - Trade routes
 - Industries, arms and weapons, pottery, wood work, gold, silver, house labour etc.
 - Education Brahmins were the scholars taught in the house of teacher (ගුරු ගෙදර)
Dissapamok - chief scholar

Activity 7.2.1

Competency Level : Find information about Greek Civilisation

Activity 7.2.1 : “Greece where the Olympics was born”

Time : 80 minutes

Quality Inputs • Annexe 7.2.1.1. • Pictures of Olympic logo and games
Annexe 7.2.1.2 • Activity sheet

Learning and Teaching Process

Step 7.2.1.1 : • While showing the pictures to students in Annexe 7.2.1.1 get them to answer these questions.
• Have you seen these pictures ?
• In which country did it begin?
• While getting down the answers to these questions continue the

- discussion with the help of the text, as well as the following :
- That a lot of information could be gathered by the two great western poem books “Iliad” and “Odyssey”
 - That the beginning of Greece was in about 1000 B.C
 - That the Nomad tribes who entered Greece made small villages
 - That they became city states by 700 B.C.
 - That the society consisted of citizens and slaves
 - That the Greek males over 18 only, were considered as citizens
 - That the education was limited to males only
 - That they worshipped Nature
 - That philosophers, Socrates, Pleto, and Aristotle lived in that era

10 minutes

Step 7.1.2.2

- Group the students accordingly
- Hand out the Annexed activity sheet - 7.2.1.2 to each of the groups
- Guide them and give necessary advice
- Set them to their task

30 minutes

Step 7.1.2.3

- Give a chance to each of the groups to present their activities
- Recognise the strong and weak points of the groups
- Advise the groups to note down the necessary facts from others
- While considering the weak and strong points summarise the lesson with the following details

- That Greece is a sub continent placed towards Mediterranean sea, with Ionian sea in the west, and the Aegean sea in the east
- That independent city states were ruled by citizens
- That Athens and Sparta were important city states
- That the slaves were not considered as citizens
- That all citizens took part in politics
- That ships were used for trade
- That there is proof that Greeks had come to Sri Lanka
- That Greek children were given a complete education both physically and mentally.
- That medical science was discovered by Greeks
- That historian Heradotus is known as the father of history

40 minutes

Assessment and Evaluation

- Explain the founding of Greece
- Evaluate the ruling system of Greece
- The group co-operate with each other
- Gain experience by exchanging ideas with equals
- Presents one's creations to the class



Olympic logo



Olympic flame

7.2.1.1

Group I

Group 2

Give information about the ruling system in Greece	Give information about the philosophers in Greece
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Group 3

Group 4

Give information about the Scientists in Greece	Give information about the Culture of Greece (Arts and Religion)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Group 5

Give information about the Social Life in Greece
1.
2.
3.
4.
5.

Activity 7.2.2

Competency Level : Find details about Roman Civilisation

Activity 7.2.2. : “Rome, the illuminator of European civilisation”

Time : 80 minutes

Quality Inputs : Annexe 7.2.2.1 A picture of Pope and a picture of the Vatican
Annexe 7.2.2.2 Activity sheet
Text book

Learning - Teaching Process

Step 7.2.2.1

- Show the picture in Annexe 7.2.2.1 to the students. Ask the following questions and continue the discussion.
- Who is the person in this picture?
- Where does he reside officially ?
- In which continent is it?
- Name legacies that we got from Rome

While asking these questions, continue the discussion together with the following details

- That according to folk tales Rome was built as a result of a competition between the two brothers Romulus and Reemas
- That Romans expanded their power to Greece and other countries around the Mediterranean.
- That Emperor Julius Ceaser was a famous ruler
- That the reign of Augustus Ceaser was the golden age of Rome
- That a law system was named after Emperor Justinian
- That they worshipped several gods
- That they had trade connections with the east
- That they were law abiding people

10 minutes

Step 7.2.2.2

- Put down the activity sheet in Annexe 7.2.2.2 in the board
- Ask the children to fill in the table given, with the aid of the text book
- To make it easy, guide the students and give them necessary advice

30 minutes

Step 7.2.2.3

- Show the class, the activities of a few students chosen randomly
- Get the other students opinion
- Advice them to write down the correct answers in their exercise books
- Highlight the following points and summarise the lesson

- That the city of Rome is situated above and at the mouth of the river Tiber
- That the whole of Italian sub-continent was under the rule of Rome by about 270 B.C.
- That Julius ceaser expanded his power up to the river Rhine, and England
- That the Roman Republic was established in 500 B.C
- That Jesus Christ was born during the reign of Emperor Augustus Ceaser
- That the Roman Dutch law in Sri Lanka was influenced by the Roman law
- That in the early period they considered nature as god
- That from the early days Romans used currency
- That they lived a holy (පාරිශුද්ධ) life

40 minutes

Assessment and Evaluation

- Give information regarding, political, economic, religious and Social activities in Rome
- Evaluate the deeds of Roman rulers
- Presenting information gathered about Rome to others
- Develop communication skills
- Exchange views with each other



The Pope and the vatican
7.2.2.1

Annexe 7.2.2.2 Activity sheet

- Find information about the Rulers of Rome, Ruling system, culture, and social life and fill in the following table

The Rulers of Rome	Ruling system	Culture	Social life
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Activity : 7.2.3

Competency Level : Put into a table the most important features of Arab civilisation, from its beginning to its expansion.

Activity : “The Birth of Islam”

Time : 80 minutes

- Quality inputs
- Annexe 7.2.3.1.
Picture of Kaba Mosque
 - Annexe 7.2.3.2 A map of Middle East
 - Annexe 7.2.3.3
Instructions to the teacher
 - Text book

Learning - Teaching Process

- Step 7.2.4.1 :
- Show the students a picture of Kaba Mosque and getting answers for these questions, discuss the lesson with the following information
 - What is in this picture ?
 - Do you know where it is situated ?

- That the picture is that of the Kaba Mosque
- That it is situated in Arabia (Annexe 7.2.3.2)
- That Arabia is near the Red sea, the Persian Gulf and the Arabian Sea
- That the Islamic religion was born in Arab in the 6th Century A.C.
- That it expanded throughout Middle East

10 minutes

Step 7.2.4.2

- Divide the students into small groups
(about 4 students to a group)
- Ask the students to make questions
(as much as possible) with the help of the text book and other sources
- Guide them and give them necessary advice

30 minutes

Step 7.2.4.3

- Divide the class into two groups
- Name them as A and B
- Appoint leaders for the two groups
- Ask them to select about 20 questions which are more suitable from the questions that were made by small groups (5 minutes)
- Begin the quiz competition following the advice given in Annexe 7.2.3.3
- After the competition highlight the following and summarise the lesson

- That Arabia is a country in the Middle East
- That it is a desert
- That by 8th century Arabs expanded to Egypt, Palestine, Persia, North Africa and Spain
- That Arabs expanded to the east, and upto Sindh in North India
- That Mohammed was born in Mecca in Arabia
- That Mohammed revealed god Allah's message
- That he travelled from Mecca to Medina in 662 AC and there the Islamic religion became popular
- That the trip from Mecca to Medina was called Hijra
- That Mohammed's religion became popular in a short period
- That Muslims should go on Haj pilgrimage at least once in a life time
- That the book "Koran" consisted god's messages which was revealed by Mohammed
- That Arabic language and literature became popular after the spread of Islam
- That the book "Arabian nights" written in Arabic is popular even today
- That Arabs made trade connections with India, Africa, China and Sri Lanka
- That Avisinna was a great doctor of medicine
- That they taught the Europeans the use of paper

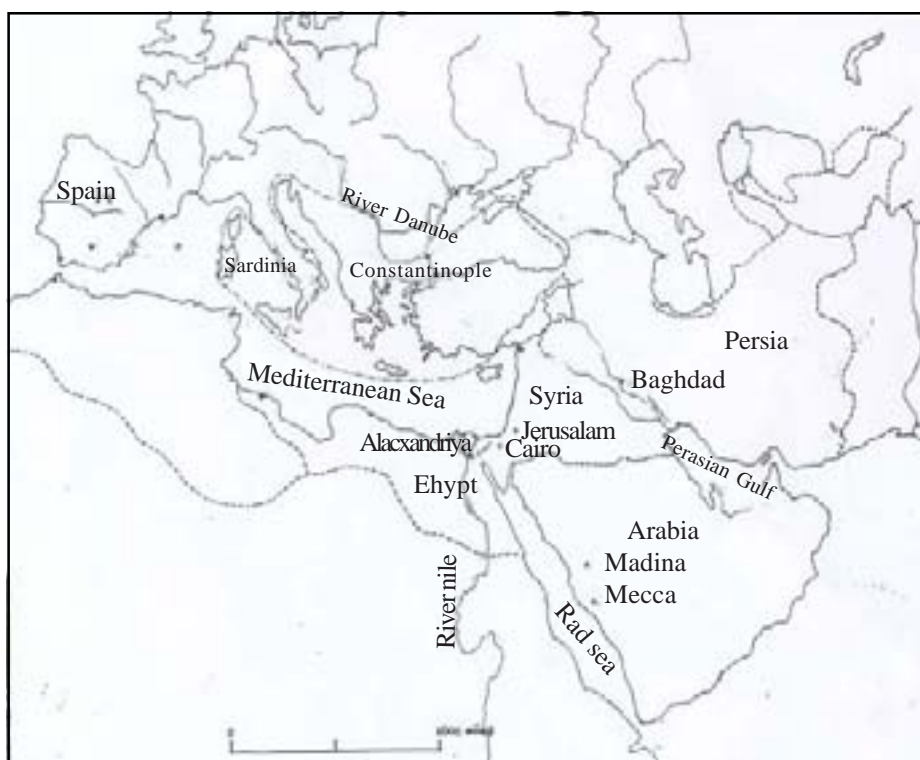
40 minutes

Assessment and Evaluation

- Present information about Arabia
- Evaluate the teachings of Mohammed
- Prepare questions about Arabia
- Work with team spirit
- Develop the ability of working with others



Kaba Mosque
7.2.4.1.1



Map of Middle East
7.2.3.2

Annexe 7.2.3.3

Instructions to the teacher

- Divide the class into two groups
- The small groups should not be seperated
- Name them as A and B
- Give the selectd 20 questions to the leaders
- The group leadershould ask the questios from the opposition
- Organise the students in such a way so that all the children could participate when answering questions
- When giving marks
 - If the student who is given the questions, answers the question at once - 05 marks
 - Another student from the same group - 02 marks
 - An answer from the group who asked the questions - 01 mark
 - A group gets two chances to answer a questions, if they are unable, then the opposing group gets the chance
 - Divide the black - board into two sections and put down the marks
 - With your experience and advice given, organise the quiz competition

7.3 South Indian Invasions and the Fall of the Anuradhapura Kingdom

07 Periods

Introduction

Sri Lanka being geographically positioned close to India was a cause that affected mostly on building up various relationships between the two countries.

Several sources verify that Sri Lanka has built up many relationships with the Kingdoms which became occasionally powerful in North India as well as in south India.

By studying this unit it is expected to know about the relationships between the powerful north Indian Kingdoms, Pallava, Pandhya, Kerala and Chola and Sri Lanka in political, religious, cultural and economic affairs and the nature of thier invasions to Sri Lanka.

Futhermore as a result of the north Indian invasions Anuradhapura kingdom came under the supremacy of the Cholas, and its effects could be seen in various ways. By studying this unit it is expected to provide a basic knowledge of the same.

Competency Describe how the influences of south India led to the downfall of the Anuradhapura Kingdom.

Competency

level

- In a map of India, mark and name the south Indian countries which made various influences to Sri Lanka
- Examine the nature of relationships between Sri Lanka and south India
- Describe how south Indian invasions caused the down fall of Anuradhapura Kingdom
- Explain the decline of Anuradhapura Kingdom and then how the Cholas carried out their ruling system

Subject Content :

7.3 South Indian invasions and the fall of the Anuradhapura Kingdom

- The south Indian kingdoms which made various influences to Sri Lanka



7.3.1

7.3.1 South Indian kingdoms and their influences

- Introducing the South Indian kingdoms which made various influences to Sri Lanka
 - Kingdom of Pallava
 - Kingdom of Pandhya
 - Kingdom of Kerala
 - Kingdom of CholaDescribe their location by using the map.
 - Nature of relationships with the south Indian kingdoms
 - Political relationships
 - When there were conflicts between the rulers of Sri Lanka for the throne, they got down military aid from south India
- eg. King Ilanaga
King Mugalan I
King Agbo III
King Dhatopathissa I
King Dhatopathissa II

King Manawamma - Getting support from the Pallawa king Narasinghe warman11

- That these kings took military support from south India to establish their power.
- That even south Indian states took military support from the kings of Sri Lanka eg. Pandhya king Waraguna Warman asked for military support from Sena II (851 - 887) of Sri Lanka
 - Kashyapa V of Sri Lanka sent a military troop to Pandya king Manawarman Rajasinghe 11 to get the throne
 - During the reign of king Dappula IV, Pandhya king Manawarman Rajasinghe, came to Sri Lanka with the coronation jewellery (කුකුට භාණ්ඩ) so that they will not fall into the hands of their enemy Cholas. King Dappula IV was entrusted with the jewellery for safe keeping
- Matrimonial Alliances
 - King Mihindu IV marrying a Kalinga Princess.
- Religious and cultural relationships
 - That Sri Lankan priests had connections with the Buddhist centers of Nagarjuna and Amarawathi in south India
 - That the influence of carvings and sculpture of Amarawathi could be seen in Sri Lanka
 - That the priests of Sri Lanka had connections with the Mahayana centers in south India
 - That south Indian Mahayana scholar Vajrabodhi had resided at Abhayagiriya for some time and visited Ruhuna, and had gone to China through Jawa and Sumathra
 - The priest Vajrabodhi's student Amoghrajiva has visited the Chinese court as a representative of the king of Sri Lanka
- Economy
 - Princess Vijaya who came from city of south Madura to marry Prince Vijaya came with people of 18 craft guilds. Hence it is believed that trade began thus
 - That there were trade connections between the port of Sri Lanka and the port of south Indiaeg. That traders from Mahathiththa went to Kaveri Penninsula for trading
 - During the time of king Wankanasikathissa the Chola king Karikalan had come to Sri Lanka and had taken 12,000 young men for cultivation in Kaveri pattana

7.3.2 South Indian Invasions

- The reasons for Sri Lanka to be invaded by south India
 - Close relationship with India
 - The powerful states of south India, wanted to expand their power to the South, rather than the north of India
 - eg. Pandyan Empire
 - Chola Empire
 - Sri Lanka was situated in the middle of the Indian Ocean
 - Getting help from the hired south Indian military troops (Velaikkaras), by the weak kings because of the conflicts for the throne between Maurya and Lambakarna dynasties in Sri Lanka
 - The desire for getting the Pandhya royal coronation jewellery which was kept in Sri Lanka for safe keeping
- The nature of south Indian invasions to Sri Lanka

Stage I - Abide to the invaders' rule from time to time

eg. - Reign of Surathissa - Sena and Guththika the horse traders who invaded Sri Lanka and ruled for 22 years

Reign of Asela - King Elara and his supporters invaded and ruled for 44 years

Reign of Walagamba - The invasion of the 7 Tamils. Two of them took the bowl relic and Soma Devi back to India. The remaining five pulahaththa, Bhahiya, Panayamara, Pilayamara and Dhatika ruled Anuradhapura for 14 years and 7 months

Reign of Mithsen- The invasion of the 6 Tamils. Pandu, Parinda Khuddha Parinda, Thirithara, Dhatiya, Pheetiya ruled Anuradhapura for 27 years

Stage 2 - For economic gains

Reign of Sena I (831 - 852) - The Pandyan king Sri Mara Sri Vallabha invaded Anuradhapura and looted the treasures

- Stage 3 - For political supremacy
Reign of King Udyia IV-Chola king Paranthaka I to get Pandya coronation jewellery
- Reign of King
Mihindu IV - Rashtakuta king, Krishna III invaded
- The reign of King
Mahinda V - Invasion of Chola king Raja Raja I (993 AC)
to get coronation jewellery and ruling power.
- Invasion of Chola - 1017AC to get ruling power
King Rajendra I
- Rajendra I captured the north of Sri Lanka and made it a part of the Chola empire, and named it Mummudi Chola Mandalam
 - In place of Anuradhapura the Chola's chose Plonnaruva as their capital
 - They named the city 'Jananathapuram'

7.3.3 **The fall of the Anuradhapura Kingdom and Chola supremacy**

- The reasons for the downfall of Anuradhapura
- Conflicts between the royal dynasties Maurya and Lambakarna made the country unstable
- South Indians invaded when Sri Lankan kings were feeble
- eg. King Mihindu V was a feeble ruler hence the Cholas invaded
- Poor economy
- Because of invasions, the kings did not get a chance to develop the economy
- The destruction of irrigation tanks, dams and canals
- The decreament of royal income
- The officials of Anuradhapura rebelled against the king
- After the king's flight to Ruhuna the central government collapsed
- Rajendra Chola invaded Ruhuna, captured Mihindu V, got the Pandhya coronation jewellery and made the king a prisoner

- The ruling centre of Sri Lanka was changed from Anuradhapura to Polonnaruva
- Anuradhapura which was the governing centre and the capital city for about 1500 years declined
- The Chola rule
 - The Chola empire consisted of 8 mandalams, which were ruling units. The territory that they captured in Sri Lanka was included into this
 - The territory that they captured in Sri Lanka was known as Mummudy Chola Mandalam
 - They chose Polonnaruva as their capital
 - They called it Jananatha puram (Jananatha Mangalam)
 - They administered a military rule in Mummudy Chola Mandalam
 - A general nominated by the emperor administered the rule
 - For high ranks in the government only Cholas were appointed
 - They obtained taxes and sent it to their mother country
 - The economy of the government increased with the land tax
 - The viceroy (ප්‍රවීරාජයා) and his high rank officials collected income tax, tributes and gifts and sent them to their country yearly
 - The administration was done in a proper manner, without the interference of the Chola Emperor, hence they ruled their territory in Sri Lanka according to their wishes

Activity 7.3.1

- Competency Level :
- In a map of India mark and name the south Indian Kingdoms which made many influences in Sri Lanka
 - Analyse the nature of relationship between Sri Lanka and south Indian kingdoms

Activity 7.3.1 : Let us know the relationships between Sri Lanka and the south Indian Kingdoms

Time : 80 minutes

- Quality Inputs
- Annexe 7.3.1.1 The map of India (with the kingdoms Pallawa, Pandhya Kerala and Chola)
 - Annexe 7.3.1.2 Activity sheet I Group I
 - Annexe 7.3.1.3 Activity sheet 2 Group II
 - Annexe 7.3.1.4 Activity sheet 3 Group III
 - Annexe 7.3.1.5 Activity sheet 4 Group IV
 - A 4 sheets
 - Coloured pencils to draw maps
 - Source books
 - Grade 7 History text book

Learning - Teaching process

- Step 7.3.1 :
- Display the map to the class in Annexe 7.3.1.1 showing the location of Sri Lanka and the south Indian kingdoms
 - Ask them to name the south Indian kingdoms shown in the map
 - Ask them to name the kingdoms which are closest
 - While presenting a brief description about these south Indian kingdoms situated near Sri Lanka, build up a discussion about the relationships with these kingdoms that Sri Lanka had in the early days.
Highlight the following:

- That Chola Pandhya, Kerala and Pallava, were south Indian kingdoms
- That those kingdoms ruling limits and their power changed from time to time
- That these kingdoms have influenced Sri Lanka in various ways

- Step 7.3.1.2
- Group the class accordingly
 - Discuss in general and advice them about the activities
 - Disribute the Annexe 7.3.1.2,3,4 and 5 activity sheets to each of the groups
 - See that each member of th group participate, in the activity
 - That activities of each of the students would be evaluated
 - Let the groups get on with the activity
 - The teacher should always advice all the groups

30 minutes

- Step 7.3.1.3
- Let each of the groups present their creations to the class
 - Making the students aware of the important facts that were left out summarise the lesson with the following :
 - ~~Let them note down important facts~~

- That the kingdoms of Pallava, Pandhya, Kerala, Chola in south India, when ever they became powerful, they made various influences to Sri Lanka, be cause of the close location
- That these relationships could be described as political, religious, cultural and economic
- That Sinhala kings when there were conflicts, regarding the throne, asked for the support of south Indian kingdom's military troops
- That kings Ilanaga, Mugalan I, Agbo III Datopathissa I Datopathissa II, Manawamma came into power by getting the support of south Indian kingdoms
- That the south Indian kings too, asked for the support of Sri Lanka kings to obtain power
- That Pandya king Waraguna Warman got the support of king Sena II of Sri Lanka. The Pandya king Marawarman II got the support of Kasyapa V and Pandya king Marawarman Rajasinghe got the support of Dappula IV and obtained power
- That the Sinhala kings got down hired military troops from south India and later the Velaikkaras activities were a threat to the independence of Sri Lanka

40 minutes

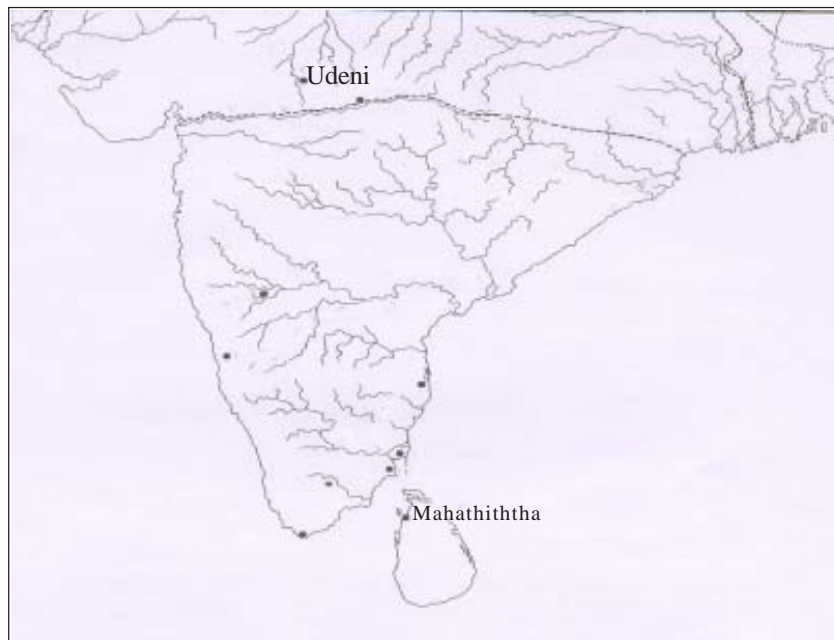
Assessment and Evaluation

- Describe the diplomatic, religious and cultural relationships between Sri Lanka and south Indian kingdoms
- Believe that the information gained from sources could be summarised
- In a map mark the south Indian kingdoms and the location of Sri Lanka
- The group co-operates with each other
- Act with an impartial mind

Post Assignment :

- At the end of the lesson involve the students with the following exercises
- Prepare a map showing the location of Sri Lanka and south Indian kingdoms
- Making a list of occasions that the Sri Lankan kings obtained military support from the kingdoms of south India
- Making a list of occasions that the kings of India obtained military power from Sri Lanka
- Making a list of religious, cultural and economic relationships, between Sri Lanka and South India

Annexe 7.3.1.1



Group I Activity Sheet I

Your group is required to prepare a map showing the Pandya, Kerala Pallawa and Chola kingdoms, of south India and the location of Sri Lanka. Use the map given, for this activity.

In the map mark the places given below

1. The location of Pandhya kingdom
2. The location of Chola kingdom
3. The location of Pallawa kingdom
4. The location of Kerala kingdom
5. Krishna Thunga Bhadra River
6. Kaveri River
7. City of kanchi
8. Kaveri Pattana (Penninsula)
9. The city of Thanjore
10. The city of Madhura
11. Point Kumari
12. The port of Mahathiththa in Sri Lanka

Mark all the rivers in blue (colour) create it clearly and attractively where necessary get the teacher's help. Present your activity to the class.

Activity sheet II

Group II

Your group is required to make a table of the political relationships between south Indian kingdoms and Sri Lanka. Prepare it according to the topics given below.

1. Occasions where the Sinhala kings received the support of south Indian kingdoms.
2. Occasions where the south Indian kings received the support of Sinhala kings.

Arrange the information under the following topics.

The name of the king who took support	From which king the support was taken	The reason for taking support

- Read the information sheet before filling the table
- Find information from the text book. Where necessary get the help of the teacher
- Present your activity to the class

Information Sheet for Activity II

Political relationships between Sri Lanka and South Indian Kingdoms

That the kingdoms of Pallava, Pandhya, Kerala and Chola of South India, when ever they became powerful made various influences to Sri Lanka because of the close location.

It is clear that because of the closeness, the rulers of Sri Lanka as well as the rulers of South India were inspired to get the support from each other.

According to the nature of relationships it can be categorised into several sections. Political relationships take the most important place.

Two kinds of relationships could be seen under this category

1.
 - During internal conflicts, regarding the possession of the throne, Sinhala kings with the intention of getting the ruling power got the support of south Indian kings.
2.
 - South Indian kings in their struggle for power got the support of the Sinhala kings from Sri Lanka
 - The occasions that the south Indian rulers asked for the support of kings, from Sri Lanka
1. To gain the administrative power the Pandyan prince Waraguna Warman of south India asked for the support of the Sinhala king Sena II and with the help of the Sinahala troops Waraguna Warman became the king of Pandhya kingdom
2. The Pandhya king Marawarman Rajasinghe II asked for the support of king Kasyapa V of Sri Lanka against the Chola king Paranthaka I
3. The Pandhya king Marawarman Rajasinghe II asked for the support from King Dappula IV of Sri Lanka, to make war against the Cholas, and left the coronation jewellery with Dappula IV for safe keeping and left for India.

2. • The occasions that the Sri Lankan kings asked for the support of south Indian kings.
 1. King Ilanaga who became the king of Anuradhapura had to escape to India because of the threats from the Lambakarna dynasty. Later he came back to Sri Lanka with troops from India, conquered the Lambakarnas and became the king of Anuradhapura .
 2. King Mugalan I, brought troops from South India, to make war with his brother king Kashyapa (Sigiri Kashyapa) and became king.
 3. As there was a threat from a prince named Jettathissa King Agbo III brought South Indian troops conquered Jettathissa and became the king.
 4. King Jettathissa's general Dhata Shiva brought a military troop from India Conquered Agbo III and became king taking the name of Dhatopathissa I .
 5. Dhatopathissa II a nephew of Dhatopathissa I, with the help of military troops from India conquered King Dappula who was the successor of Dhatopathissa I.
 6. Prince Manawamma got the support of the Pallava king Narasinghe Warman II and made himself the king of Anuradhapura.
 7. King Mihindu IV married a Kalinga Princess from India.

Annexe 7.3.1.4

Activity Sheet III - Group III

Your group has to find information about the relationships between Sri Lanka and South Indian kingdoms regarding Religion and Culture.

Table it under the following topics :

The centres of South India where religious and cultural relationships were to be seen	The centres of Sri Lanka where religious and cultural relationships were made	The names to be found in the religious and cultural relationships

- Read the information sheet before doing the activity
- Find information from the text book
- Where necessary get the teacher's help
- Present you activity to the class

Information Sheet for Activity Sheet III

The Cultural and Religious Relationships with South India

- Bhikkhus of Sri Lanka made connections with Buddhist centres of Nagarjuna Konda and Amarawathi in south India.
- The influence of carvings and sculpture of Amarawathi could be seen in Sri Lankan carvings and sculpture.
- The priests of Sri Lanka had connections with the Mahayana centres in south India. According to sources priests who have been expelled from Sri Lanka have lived in a monastery in Kaveri Pattana.
- According to sources the south Indian Mahayana Scholar Wajrabodhi had lived in Abhayagiriya in Sri Lanka for some time.

Annexe 7.3.1.5

Activity Sheet IV - Group IV

The activity for your group would be to make a short information sheet about the economic relationships between Sri Lanka and South India.

In the information sheet include the following :

- How the guild system began
- The names of trade centres in south India and Sri Lanka, where goods were exchanged
- Other information about the economy
- Before making your information sheet, study the given information
- Get information from the text book
- Present your creation to the class
- Get the teacher's help where necessary

Information Sheet for Activity Sheet IV

The economic relationship with the South Indian Kingdoms

- The princess who came from the city of Madura in south India to marry Prince Vijaya came with people of 18 craft guilds. It is believed that guilds of trade began since.
- Mahathiththa and other ports of Sri Lanka exchanged goods with south Indian ports.
- According to sources, trade goods were taken from port of Mahathiththa to south Indian port of Kaveri Pattana.
- According to sources during the time of King Wankanasikathissa a Chola king had come to Sri Lanka and has taken 12,000 young men to help with the cultivation in Kaveri Pattana in south India.

Activity 7.3.2

Competency Level : Explain how south Indian invasions caused the decline of Anuradhapura kingdom

Activity : Kingdoms of south India invade Sri Lanka

Time : 80 minutes

Quality Inputs

- Annexe 7.3.2.1 - A map of south Indian Kingdoms
- Annexe 7.3. 2.2 Activity sheet
- A 4 Sheets

Learning - teaching process

Step 7.3.2.1

- Exhibit the map in Annexe 7.3.2.1 to the class
- While reminding them the connections between Sri Lanka and south India in the previous lesson, discuss about another aspect of the connections that of south Indian invasions. Make a short discussion with the students, highlighting the following:

- | |
|---|
| <ul style="list-style-type: none">• That Sri Lanka was situated near India. Hence it was invaded by South India• That because of the closeness South India too was under the influence of Sri Lanka in some ways• That there were inter connections between Sri Lanka and south India |
|---|

10 minutes

tes Step 7.3.2.2

- Group the class accordingly
- Advice the students in general about the activities
- Hand out the activity sheets in Annexe 7.3.2.2 to the groups
- Explain that all should participate
- That the activities of every member of the group would be evaluated
- Set them to the task according to the activity sheet
- Give advice to the groups constantly 30 minutes

Step 7.3.2.3

- Get the groups to present their activities
- Advice them with what they have missed in their presentation and summarise the lesson highlighting the given information

- That speaking about the connections between Sri Lanka and south India south Indian invasions could be regarded as a bad influence
- That there were many reasons for the south Indian invasions
- That the emergence of powerful states in India, weakness of some Sri Lankan kings, Sri Lanka being south India's closest neighbour weak kings asking the support of south Indian kings were some reasons that caused south Indian invasions
- That the south Indian invasions could be categorised as invasions for political power, invasions for economic gain, and invasions done according to the weak political situation in Sri Lanka
- That during the reign of Mahinda V who was a weakling, the powerful Cholas invaded and made the north of Sri Lanka a part of Chola territory
- That the decline of Anuradhapura kingdom was due to south Indian invasion
- That when the south Indian kings became powerful they wanted to expand their power to the south, hence Sri Lanka had to face numerous invasions from south India
- That the fight between the royal Dynasties for kingship, made the country unstable hence it was easy for the invaders to gain power
- That kings who were weak got down soldiers from India (velaikkaras) and that during south Indian invasions, these (Tamil) soldiers helped the invaders
- That there were south Indian invasions during the reign of Surathissa, Asela, Walagamba, and Mithsen as the ruling power was unstable
- That during the reign of Sena I Pandyan's invaded Sri Lanka for economic gains
- That the powerful Chola empire invaded Sri Lanka during the period of King Udaya IV
- That a ruler from Rashtakuta invaded Sri Lanka during King Mihindu IV
- That during the reign of King Mihindu V who was very weak the Chola's invaded Sri Lanka, and in the year 1017 Anuradhapura kingdom became a part of the Chola kingdom
- In place of Anuradhapura the Cholas made Polonnaruwa their capital, this led to the downfall of Anuradhapura kingdom
- That the Anuradhapura kingdom with its rich economy and culture declined due to the weaknesses of the Sinhala kings.

40 minutes

Assessment and Evaluation

- Explain the reasons for the invasions from south India to Sri Lanka
- That the fall of the Anuradhapura kingdom was due to south Indian invasions
- Table the invasions of south India to Sri Lanka
- That better results could be gained by group work
- Inspect the bad influences of the south Indian invasions in the past

Post Assignment

After the lesson ask the students to get on with the following exercises

1. Make a table of the south Indian invasions to Sri Lanka, the names of the kings who made the invasion, and the rulers who were in Sri Lanka at that time.
2. Make a list of the outcomes which were bad due to South Indian invasions.

Annexe 7.3.2.1



7.2.2.2

Activity Sheet I

Your activity would be to make a table about the south Indian invasions to Sri Lanka

The following topics should be in your activity

1. State reasons, as to why South India invaded Sri Lanka
2. Describe the invasions according to the table given

The south Indian ruler who invaded Sri Lanka	The ruler in Sri Lanka at that time	The reasons for invasion	The results of the invasion

- Before getting on with the activity study the information sheet
- Get information from other books as well as the text book
- Present your activity to the class

Information Sheet for activity I

The south Indian invasions to Sri Lanka

From ancient times Sri Lanka was influenced by India. Of these some had good effects while others were bad.

Bad effects were seen by the south Indian invasions to Sri Lanka from time to time

- There were several reasons for the south Indian invasions to Sri Lanka.
 - 1 That Sri Lanka was closely located to South India
 2. When the south Indian kingdoms became powerful they could easily spread their power to Sri Lanka
 3. When there were conflicts between the royal dynasties, some kings were in the practise of getting down soldiers from South India (Velaikkaras)
 4. The Pandya king kept the coronation jewellery with the king of Sri Lanka for safe keeping. Hence when the Cholas wanted it there was an invasion

The nature of south Indian invasions to Sri Lanka

Step I

- Making use of the weaknesses of Sri Lankan kings from time to time
- King Surathissa's reign
- The invasion of Sena and Guththika the horse traders, who ruled Sri Lanka for 22 years
- The reign of Asela
- The Chola king Elara invaded Sri Lanka and ruled for 44 years
- The reign of Walagamba
- The invasion of the 7 Tamils. While two of them went back to India with the sacred bowl relic and Queen Soma Devi. The remaining 5 Pulahaththa, Bhahiya, Panayamara, Pilyamara and Dhatika ruled Anuradhapura for 14 years and 7 months
- The reign of Mithsen
The invasion of the 6 Tamils. Pandu Parinda, Kudhdhaparinda, Thirithara, Dhatiya, Phitiya the 6 of them ruled Anuradhapura for 27 years

Step II - For Economic gains

- Reign of King Sena I
The Pandya King Sri Mara Sri Vallabha invaded Anuradhapura and looted the treasures.

Step III - For ruling power

- The reign of Udaya IV
The Chola king Paranthaka I invaded Sri Lanka to get the coronation jewellery of the Pandhya king.
- The reign of Mihindu IV
The ruler of Rashtakuta, Krishna III invaded Sri Lanka
- The reign of King Mahinda V
Invasion of Chola king Raja Raja I (993 AC)
Invasion of Chola king Rajendra (1017 AD) captured Anuradhapura
- Rajendra I captured the North of Sri Lanka and made it a part of the chola empire.
(They called it Mummudy Chola Mandalam)
In place of Anuradhapura the Cholas selected Polonnaruva as their capital and named it Jananathapuram.

Activity 7.3.3

Competency Level : Explain the fall of Anuradhapura and the rule of the cholas.

Activity : Inspect the fall of Anuradhapura and the impact of the Chola ruling system.

Time : 80 minutes

Quality Inputs

1. Annexe 7.3.3.1 - The table with the information about the south Indian invasions.
2. Annexe 7.3.3.2 - Activity sheet and information sheet
3. A 4 papers
4. Sources (books)
text book

Teaching - Learning Process

Step 7.3.3.1 Present to the class the table in Annexe 7.3.3.1 With the knowledge which the students have gained previously discuss about the south Indian invasions in Sri Lanka continue with the following facts.

- That there were many reasons for the decline of Anuradhapura kingdom
- That weak kings and conflicts between the royal dynasties were the reasons
- That due to south Indian invasions the economy weakened
- That Royal economy deteriorated
- That provincial rulers and the royal officials rebelled against the king
- The king escaped to Ruhuna and the central administration of Anuradhapura ceased to function
- That Cholas invaded Sri Lanka
- That the ruling centre was taken to Polonnaruva
- That the northern territory of Sri Lanka became a part of the Chola Empire and it was called Mandalam
- That the Cholas administered a military rule.

15 minutes

- Step 7.3.3.2
- That the activity should be done separately
 - Discuss in general as to how the activity should be done
 - Distribute activity sheet in Annexe 7.3.1.1 to each of the students
 - Activities of each of the students would be evaluated
 - The teacher should give necessary advice during the activities
- 25 minutes

- Step 7.3.3.3 :
- Let the students present their activities
 - Making the students aware of the important facts that were left out, summarise the lesson with the following

- That there were several reasons for the downfall of Anuradhapura kingdom
- That the enmity and struggle for power between the Maurya and Lambakarna dynasties made the kingdom unstable
- That when there were weak kings the powerful kings of south India made it a point to invade Sri Lanka
- That the activities of the hired south Indian soldiers (velaikaras) caused the same
- That poor economy was a reason for the decline of Anuradhapura
- That the destruction of irrigation tanks caused the downfall
- That king Mihindu V was a weakling and with his flight to Ruhuna, central government ceased to function, it too was a cause of decline of Anuradhapura kingdom
- The rebellions of provincial rulers too, was a reason
- That king Rajendra Chola's invasion of Anuradhapura and conquering it, and then Polonnaruwa becoming the centre of rule was a main reason for the downfall
- The Cholas administered a military rule
- That the Cholas took a lot of money to their country by means of taxes and tributes

40 minutes

Assessment and Evaluation

- State the reasons for the downfall of Anuradhapura kingdom
- Table the invasions to Anuradhapura kingdom by south India
- While getting information from sources, gets practise in presenting facts in an orderly manner
- Believe that it is much easier to present information by working as groups
- That in the past when the local rulers had conflicts with each other it was easier for the foreign invaders to conquer our island. Hence by understanding it, one should learn a lesson so that it would not happen in the future, and give the message to others

Exercises :

After the conclusion of the lesson make the students find more information from literary sources, on the following topics.

- The South Indian invasions to Sri Lanka and their impact.
- How the Chola rule was organised in Sri Lanka.

The South Indian invasions to Sri Lanka

Invader	The king who was here during the period	The reasons for the invasion	The impact of the invasion
Sena Guththika	Surathissa	Weak rule in Sri Lanka	Ruled Sri Lanka a for 22 years
The Chola commander Elara	Asela	Weak rule in Sri Lanka	Ruled Rajarata for 44 years
The invasion of the 7 Dravidians	Walagamba	The unruly administration in Sri Lanka	The bowl relic being taken to India Ruled Anuradhapura for 14 years
The invasion of the Six dravidians	Mithsen	Weak rule	Anuradhapura for 27 years
The Chola king Sri Mara Sri Wallabha	Sena I	Pillage and looting of treasures	The treasures being taken to south India
Chola king Paranthaka I	Udaya IV	To gain political power and to get the coronation jewellery of the Pandhyas	Took back the coronation jewellery Received tribute yearly from Sri Lanka
The Rashtakuta king Krishna III	Mihindu IV	Political power	
The Kings Raja Raja Chola I and Rajendra Chola I	Mihindu V	For political power	The fall of the Anuradhapura kingdom and the Northern territory captured by the Cholas

Activity sheet - I

- Your activity would be to write a report about the reasons for the decline of the Anuradhapua kingdom, and the rule of the cholas.

Get facts from the information sheet and the text book.

The report should include information about the following topics.

1. The reasons for the decline of Anuradhapura kingdom
2. How the Chola rule was organised

In difficulties get the advice of the teacher

Present your activity to the class

Information sheet for activity sheet I

The fall of the Anuradhapura kingdom and the supremacy of the Cholas

Due to Chola invasions Anuradhapura which was the ruling centre for about, 1500 years declined.

There were several reasons for the downfall of the Anuradhapura Kingdom

- That the fight between the royal dynasties Maurya and Lambhakarna for the throne made the country unstable.
- That there were south Indian invasions during the reign of weak kings
- That during the Chola invasions the king who ruled here was Mihindu V and that he was weak
- Because of the invasions the kings did not get a chance to develop the economy
- The deterioration of irrigation tanks
- Lessening of royal income
- Rebels against the king by the ruling officials in Anuradhapura
- Mihindu V flight to Ruhuna and Anuradhapura was without a central government
- King Rajendra Chola invaded Ruhuna and captured king Mihindu V and made him a prisoner
- In place of Anuradhapura Cholas made Polonnaruva their ruling centre

The Chola ruling system

- The Chola Empire consisted of 8 mandalams and the territory that they conquered in Sri Lanka was one of those mandalams
- The Chola territory in Sri Lanka was known as “Mummudy Chola mandalam”
- They administered a military rule
- A general nominated by the Chola emperor administered the rule
- For high ranks in the government sector Cholas were appointed
- The economy of the government increased, with the land tax
- Income tax, tributes and gifts were sent to Chola territory annually

7.4 The Polonnaruva Kingdom

15 Periods

Introduction

After the downfall of the Anuradhapura kingdom, Sri Lanka came under the Cholas. At the end of the eleventh century, Sri Lanka became free of foreign rulers and made Polonnaruva their capital. In the history of Sri Lanka, Polonnaruva period is considered as important because of the great services done by King Vijayabahu I, Parakramabahu the great, and Nissankamalla. During this period Queens Leelawathi, and Kalyanawathi and consorts Miththa, and Sugala (Royal wives) take a prominent place in giving leadership to women. With the expulsion of the Cholas, and the liberation of Sri Lanka the kings and queens and their consorts did a great service to develop the country's economy, society, culture and religion. Such patriotic roles of those kings and queens are a good example for the young generation. While studying about the characteristics of those heroic kings, the students will look upon them with pride. It is the aim of this unit.

Polonnaruva, flourished during the early period, however in the late Polonnaruva period, due to the weakness of the kings, and their erratic rule it declined in the economic, sociocultural and religious aspects. By making the maximum use of this situation, the invader Magha from Kalinga led an army and conquered Polonnaruva which led to its downfall.

Another aim of this unit is to study the main reasons for the decline of Polonnaruva. The destruction that the foreign invader Magha, did to the prosperous Polonnaruva kingdom, caused the downfall of the hydraulic civilisation. It is expected that the students will get an understanding of it.

- Competency** :
- Explains the political, economic and cultural services of the important kings of the Polonnaruva period.
 - Probes the reasons for the downfall of the Polonnaruva kingdom.

Competency Level :

- Describes the contribution of Vijayabahu I and Parakaramabahu the great.
- Describes the contribution of the last great king of the Polonnaruva period king Nissanka Malla
- Investigates the political affairs of the women leaders during the Polonnaruva kingdom.
- Inspects how Magha's invasion led to the destruction of the Rajarata civilisation

Subject Content :

7.4 Polonnaruva Kingdom

7.4.1 : The rulers of Polonnaruva and their contribution to the Polonnaruva period

- Making Polonnaruva the capital
 - That it was an important centre even during the Anuradhapura period
 - That there were irrigation tanks
 - That there were royal palaces
 - Importance of the location
 - That Polonnaruva was safer than Anuradhapura, from south Indian invasions
 - It served as a centre to control Ruhuna
 - Because it was closely situated to the Mahaveli river, it was suitable to build irrigation tanks.
- King Vijayabahu I (1055 - 1110 AC)
- Political Role
 - He was the son of Prince Moggallana (Mugalan) and princess Lokitha of the village Mulasala in Ruhuna
 - At first this king was known as Prince Kiththi
 - He was brought up by Buddharaja (Budhalna)
 - With help from Budhalna he organised an army in Hunuwala (Chunnasala) village which is at the foot of Adams Peak
 - At this time Lokha or Lokeshwara was the ruler of Kataragama in Ruhuna, and Kiththi was supported by Buddharaja and Devamulla in the war against the former
 - Defeated Lokeshwara and made “Mahanagahula” his centre for war
 - He established his rule in Ruhuna after defeating Lokeshwara’s brother Kesha Dhathu Kashyapa of Kataragama
 - In 1055 AC Prince Kiththi became king Vijayabahu
 - He declared war to liberate Rajarata from Chola domination
 - Although he failed thrice he was victorious on the fourth occasion
- 1st War - When the Cholas invaded Ruhuna King Vijayabahu who was in Kataragama retreated to the territory of Malaya
- 2nd War - King Vijayabahu’s two lieutenants (generals) Ravi Deva and Chala got together with the Chola army who came from Port Mahathiththa. So the king had to retreat to Pulaththigiri modern Palutttagiri for protection
- 3rd War - He could not face the invasion of Weera Rajendra so he fled to Wakirigala (Wathagiri) for protection

- 4th War - From 3 directions he went to Rajarata and defeated the Cholas
 Conquering Polonnaruva (1070 AD)



Map 7.4.1

The routes of king Vijayabahu I when liberating Rajarata from the cholas

Economic Affairs

Due to the wars against the Cholas he did not have enough time to build new tanks for irrigation but he restored many

eg. Restoring Elahera Canal

Constructing the new tank 'Buduguna' in Uva

- Restoring Mahakandara, Inamaluwa, Nachchaduwa and Mahagalkadawala

- Religious and cultural affairs

- Higher ordination was done with the help of King Anurudhdha of Burma

- Restoring temples in Ruhuna

- Thissamaharama, Sandagiri temple, Uruwela temple in Devinuwara

- Restoring Mahiyangana chethiya

- Venerating Sri Pada and gifting the village of Gilimale for its up keep

- Building a 3 storied building for the tooth relic
 - Giving alms to Bhikkhus and gifting the income from the Elahera colony
 - Restoring the temples in Anuradhapura
- eg. Maha Viharaya, Abhayagiriya, Jethawanaramaya, Bodhigara of Sri Maha Bodhiya

King Parakramabahu I

- Political Role
 - That his birth place was Dedigama in Dakkhina Desha, in the Kegalle district
 - That his father Manabharana was the heir to the throne and the ruler of Dakkhina Desha and his mother was Princess Rathnavali
 - After his father's (Manabharana's) death Prince Parakramabahu went to his uncle (father's younger brother) Kirthi Sri Wallabha in Ruhuna
 - Afterward, Prince Parakramabahu went to his uncle Kirthi Sri Megha and became the heir to Dakkhina Desha
 - Sri Wallabha became the ruler of Rohana
- Kirthi Sri Megha ruled Dakkhina Deshaya establishing his power in Hathnagoda in Beligal koralaya in the Kegalle district. While living with him prince Parakramabahu learnt language, literature, religion, governance, sports, fencing, archery
- After his death prince Parakramabahu became his successor
- His development projects of Dakkhina Deshaya were centred mainly on the utilizing of the Daduru Oya
- He made several invasions against Gajabahu II in Rajarata
 - He made an agreement with Gajabahu II of Rajarata (1132 - 1153 AC) (Sangamu Vihara Lipiya) and established power in Polonnaruva
- Became the king of Polonnaruva in 1153
- Prince Manabharana the ruler of Ruhuna (cousin brother of Parakramabahu) and his mother princess Sugala challenged him
- He overcame those challenges and united the whole country

Foreign Relations

- He made arrangements to develop foreign trade
- That Burma obstructed Sri Lanka's trade
- The invasion against Burma 1164 - 1165 AC and the reasons for it
- The lieutenant Nagara Giri Kiththi who led the victorious army was awarded gifts of land and it has been inscribed in the Devanagala inscription in Kegalle
- In 1169 AC he led an invasion against the Pandhyas in south India
- The lieutenants Lankapura and Jagathvijaya led this invasion but no record is made of its victory or loss

Economic Affairs

- The irrigation works done during his rule of Dakkina Deshaya
- Made 3 Annicuts in Deduru Oya for the use of agriculture
 1. Annicut Kottabaddha - The lowest part of the River has not been identified yet
 2. Annicut - Sukara Nijjara - To get water for Magal tank
 3. Annicut - Doradhaththika - To supply water to present Demodara Thalagalla Tank
- Restoration of tank Panda Wewa and naming it ' Bena Samudraya'
- Developing the marshes of Kaluthara Pasdun Koralaya (Draining the excess water for paddy cultivation)
- Restoring 53 tanks in Dakkina Deshaya

- He believed that not a single drop of water falling from the sky should be released to the sea, without making use of it for the good of mankind. Hence he developed irrigation systems.

Irrigation works done by him after becoming the Ruler of Rajarata

- Constructing Parakrama Samudra (By uniting the three tanks, Thopa, Dumbutulu, and Eramudu)
- Water was obtained from Angamedilla canal of the Amban ganga
- Restoring the tanks of Rajarata
- Constructing tanks in Ruhuna (Weeravila, Ridiyagama and Athimale)
- Religious and cultural affairs
- Uniting the Bhikkhus of different sects and to cleanse the sasana
- Compiling a set of disciplinary rules for Bhikkhus called Polonnaru Kathikawatha
- Constructing religious buildings
- eg. Alahana Pirivena, Rupawathi Chethiya, Lankathilaka image house, Gal Viharaya (Uththaramaya,) Kiri Vehera
- A gigantic Palace consisting thousand rooms



Lankathilaka Image house
Picture 7.4.1



Rankoth Vehera
Picture 7.4.2



The palace of King Parakramabahu
Picture 7.4.3

- King Nissanka Malla (1187 - 1196 A.C.)
- Succeeded Vijayabahu II in Polonnaruva
- He belonged to the Kalinga Dyansty
- By inscribing inscriptions in various parts of the island he wished to show that his power spread throughout the island. (Madurappa inscription of Ruhuna, Galpotha inscription of Polonnaruva and Dambulu inscription)
- He united the country

Economic Affairs

- It has been said in inscriptions that he constructed Nissanka Samudraya
- It is considered to be “Panda Wewa” close to Parakramapura

Religious and Cultural Affairs

- According to inscriptions he united all 3 sects
 - He applied gold to 73 Buddha statues in the Dambulu Viharaya and named it “Swarna giri Guha”
 - Constructed Buildings in Polonnaruva
eg. Rankoth Vehera, Nissanka Latha Mandapaya, Hetada geya, Sath mahal Prasadaya
- He ruled a united Sri Lanka



Nissanaka Latha Mandapaya
Picture 7.4.4



Sath Mahal prasada
Picture 7.4.5

- Queen Leelawathie
 - The daughter of Pandyan Jagathipala
 - Wife of Parakramabahu I
 - Became Queen of Polonnaruwa thrice
 - 1st 1197 - 1200 AC
 - 2nd 1209 - 1210 AC
 - 3rd 1211 - 1212AC
 - Sponsored literary works “ Sasadawatha and Muwadevdawatha”
 - Issued coins in her name
 - Established incriptions (Puliyan kulama)

During this period there were other women engaged in political activities

- Princess Miththa
 - The sister of Vijayabahu I
 - Married a Pandyan Prince
 - Prince Wickramabahu who was the son of Vijayabahu I was ousted from his inheritance and in place of him, with the help of Bhikkhus her sons Manabharana, Kithsiri Mewan, and Sri Wallabha were made rulers
- Queen Sugala
 - The wife of Sri Wallabha the ruler of Ruhuna
 - After the death of Sri Wallabha she helped her son Manabharana II to the Throne.
 - For safety she kept the tooth and bowl relics of the Buddha to ensure that her son was made king and for that she had to go to war
 - King Parakramabahu invaded Ruhuna, captured Queen Sugala and got the tooth and bowl relics of the Buddha which were essential to the legitimacy of royal authority in Sri Lanka

- Queen Kalyanawathi
 - A Kalinga princess
 - Was the chief Queen of king Nissankamalla
 - She was placed on the throne by lieutenant Ayasmantha
 - She ruled for six years

7.4.2 The Invasion of Magha

- The nature of Magha's invasion
 - The invasion of Kaling Magha was in 1215 AC
 - He came with a 24,000 strong army of hired Kerala soldiers and ousted the ruler Parakrama Pandhya from Polonnaruva
 - That according to Mahavamsa it was a great destruction
 - That after the invasion the capital city of Sri Lanka was changed from time to time in the wet zone of Sri Lanka

- The features of Magha rule
 - Well planned invasion
 - Political and economic frames of Sri Lanka underwent drastic changes
 - Anti Buddhist activities were followed
 - Destruction of Buddhist places of worship
 - Tortured Bhikkhus
 - Destroyed Buddhist books
 - Harassed the nobles
 - Looted the nobles' treasures and made them poor
 - Harassed ordinary folk
 - Torturing
 - Infanticide
 - Hereditary caste system was distorted
 - Military rule
 - Inland and maritime forts were constructed for ruling
eg. Polonnaruva, Kotasara, Kavudulla, Padaviya, Kanthale, Mannar, Urathota

7.4.3 The Fall of Polonnaruva

- Reasons for the fall
 - The competition between Pandhya and Kalinga Dynasties
 - Absence of competent kings
 - Powerful lieutenants
 - The destruction due to Kalinga Magha's invasion
 - The destruction of the irrigation system in Raja Rata
 - The spread of infectious diseases

Activity 7.4.1

Competency level : Describes and presents the importance of King Vijayabahu I and Parakramabahu the great

Activity : Learn about Vijayabahu I

Time : 80 minutes

Quality Inputs

- Annexe 7.4.1.1 - Paragraph
- Annexe 7.4.1.2 - Activity sheet
- Annexe 7.4.1.3 - Map of Sri Lanka
 - Half sheets
 - Text book

Learning - Teaching Process

- Step 7.4.1.1
- Write the paragraph in Annexe 7.4.1.1 on a Demy paper so that the students could see it clearly
- Ask these questions from the students
- Who is the king in this paragraph?
 - Who helped this king to secure the power of Ruhuna?
 - From the responses received give an introduction to King Vijayabahu I

With the following information carry on with the discussion

- That the Anuradhapura Kingdom was invaded by the Cholas in 1017
- That it was transferred to Polonnaruva and Cholas ruled Rajarata from there
- That with the help of Budalna Vijayabahu I became the ruler of Ruhuna, then he liberated Rajarata and unified the country

10 minutes

Step 7.4.1.2

- Group the students accordingly
- Distribute the activity sheet in Annexe 7.4.1.2 to each of the groups
- Assist the students in these activities

30 minutes

Step 7.4.1.3

- Let the groups present their activities to the class
- Get the opinion of other groups
- With the information already presented summarise the lesson highlighting the following :

- That prince Keerthi with the help of Budalna obtained the power of Ruhuna
- That with a war strategy he ousted Cholas from Rajarata
- That the most important political service was the unification of the country
- That Vijayabahu I did a great service for the development of Buddha Sasana
- That he contributed to the economic development of the country by restoring the dilapidated irrigation systems

40 minutes

Assessment and Evaluation

- Present information about how King Vijayabahu I liberated Rajarata from foreign rule and evaluate it
- Mark and name the important places in a map and the route that Vijayabahu I took to invade the Cholas in Rajarata
- Describes the political, economic and religious services of King Vijayabahu I
- Performs activities with co-operation
- The students get information by the group activities

Annexe 7.4.1.1

“I am the son of Prince Mugalan and Princess Lokitha of the village Mulasala in Ruhuna. I was brought up by “Budalna” a chief justice of Ruhuna. Then with his help organised an army from Ruhuna, made war and liberated Rajarata from the Cholas, and became king of Polonnaruva”

Annexe 7.4.1.2

Activity sheet 01

Your group activity would be to make a short report on political services of Vijayabahu I and present to the class under the following sub topics

- The childhood of Vijayabahu I
- Ruler of Ruhuna
- The unification of Sri Lanka

Activity sheet 02

- Make a short report on King Vijayabahu’s religious services
- In a map of Sri Lanka in Annexe 7.4.1.3 show the route of King, Vijayabahu’s invasion to Rajarata
- Make a short report on King Vijayabahu’s agricultural services

Annexe 7.4.1.3



Activity 7.4.2

Competency Level : • Describe the heroic deeds of King Vijayabahu I and Parakramabahu the great

Activity : • Evaluate the Services of King Parakramabahu The Great

Time : • 80 minutes

Quality inputs :
• Annexe 1 - 7.4.2.1 A picture king of Parakramabahu
• Annexe 2 - 7.4.2.2 Activity sheets
• Text Book

Learning - Teaching Process

Step 7.4.2.1

- Show the picture of the statue of King Parakramabahu in Annexe 7.4.2.1 and ask these questions from the students
- Who is the king in this picture ?
- Where was his kingdom ?

While getting down answers highlight the following and have a short discussion

- That prince Manabharana and princess Ratnavali were the parents of prince Parakramabahu
- That after the demise of his uncle Kirthi Sri Megha Parakramabahu became the ruler of Dhakkina Desha
- That according to the pact with Gajabahu II, after his demise he gained power of Rajarata

10 minutes

Step 7.4.2.2

- Group the students accordingly
- Distribute Annexe 7.4.2.2 activity sheet to each of the Groups
- Help the students with their activity

30 minutes

Step 7.4.2.3

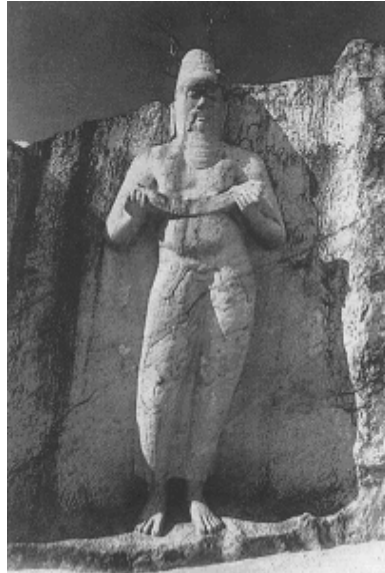
- Let the students present their reports
- Give other groups a chance to present their ideas and opinions
- Highlighting the following summarise the lesson
- Enough time should be given to write down important facts that are being presented

- That after the demise of Kirthi Sri Megha Prince Parakramabahu became the ruler of Dakkina Deshaya
- That after being the ruler of Dakkina Desha he started a development programme centered at Deduru Oya
- That he made Panda weva much bigger
- That he developed the marshy lands of Pasdun Koralya in the Kalutara district
- That he made Panduwas Nuwara his capital
- That after the demise of King Gajabahu II he was the ruler of Rajarata
- That he defeated Sugala Devi, conquered Ruhuna and united Sri Lanka
- That he believed “that not a single drop of water falling from the sky should be released to the sea without making use of it for the good of mankind.” He believed in this and developed agriculture
- Uniting Bikkhus of different sects, and purifying the sasana
- Compiling a set of disciplinary rules for Bhikkhus called “Polonnaru Kathikawatha”
- Constructed religious buildings in Polonnaruva
- Invaded Ramanna Desha (Burma) and Pandya Desha

40 minutes

Assessment and Evaluation

- Present information about the steps taken by King Parakramabahu to develop the country and evaluate it
- Make a list of the tanks and the canals that King Parakramabahu constructed or restored
- Explain the economic, political and religious services of King Parakramabahu
- Groups cooperate with each other
- Show leadership qualities



Picture of King Parakramabahu the Great
7.4.2.1

Annexe No. 7.4.2.2

Activity sheet 01

- Find information about King Parakramabahu on following topics
 - How he made war against Gajabahu II
 - According to the treaty, how he obtained power in Rajarata
 - Defeating princess Sugala
 - The unification of Sri Lanka
- Make a Report
- Present the report of your group to the class

Activity sheet 02

- “Not even a drop of rain falling from the sky should go to the sea without being useful to man” with this saying of King Parakramabahu, make a report of his services to the development of Agriculture before being the ruler of Rajarata and after
- Present it to the class

Activity sheet 03

- Make a short report of King Parakramabahu’s religious and cultural services
- Present it to the class

Activity sheet 04

- Make a short report of King Parakramabahu’s foreign relations
- Present it to the class

- Competency Level : • Investigate and find information about the political activities of women leaders in Polonnaruva kingdom
- Activity : • “Let’s learn about the women leaders in Polonnaruva period”
- Time : • 80 minutes
- Quality Inputs : Annexe 7.4.3.1 Activity sheet
• Text book

Learning - Teaching Process

- Step 7.4.3.1
- In modern times have you heard about women who became leaders in the political field of Sri Lanka?
 - Name them
- While getting down answers for those, make a short discussion about the women who were in the political field, during the Polonnaruva period
- Highlight the following and make a short discussion

- | |
|---|
| <ul style="list-style-type: none"> • That Princess Miththa made her son the heir to the throne in the Polonnaruva kingdom after king Vijayabahu I • That when Parakramabahu I came into power in Rajarata Princess Sugala ruled Ruhuna • That the queens Leelawathi and Kalyanawathi ruled the Polonnaruva kingdom |
|---|

10 minutes

Step 7.4.3.2

- In a suitable manner group the class into four sections
- Give each of the groups an activity sheet
- Give sufficient time to make their reports

30 minutes

Step 7.4.3.3

- Give each of the groups enough time to present their report
- Let the other groups present their ideas and opinions about the rest
- After getting information, highlight the following and continue the discussion

- That after the demise of King Vijayabahu I, his brother Jayabahu became king of Polonnaruva
- That though the heir should be Wickramabahu, the son of Vijayabahu I, Miththa saw to it, that her son Manabharana succeeded him
- That after this incident Wickramabahu gained power in Rajarata
- That Princess Miththa came to Ruhuna with her sons and saw to it that they got the ruling power of that territory
- That Princess Sugala was the queen of Sri Wallabha
- That when King Parakramabahu gained power in Rajarata, Princess Sugala was the ruler of Ruhuna
- That King Parakramabahu I made war with Sugala with the intention of getting Ruhuna and the tooth and bowl relics of Lord Budha
- That Queen Leelawathi was the queen of King Parakramabahu I
- That after the demise of King Parakramabahu I she ruled Polonnaruva
- That Kalyanawathi was the queen of King Nissankamalla
- That she became the ruling queen of Polonnaruva

40 minutes

Assessment and Evaluation

- Present information about the women, who were connected with the ruling of the kingdom during the Polonnaruva period
- Present facts that the women had a high status in society in the Polonnaruva period
- Organise the information and present it to the class
- Collect facts in a responsible manner
- Participate in the activities of the group

Annexe 7.4.3.1

Activity sheet 01

Find information about Princess Miththa under the following topics

- The connection to King Vijayabahu I
- How she was connected to ruling affairs
- Her efforts to gain political power to Prince Manabharana
- The entrance to Ruhuna and how her sons gained ruling power.
- Make a report of above to be presented the class

Activity sheet 02

Find information about Princess Sugala under the following topics:

- The connection to the royal family
- How she gained power in Ruhuna
- The reasons for the war with King Parakramabahu I
- Make a report of above to be presented to the class .

Activity sheet 03

Find information about Queen Leelawathi under the following topics :

- How she was connected to the royal family
- The reasons for gaining power
- The important incidents that occurred during her reign
- Make a report of above to be presented to the class.

Activity sheet 04

Find information about Queen Kalyanawathi under the following topics:

- How she was related to the royal family
- The background and the reasons for her power
- The important incidents that occurred during her reign
- Make a report of above to be presented to the class.

7.5 Europe in the Middle Ages

06 Periods

Introduction

The period from 5 AC to 15 AC is considered as the middle ages in Europe. The period before the 5th century is known as the ancient period, and the period after the 15th century is known as the modern period.

Christianity which emerged during the Roman empire became quite popular, by the end of the empire. After Christianity became the religion of the state, the Christian Council began with the pope as its head. As a result of it, Christianity expanded quickly throughout Europe. It is useful to study it, as knowledge could be gained of Christianity and the nature of Christian Councils in modern times.

The political, social, economic and cultural activities in the middle ages of Europe, are generally known as feudalism. Those fields functioned in quite a different manner than those of modern times. Hence to learn about the modern times more accurately, it is invaluable to know about feudalism in Europe in the middle ages.

The war of crusades takes a prominent place among the ancient incidents that were important in the middle ages.

The religious wars between the Christians and the Islamics could be seen from the 11th to the 15th centuries and the climax was the war of 1453. As a result the Turks got hold of Constantinople which was the main centre of the Christians. It was the centre for trade between the east and the west. Hence the Europeans losing it caused long term results.

To get a good knowledge of modern history, it is important to know about the war of crusades as it was the reason for many important incidents, such as the expansion of trade, exploration of new territories and the Renaissance in Europe.

Competency : • Put into a table the political and socio economic changes in the middle ages of Europe

Competency Level : • Describe the beginning and expansion of Christianity
• Analyse the political, economic and social structure in the feudal period of Europe
• Explain the reasons and the results of the war of crusades

Subject Content

7.5. Europe in the middle ages

- 7.5.1
- The expansion of Christianity
 - The beginning of Christianity

Jesus the founder of Christianity was born in the village of Bethlehem in Jerusalem. Joseph a Jew by nationality was his father and Virgin Mary was his mother. It was a period where people were expecting a person to deliver human beings from sorrow. Ultimately Jesus became a wandering religious teacher and taught about the God Almighty who was the maker of the whole universe.

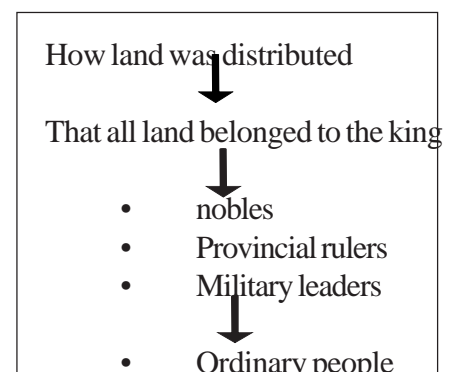
- He preached about the God's kingdom where justice, love and kindness were seen in full, and his disciples gathered around him
- He led a simple life, hence the poor became close to him
- He preached that good character could be built by good deeds
- Brotherhood, love, compassion, kindness, righteousness, correct livelihood, humaneness, and simplicity were his main teachings
- He was considered as a 'Saviour' sent by the God, hence his disciples named him "Christos"
- The Jews were against the teachings of Jesus Christ
- The Roman Emperor thought him to be a rival and suspected him of trying to gain power, and considered him an enemy and took him as prisoner
- He was condemned as a convict and was nailed to a cross
- The twelve disciples who were known as the apostles continued the task of spreading Christianity
- During the time of Emperor Constantine, by his decree of Milan in 313 A.C. Christianity became a religion which was recognised legally
- The position of Pope and the Christian Council emerged
 - Apostle Pedro took a prominent role among the others in spreading Christianity. Hence he was appointed the first Pope
- Christian Council was founded with the Pope as its head
- The popes became the living leaders of Christianity and the power of the Christian Council developed
- After the fall of the Roman Empire European states emerged, and through the direction of the Christian Council Christianity expanded

7.5.2 Feudal System

Introduction to feudal system

From the 5th century AC to 15th century AC common features could be seen in political, economic, social and cultural systems, in almost all the countries in Europe. That system was to be seen in all the countries in Europe in the middle ages, and it is called the feudal system in general. It was a well organised system in politics, economics, society and culture which was based on distribution of land (use of land) according to services rendered.

- The beginning of the feudal system
 - In about the 5th century AC, the rulers of the Roman Empire were not strong enough to face the invasions to Europe by the Barbarians
 - The nobles who were the military generals, received the support of ordinary people as well as the army
 - The power of the nobles outdid that of the king
Hence the feudal system began
- Special features in the feudal system
 - Political Features
 - The king was the lawful leader of the country. But he was not a powerful ruler.
 - Decentralised rule
 - The nobles who were provincial rulers were more powerful than the king
 - In different territories there were separate systems of law
 - Armies were organised by the nobles
- Economic Features
 - Self sufficient economic system based on agriculture
 - Rural economic system
 - That the king owned all the land in the kingdom
 - As shown in the chart land was distributed according to services rendered
 - Barter system (Exchange of goods)
 - Few cities
 - Trade and use of currency in small scale
- Social Features
 - Social status (level) was determined by birth
 - That the society consisted of king, nobles, clergy and ordinary people
 - The nobles lived a life of luxury while the ordinary folk lived a life of misery
 - A person was not considered important
 - Craftsmen organised themselves into craft guilds
 - Rural features could be seen
 - Cooperation



- Cultural Features
 - United Council of the Christ
Christian Council with the Pope as their head became powerful
 - Clergy and the Christian Council were in charge of education
 - Did not enjoy the luxuries of worldly comforts
 - Religious discipline and good conduct were admired
- The fall of the feudal system
 - Emergence of universities in the 12th and 13th centuries
 - War of the Crusades
 - The fall of land ownership of nobles
 - Emergence of cities
 - The development of trade and the proliferation of currency
 - The beginning of Nation states
 - The Renaissance in Europe from the 13th to the 15th centuries

7.5.3 **Crusades**

Introduction

From the end of the 11th century to the middle of the 15th century the Christians of Europe wanted to obtain their most holy city, Jerusalem from the dominance of Muslims, The series of wars is known as the crusades. These series of wars which began on about 1096, continued with victory and defeat to both sides and it came to an end in 1453 by the Muslims capturing Constantinople.

- The consequences of the crusades
 - The fall of the feudal system
 - The expansion of trade between the east and west
 - By their involvement with the crusades the Europeans made connections with the countries in the east. Hence new ideas came to Europe with it

eg. China - Paper, gun powder, compass
 India - Scientific knowledge
 Arabia - Mathematic systems

- Trade routes to the east were closed after the Turks became the owners of Constantinople, hence it was necessary for the Europeans to obtain essential goods from Asia
- They were motivated to find new trade routes
- Paved way for the Renaissance
- After Turks conquered Constantinople, the ancient valuable Greek and Roman books which were there, were taken to Europe by the scholars and Europeans were able to study them. It was one of the main reasons for the Renaissance in Europe
- European culture and Christianity spread throughout the world

Activity 7.5.1

Competency Level : Describe the beginning of Christianity and its expansion

Activity : “The dawn of Christianity”

Time : 40 minutes

Quality inputs : Annexe 7.5.1.1 - Picture of Jesus
Annex 7.5.1.2 - Activity sheet

Text book

Learning - Teaching Process • Show the picture of Jesus in Annexe 7.5.1.1 and ask the students the following questions.

Step 7.5.1

- Who is in this picture?
- Why is he important to us ?
- Obtaining answers to the above questions make a discussion with the students highlighting the following

- That the picture shows the head of the Christian religion
- That Joseph and Virgin Mary were the parents of Jesus Christ
- That he was born in Bethlehem close to Jerusalem
- That he preached the ideas of good conduct and humanity
- That the Jews made allegations against him and that he was nailed to the cross

10 minutes

Stage 7.5.1.2

- Write on the black board, all the short questions given in Annexe No 7.5.1.2 in the activity sheet
- Instruct all the students to write those in their exercise books
- Next ask them to answer those with the aid of the text book
- Give necessary instructions to make the task easy

20 minutes

Step 7.5.1.3

- Evaluate the majority of answers at random.
- Discuss their weak and strong points
- Evaluate important facts
- Summarise the lesson
- During the summarisation pay attention to the following

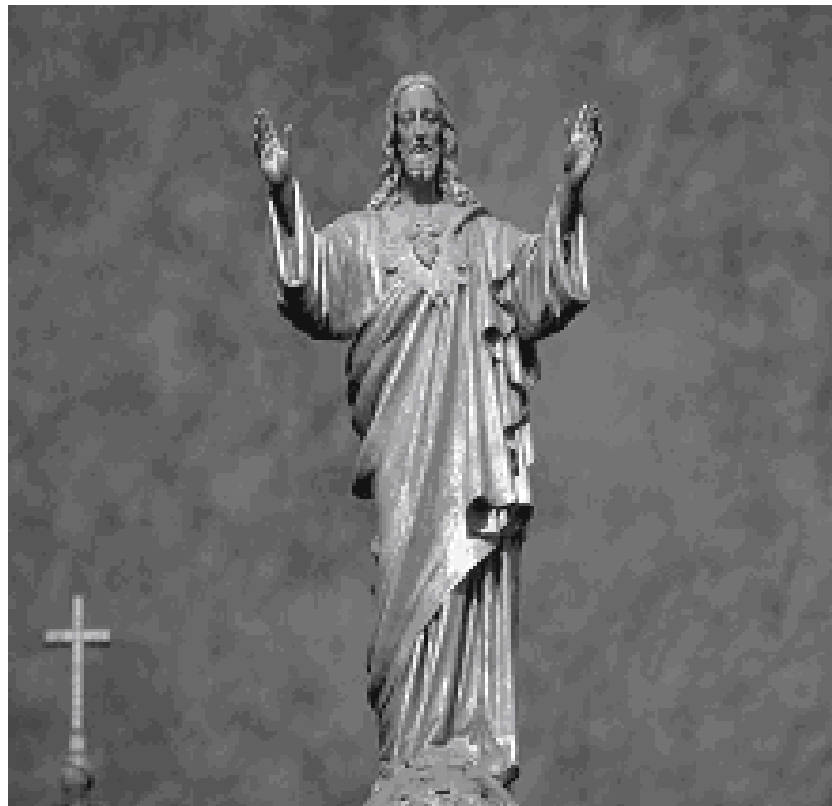
- That Jesus Christ was born during the reign of Augustus Ceaser in Rome
- That Constatine was the first Christian Emperor in Rome
- That though some Emperors of Rome tried to destroy Christianity it was unsuccessful
- That Christians tried to safeguard their religion even by sacrificing their lives
- That in the 4th century B.C. i.e. 380 AC the Emperor Theodosius made Christianity the only legal religion
- That 3/5 of world population consists of Christians
- That Pope is considered as the living representative of god
- That Pedro, was the 1st pope

10 minutes

Assessment and Evaluation

- Discuss the beginning of the main religion in Europe, Christianity
- Believe that Jesus Christ is the leader of Christianity
- File correct answers for the questions given about the dawn of Christianity
- Groups get on with their task with cooperation
- Present information when necessary

Annexe 7.5.1.1



Jesus Christ

Annexe. 7.5.1.2 Activity sheet

Answer all the questions given below with the aid of the text book

1. Name the parents of Jesus ?
 2. Who was the Roman Emperor at that time?
 3. Write 5 beneficial objectives of Christianity?
 4. How did his death occur ?
 5. Who was the 1st Pope?
 6. Who made Christianity the state religion in the Roman Empire?
 7. Name the holy book which contains the ideas of Jesus Christ?
 8. of the world's population are Christians
- Select and underline the suitable answers from the brackets
9. Jesus was born in (Mecca, Bethlehem, India, Palestine)
 10. The first Christian Emperor in Rome was (Constantine, Augustus Ceaser, Julius Ceaser, Claudius Ceaser)

Activity 7.5.2

Competency Level : • Analyse the political, economic and social structure during the feudal period in Europe

Activity : • “Let’s learn about the power of the nobles”

Time : • 40 minutes

Quality Inputs : • Annexe 7.5.2.1 Map of Europe
• Annex 7.5.2.2 Activity sheet
• Text book

Learning - Teaching Process

- Stage 7.5.2.1
- Read the unit about the feudal period in the school text book. While getting down the answer for the following questions, discuss with the students.
 - What is known as feudal system?

- That Europe was invaded by barbarians which led to the downfall of the ancient period, and the emergence of the feudal system
- That the king was the sole owner of all land in the kingdom during the feudal period
- That land was distributed according to services rendered
- That the nobles were more powerful than the king
- That it was a self sufficient economy
- That society had a class system
- That there was unity and cooperation
- That the classical Renaissance caused the downfall of the feudal system

10 minutes

- Step 7.5.2.2
- Divide the class into 5 groups
 - Select a leader for each group
 - Distribute a map of Europe in Annexe 7.5.2.1 to group I
 - Distribute the activity sheets in annexe 7.5.2.2 to each of the groups (Give the relevant activity sheet to Group I)
 - Guide them in their activity
 - Set them to their task

30 minutes

Step 7.5.2.3

- Give them a chance to present their activities
- When presenting activities evaluate their strong points
- When other groups present their activities, ask them to write down important facts in their exercise books
- Highlight the following and summarise the lesson

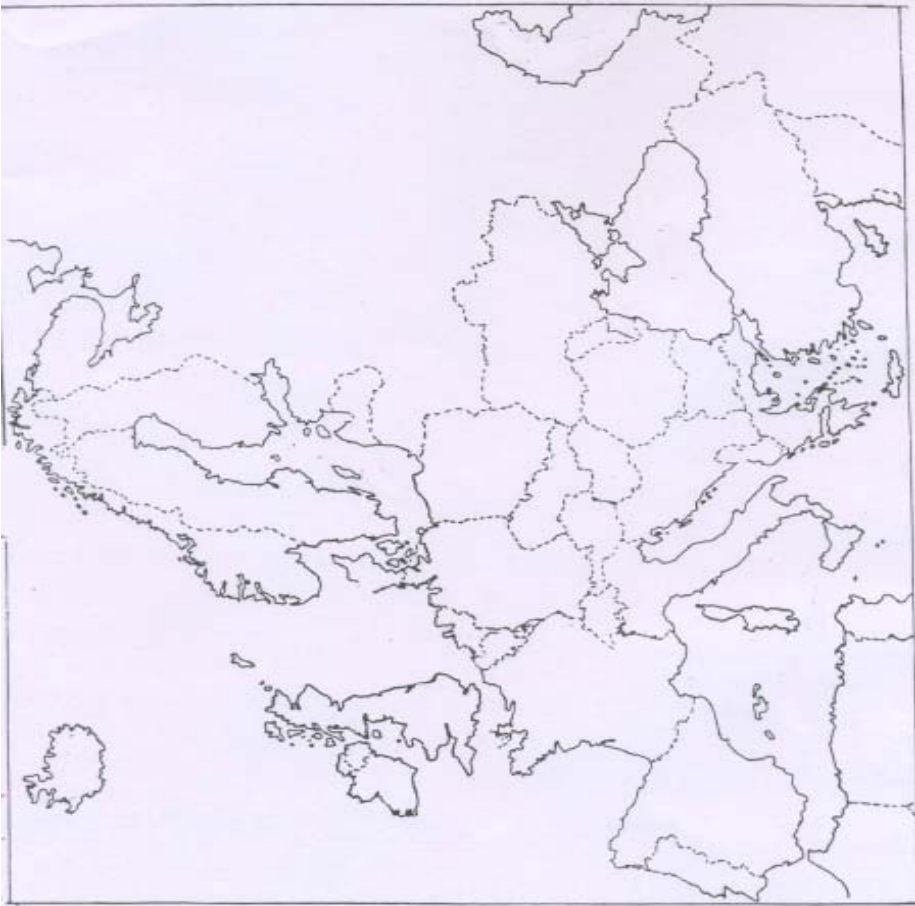
- | |
|---|
| <ul style="list-style-type: none">• That the feudal system functioned in Europe from the 5th to the 15th centuries• That the economy was based on agriculture• That the nobles were powerful and the people supported them• That the social standard was determined by their birth• That currency was used in small scale, and barter system (exchange of goods) received prominence• That the crusades were a main reason for the downfall of feudal system |
|---|

10 minutes

Assessment and Evaluation

- Explain the political, economic and social features of the feudal system and reasons for its downfall.
- Evaluate the self sufficiency and the unity and cooperation during that period.
- File information about the feudal system
- Gets practise in working as a group
- Participate in discussions

Annexe 7.5.2.1 Map of Europe



Annexe No. 7.5.2.2 Activity Sheet

Group 1
In a map of Europe mark and name the countries where feudal system prevailed
1.
2.
3.
4.
5.

Group 2
With the aid of the text book name the political features in the feudal system
1.
2.
3.
4.
5.

Group 3
With the aid of the text book name the economic features of feudal system
1.
2.
3.
4.
5.

Group 4
With the aid of the text book name the social features of the feudal system
1.
2.
3.
4.
5.

Group 5
With the aid of the text book write down reasons for the fall of feudal system
1.
2.
3.
4.
5.

Activity 7.5.3

Competency Level	:	Describe the reasons for the beginning of crusades and its consequences
Activity	:	“Let’s learn about crusades which open doors of Europe to a new world”
Time	:	80 minutes
Quality Inputs	:	Annexe 7.5.3.1 - The picture of crusades Annexe 7.5.3.2 - The map showing the trade routes between east and west Annexe 7.5.3.3 - Activity sheet (role play) Annexe 7.5.3.4 - Activity sheet

Learning - Teaching Process

- Step 7.5.3.1 :
- Show the picture of crusades in annexe 7.5.3.1 and through them get on with the discussion
 - What is in this picture ?
 - What is known as crusades?
 - Who took part in crusades?
 - State reasons for it?

- That crusades were between Muslims and Christians
- That Christians who took part in the war, wore a cross, hence it was known as crusades
- That it was from the period 11th century to 15th century
- That there were a series of wars
- That a holy place was the reason
- That the Pope was the living leader of Christianity
- That the peak was in 1453 when the Turks conquered Constantinople
- That because of the crusades the Europeans’ trade routes to the east were obstructed

10 minutes

Stage 7.5.3.2

- For role play choose a suitable student
- Hand out the activity sheet in Annexe 7.5.3.3 for the role play
- Give advice as to how it should be done
- Ask the other students to observe it
- Then ask them to answer the questions in the activity sheet

30 minutes

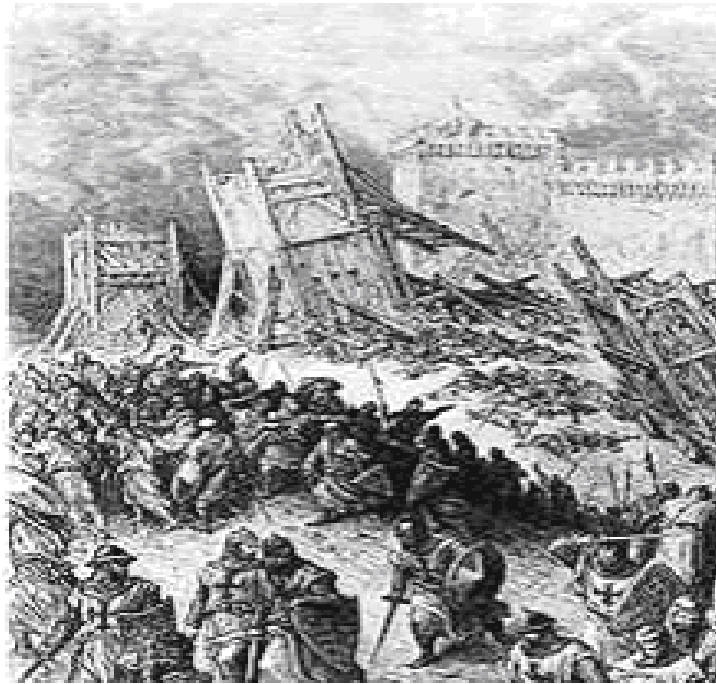
- Step 7.5.3.3
- Evaluate the answers
 - Evaluate the students who got the most number of marks and highlighting the following summarise the lesson

- That the aim of the crusades was to obstruct the expansion of Muslim domination throughout Europe
- That Constantinople was the centre for trade between east and west (the map in Annexe 7.5.3.2)
- That because of the crusades, it was necessary to find new trade routes to the east
- That crusades were the reason for the fall of the feudal system
- That the Greek and Roman Civilisations revived due to the old books being brought to Europe from Constantinople
- That there was a great development in the fields of science and arts

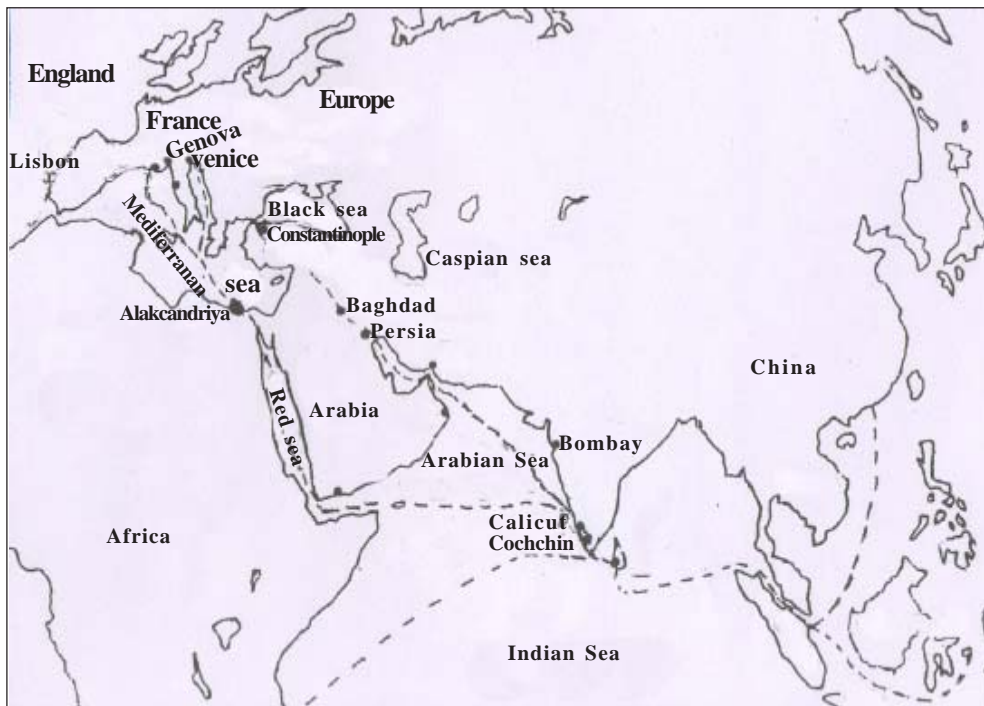
40 minutes

Assessment and Evaluation

- Explains what crusades are
- Evaluate the importance of explorations
- Organise information collected about crusades
- Work with co-operation
- Gets competency to gather information from reference sources



Crusades
Annexe 7.5.3.1



The trade routes between east and west
Annexe 7.5.3.2

Annex 7.5.2.3

For Role Play

I am Franco, and I was born in 1420 in France in the European Continent. Can you see that one of my hands and legs is crippled Do not laugh at me. The reason is that I was a soldier. Do you know that in 1453 AC that there was a war between the Christians and the Islamic Turks. It went on for hundreds of years. It is known as the crusades. I am a devoted Catholic. Soldiers not only from our country but also from Germany and England too participated in this war. We could not win as we expected to. Turks were more powerful than we thought. We not only lost the war, we lost our holy land Jerusalem to them. Not only that, Constantinople the door for trade to the east, was closed as it was taken over by the Muslims. It was a great setback to our trade. But we did not stay put. We explored for new sea routes. As a result we were able to find new trade routes to Asia, Africa, and America. Hence we were able to spread our religion to all the continents of the world.

Annexe 7.5.3.4 Activity sheet

- What are crusades ?
- What are the reasons for it?
- Name 3 European countries which participated in the crusades?
- What was the peak year of the crusades?
- Why did Christians face defeat in crusades?
- Name the consequences of the crusades?

7.6 Sri Lanka after the collapse of Polonnaruva

12 periods

Introduction

Polonnaruva the second capital of the hydraulic civilisation declined due to the invasion of Kalinga Magha in the 13th century, and the Sinhalese kingdom was displaced to the South West.

The Sinhalese kingdom of Dambadeniya, Yapahuwa, Kurunegala, Gampola and Kotte which was displaced to the South West did not last long in one place. The aim of this unit is to learn how the hydraulic civilisation based on the agricultural life style changed to an economy of trade during this period.

While the Sinhalese kingdom was displaced to the South West, the kingdom of Jaffna sprang up as an independent state in the north. Furthermore it is expected to learn about the life style, economic structure, religion and literature in these kingdoms.

Competency : • Describe the important historical incidents in mediaeval Sri Lanka

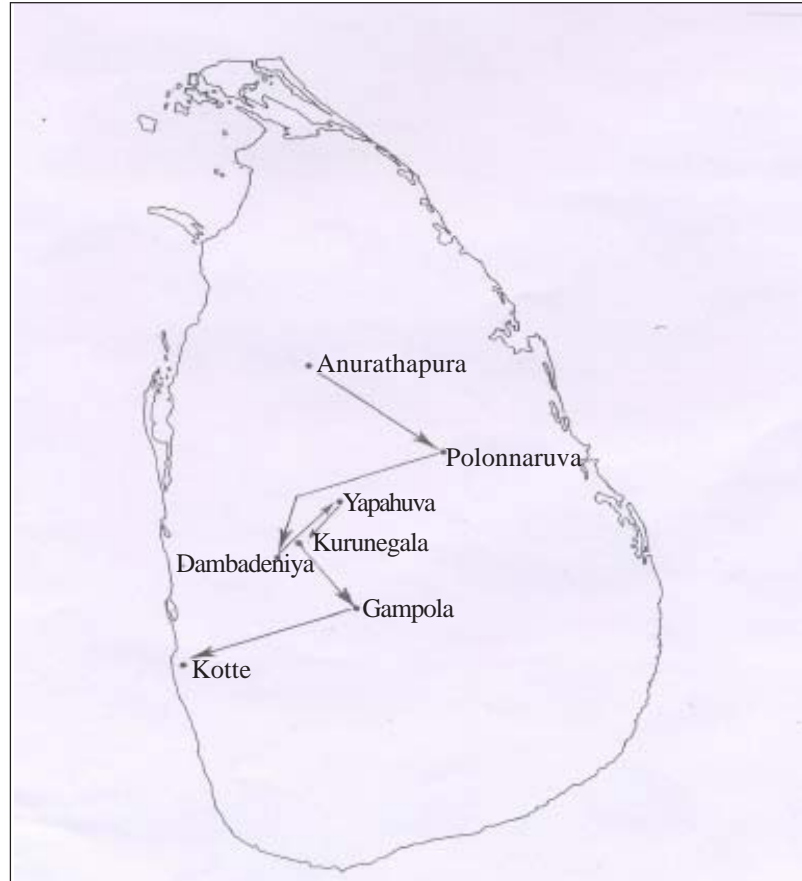
Competency Level : • Describe the reasons for the displacement of Sri Lankan kingdoms

- Analyse the political services of the important kings, from the 13th to the 15th century
- Analyse Sri Lanka's religious, literary affairs, and life style from the 13th to the 15th centuries
- File information about the main rulers of Jaffna

Subject Content

7.6 Sri Lanka after the collapse of Polonnaruva

- 7.6.1
- **The displacement of the kingdoms of Sri Lanka**
 - After the destruction of the hydraulic civilisation of Rajarata the people shifted to high land (මහල රට) and South West.
 - A small minority remained close to some small tanks in Rajarata and they were called vanniyars
 - Due to the cruel rule of Magha, for security, the Rajarata chieftians who shifted to Ruhuna and North West chose rugged hills and forests as their ruling centres
- eg.
- | | | |
|-------------|---|-----------------------------|
| Yapahuwa | - | Subha Senapathi (general) |
| Govinda | - | Adipada Buwanekabahu |
| Dambadeniya | - | Vijayabahu |
| Minipe | - | Sanka Senapathi (general) |



The displacement of the kingdoms
Map 7.6.1

Shifting of Kingdoms

Kingdom of Dambadeniya (1232 AC - to 1270 AC)

- That it was the first kingdom after the fall of Polonnaruva
- That king Vijayabahu III (1232 AC - 1236) was the founder of Dambadeniya dynasty
- He built a new temple for the tooth relic on top of the Beligala hill in Kegalle district and brought it from Kotmale where it was hidden
He ensured his royal inheritance by this deed
- In 1236 AC, Parakramabahu II, Son of king Vijayabahu III became king in Dambadeniya
- In 1255 AC king Parakramabahu II got the support of the pandyan army, and banished kalinga Magaha who ruled the country for 40 years.
- King Parakramabahu II had to face two invasions made by Javaka king Chandrabhanu.
- He got the support of the pandyas and in 1261, was able to defeat the Javaka invasion.
- That king Parakramabahu II 1236 AC to 1270 AC of Dambadeniya kingdom was the greatest in that period
- He liberated the country from foreign dominance
- He was a great scholar, and was conferred the title “Kalikala Sahithya sarvagna Panditha” which contributed to his greatness
- After Parakramabahu II his son Vijayabahu iv (Bosath Vijayabahu) became the king of Dambadeniya
- The general Miththa who killed Vijayabahu iv captured the ruling power which caused political turmoil which led to the collapse of the Dambadeniya kingdom.

Kingdom of Yapahuwa (1272 - 1300 AC)

- The first king of Yapahuwa was Buwanekabahu I
- Takuraka senevi (general) Killed Miththa senevi and made prince Buwanekabahu the king, who was the brother of Vijayabahu iv
- Yapahuwa was more secure than Dambadeniya
- Owing to this reason king Buwaneka bahu chose Yapahuwa as his kingdom.
- The general Aryachakrawathi who belonged to the powerful south Indian Pandhya Empire invaded the country and took the tooth and bowl relics to the kingdom of Pandhya
- Prince Parakaramabahu who was the son of Vijayabahu iv, went to Pandhya territory after the death of Buwanekabahu I. And he brought back the tooth and bowl relics and became the king of Polonnaruva in 1287 AC as king Parakramabahu III

Kingdom of Kurunegala (1300 - 1347 AC)

- In 1300 king Buwanekabahu II “(the son of Buwanekabahu I) defeated Parakramabahu III and established his kingdom in kurunegala
- He was the founder king of Kurunegala kingdom
- The son of Buwanekabahu II became king of kurunegala as Parakramabahu iv from 1302 - 1325 AC .
- He was also called “Panditha Parakramabahu” and was the greatest ruler of the Kurunegala kingdom
- The present Kandy town was established as Siriwardanapura by the Minister Siriwardana Prathiraja
- After the reign of Parakramabahu iv for a period of about 15 years the political affairs is unknown.

Kingdom of Gampola (1341 - 1415 AC)

- The reasons for abandoning the Kurunegala kingdom, and establishing the Gampola kingdom are not clear
- During this period, the well known two noble families, who were connected to the ruling of the country were the families of Senadhilankara, and Alagakkonara
- In 1341 A.C. Buvanekabahu iv made Gampola his capitol and became the king
- Senevi (general) Senalankadhikara became the prime Minister of Buvanekabahu iv.
- Brother of King Buvanekabahu iv became the king of Dedigama in Kegalle district in 1344 as king Parakramabahu v
- Iban Batuta toured Sri Lanka in 1344
- With the support of Nissanka Alagakkonara, prince Wickramabahu rebelled and in about 1338 ousted the ruler and became king by the name of Wickramabahu III
- King Buvanekabahu v bacame the king of Gampola in 1374 AC
- Nissanka Alagakkonara was his prime Minister as well.
- By this time the ruler of Jaffna, Arya chakrawartha collected taxes from ports, from Mannar to Panadura and it was under his rule.
- Nissanka Alagakkonara who built the fort of kotte, made advances from it and ousted Arya chakrawartha from the ports in the west
- Arya chakrawartha who was angry with Nissanka Alagakkonara’s activities, made an invasion in land. and attacked Gampola
- Nissanka Alagakkonara defeated Arya Chakrawartha
- While Buvanekabahu V was the ruler of Gampola, Weera Alakeshwara ruled Raiygama not recognising the rule of Gampola
- In 1409 AC chinese National Cheng - Ho was not given due respect by weera Alakeshwara, hence he was taken as prisoner to china in 1411 AC

Kingdom of Kotte (1415 - 1521A.C)

- King Parakramabahu vi who was the founder ruler of Kotte ruled it for 53 years from 1415 - 1467 AC
- His parents were Jayamahalena situ and Sunethra Devi
- When Parakramabahu vi became king. Jaffna was an independent state And prince Sapumal was sent to conquer it and he was successful
- In 1462 AC Jothiya sitano made a rebellion in Kandy (Udarata) and it was quelled
- He was the last king who united Sri Lanka
- In 1469 prince sapumal became the king of Kotte taking the name of Buwanekabahu vi and reigned from 1469 to 1478 A.C

7.6.2 The life style of Post Polonnaruva period

- The agro economic pattern which was based on the hydraulic civilisation of Rajarata was falling apart
- With the shifting of the kingdoms to the wet zone, rain water was used for agriculture
- While paddy was the main crop, hena cultivation was done in the dry zone
- Since coconut cultivation was ideal for the wet zone, it expanded as a seperate crop
- Cinamon which grew in wilderness in the wet zone, became popular as a trade crop
- Wet zone crops such as arecanut, pepper, nutmeg, cardamon were exported
- Trade goods such as pearls, gems, elephants and tusks were exported
- Agriculture was neglected and foreign trade was expanded
- By the 13th century the caste system in Sri - Lanka consisted of king, Brahmins, traders and farmers
- The farming and medical professions were not limited to a caste
- Society was dicipline oriented
- Even during this time society which was influenced by buddhism gave the woman her due place

The religious development and literature

- During the Dambadeniya period Vijayabahu iii built a temple for the tooth relic in Beligala
 - He built Wijayasundararamaya in Dambadeniya, and Wijeyabahu temple in wattala and restored the Kelani Vihara and Aththanagalu vihara
 - Parakramabahu II organised an exhibition of the tooth relic in the Wijayasundararamaya in Dambadeniya
 - A congress of Bhikkhus was Organised in Dambadeniya and a code of conduct for Bhikkhus was prepared which was known as “Dambadeni Kathikawatha”
 - Books such as Visudhdhi Marga Sannaya, Kav Silumina, Saddarama Rathanavaliya, Bhe Satta Manjusa and Samanthakuta warnana was written under the patronage of king Parakramabahu II.
- During the Yapahuwa period the influence of South India could be seen in Architecture.
- King Parakramabahu iv of Kurunegala period, built Sri ganananda pirivena in Vidagama.
 - The Asgiri sect of Kandy was founded.
 - During the time of Parakramabahu iv, the books such as Pansiya panas Jathaka potha, Dalada Siritha, Elu Bodhi Wanshaya, Anagatha Wanshaya, and Dhathu Manjusa were written.
 - During the Gampola period noble families took the lead in Religious services.
 - Buildings such as Gadoladeniya, Lankathilaka, and Ambekka Devalaya were built.
 - Beginning of Sandesha literature
 - Mayura Sandesaya, Thisara Sandeshaya Vimukthi Sangrahaya, Elu Aththanagalu Wanshya, Saddarmalankaraya, and Nikaya Sangrahaya are famous books written during the Gampola period
 - King Parakramabahu vi built Sunethra Devi Pirivena in Pepiliyana in memory of his mother
 - He gave his patronage to the development of education centres such as Vidagama ganananda Pirivena, Keragala Padmawathi Pirivena, Thotagamuwa Vijayaba Pirivena, and Devinuwara Irugal Kulathilaka Pirivena.
 - Rev. Thotagamuwa Sri Rahula, Rev. Vidagama Maithree Rev. Keragala Vanarathana and king Parakramabahu vi were famous scholars during the kotte period
 - Parevi Sandeshaya, Selalihini sandeshaya, kokila Sandeshaya, Guththilaya, Kavya Shekaraya, Loveda Sangarawa, and Perakumba Siritha are famous books written during the kotte period
 - King Parakramabahu vi built the Temple of the Tooth in kotte and Prince Sapumal built the kandasamy kovil in Nallur in the Jaffna Peninsula

7.6.4 Kingdom of Jafna

- It is believed that the kingdom of Jaffna began in the 13th century
- It was ruled by Arya chakrawartha royal lineage
- King Parakramabahu VI of kotte in 1415 sent Prince Sapumal to Jaffna and made Jaffna a part of his kingdom
- Jaffna became an independent state after Buvanekabahu vi, who was prince Sapumal.
- The rulers of the Aryachakrawartha clan were powerful rulers.
- As shown earlier (during the Gampola period) Wickramabahu III of Gamploa had to face an invasion by Arya Chakrawartha of Jaffna.
- Jaffna was conquered by the Protugese in 1619 AC

Activity 7.6.1

Competency level	:	• Analyse the political services of important rulers from the 13th to the 15th centuries
Activity	:	• “From the capitals of ancient days we shall go to the south west.”
Time	:	• 05 periods
Quality Inputs	:	• Annexe 7.6.1.1 Some pictures belonging to the Dambadeniya Yapahuwa, Kurunegala, Gampola and Kotte periods. Annexe 7.6.1.2 A map showing the displaced Sinhala kingdoms to the south west. Annexe 7.6.1.3 Information sheet for the students Annexe 7.6.1.4 The student’s Activity sheet Text book Bristol board

Learning - Teaching process :

- Step 7.6.1.1
- Show the pictures in Annexe 7.6.1.1 to the class.
 - What are shown in this pictures?
 - To which period does it belong?
 - Asking these questions get on with the lesson
 - Present annexe 7.6.1.2 to the class and together with facts from the text book discuss the lesson with the following

- That the Polonnaruva kingdom declined due to the invasion of Magha and was displaced to the south west.
- That the rulers chose rugged hills and forests as their kingdoms.
- That those ruling centres were only for a short period.
- That though the periods were short those rulers did a great service in safe guarding the sinhalese kingdoms.

15 minutes

Step 7.6.2

- Group the students accordingly
- Let the students know about the activity
- Distribute students information sheets in Annexe 7.6.1.3 to each of the groups
- Distribute activity sheet in Annexe 7.6.1.4 to each of the groups
- Set them to their task.
- Give instructions when necessary.

25 minutes

Step 7.6.3 :

- To present information about the kingdom of Dambadeniya give I period. For the Yapahuwa and Kurunegala kingdoms I period, For Gampola and Jaffna kingdoms I period. And for kotte period give one period
- Ask each of the groups to present their activities
- Give a chance to the other groups to present their ideas and opinions of others.
- Through the activities recognise the students strong and weak points
- After presenting information about all the kingdoms summarise the activity highlighting the following
- Exhibit the activities of students, and ask them to write down facts, which are important

- That the Sinhala Kingdoms were displaced from Rajarata to the wet zone
- That many reasons caused the Sinhala kingdom to be displaced
- That the periods of these kingdoms were short, that of Dambadeniya, Yapahuwa, Kurunegala Gampola and kotte
- That though the periods were short, many important incidents in Sri - Lankan history took place during those periods
- That during difficult periods, the kings went to difficult areas for safety and tried to safeguarded the sinhala kingdom
- That because of their dedication the development of social economic and culture could be seen
- That the kingdom of Jaffna sprang up as an independent state

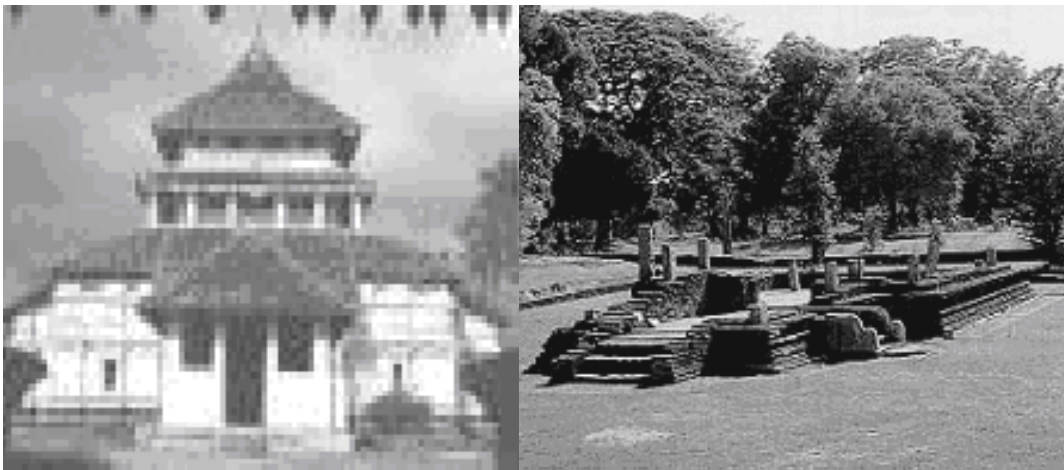
160 minutes

Assessment and Evaluation

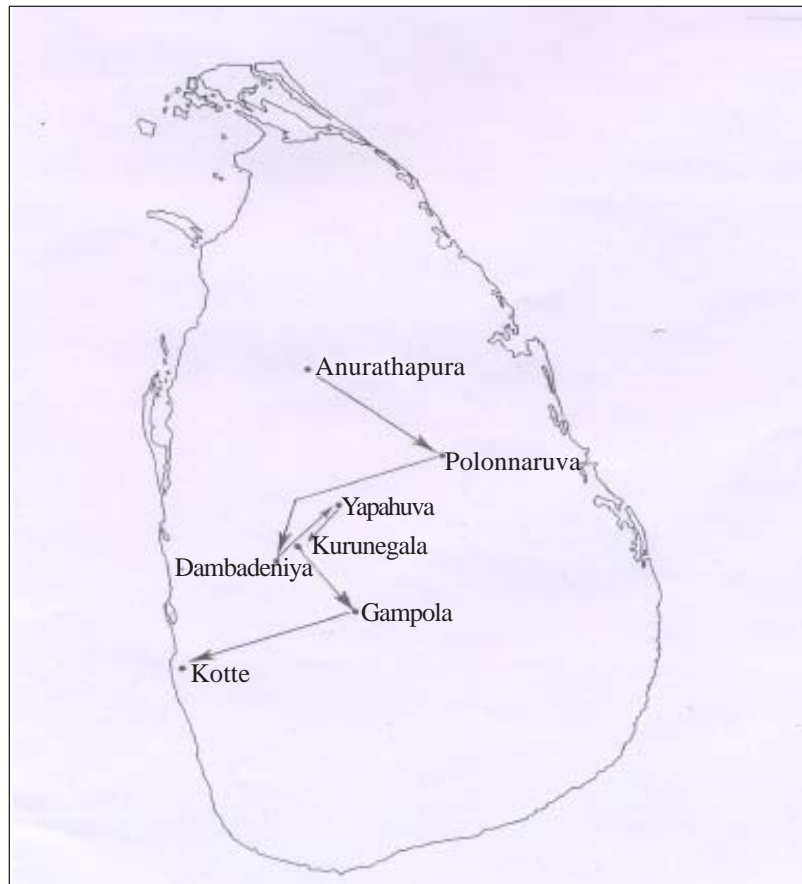
- Describe how the Sinhalese kingdoms were displaced
- Evaluate how each of the kingdoms faced invasions and succeeded
- File information about the displacement of kingdoms from the information sheet
- Find information through group activity
- Present the information collected

Post Assignment

Chose a king from the Sihhala kingdom which was displaced to the South West and gather information and make a report.



Map 7.6.1.1



The Shifting of kingdoms
7.6.1.2

Student Information Sheet

Parakramabahu II - The beginning of Sandesha Literature Gampola. The invasion of Chandrabhanu; Jaffna kingdom being linked to Kotte kingdom by sending prince sapumal - Ousting Arya Chakrawarthy. The Senevi Nissanka Alagakkonare - Dambadeniya - The Tooth relic being taken to pandya territory - The ousting of Kalinga Magha - The golden age of Sandesha literature- Vijayabahu III - Defeating Jothiya Sitano and linking Udarata to Kotte. The building of a fort in Kotte- Buwanekabahu I - building of the Senkadagala city by senevi Siriwardhena prathiraja. The Establishing of Asgiri sect Parakramabahu IV - The invasion to Sri Lanka by general cheng ho - A rebellion mde by Bodhamapa - Buwanekabahu II. The Senevis (generals) taking a prominent place in ruling affairs - senevi Senadhilankara - Building a dalada maligawa in Beligala (temple of the tooth) for the tooth relic and placing it - Kurunegala Parakramabahu VI Received the title name of kalikala sahithya sarvannga panditha. Buwanekabahu iv - Arya Chakrawarthy collected taxes from the ports of western Sri Lanka. Wickramabah III - making of Dambadeniya kathi Kawatha Buwanekabahu v, the last king who united Sri Lanka - ruled by the Arya Chakrawarthy lineage. Known as panditha Parakramabahu - It was a state which began in the 13th century. Using the city of Nallur as their capital - During the period of king wickramabahu III an invasion to Gampola. An exhibition of the tooth relic in Dambadeniya - getting the support of pandhya territory. In 1344 Iban Bathutha touring Sri Lanka. Weera Alakeshwara being taken to china as prisoner.

Annexe 7.6.1.4

Students assignment sheet

Assignment - 1

- Study well the student's information sheet and the text book.
- In the information sheet given, there is information about the Sri Lankan kingdoms and their kings
- Find suitable information and write an information sheet about Dambadeniya kingdom under the following topics.
- Kingdom
- The founder ruler
- The most important ruler
- The important political incidents

Assignment - 2

- Study well the student's information sheet and the text book.
- In the information sheet given, there is information about the Sri Lankan kingdoms and their kings
- Find suitable information and write an information sheet about Yapahuwa and Kurunegala kingdoms under the following topics.
- Kingdom
- The founder ruler
- The most important ruler
- The important political incidents
- The important political incidents

Assignment - 3

- Study well the student's information sheet and the text book.
- In the information sheet given, there is information about the Sri Lankan kingdoms and their kings
- Find suitable information and write an information sheet about the kingdom of Gampola under the following topics.
- Kingdom
- The founder ruler
- The most important ruler
- The important political incidents

Assignment - 4

- Study well the student's information sheet and the text book.
- In the information sheet given, there is information about the Sri Lankan kingdoms and their kings
- Find suitable information and write an information sheet about the kingdom of Kotte under the following topics.
- Kingdom
- The founder ruler
- The most important ruler
- The important political incidents

Activity 7.6.2

- Competency Level : • Analyse the life style, Religious affairs and literature in Sri Lanka from the 13th to the 15th centuries.
- Activity : • “Let us learn about the history of economy, religion and literature which began from Dambadeniya and developed up to kotte period”
- Time : • 07 Periods
- Quality Inputs : • Annexe 7.6.2.1 Two verses quoted from ‘Guththila Kavya’ and ‘Loveda Sangarava’
• Annexe 7.6.2.2 Students acitivity sheet
• Text book

Learning teaching Process

- Step 7.6.2.1 : • Let a student read out aloud the verses in front of the class (Prepare a student before - hand)
• Name the books from where the verses were taken ?
• Name the periods which the books were written

Asking these questions, begin the lesson highlighting the following get on with the discussion

- That after the decline of Polonnaruva kingdom, the Sinhalese kingdom was displaced to South West in Dambadeniya Yapahuwa, Kurunegala, Gamploa and Kotte
- That these kingdoms lasted only for a short period.
- That though the kingdoms lasted only for a short period the kings gave their services to Religion and literature
- That there was a change in economy in the displacement of Sinhalese kingdoms from Rajarata to the southwest.
- That the political stability played a major role in the development of Religion and literature.

15 minutes

- Step 7.6.2.2 :
- Group the students accordingly
 - Let the students be aware of their activities
 - Instruct them to find necessary books
 - Distribute the Activity sheets in Annexe 7.6.1.1 to each of the groups
 - Set them to their task
 - Give advice where necessary

25 minutes

- Step 7.6.2.3 :
- Its suitable to use a period for a kingdom
 - Let each of the groups present their information
 - Let the other groups present their ideas and opinions of the given.
 - Recognise the strong and weak points of the students through group activities
 - After the presentation about all the kingdoms, summarise the lesson with the following

- That the Sinhalese kingdom was displaced from Rajarata to the South West.
- That several reasons caused it, and less attainable places were chosen as kingdoms
- That trade took a prominent place in the economy, in the displacement of kingdoms to the South West
- That Religious progress together with the progress of literature could be seen
- That the king's patronage was given to the development of Religion and literature
- That kings Vijayabahu III, Parakramabahu II, Parakaramabahu iv, Parakramabahu VI and Senalankadhikara senevi, Algakkonara senevi did a great service to religion and literature.
- That the Sri Lankan identity could be seen by the books written during this period

240 minutes

Assessment and Evaluation

- Describe how the economy changed, with the displacement of Sinhalese kingdoms to South West
- Evaluate the services to the religion during this period
- File information about the displacement of Kingdoms and its economic and religious affairs
- Where necessary let the students volunteer.
- Learn to work in groups with co-operation

Post Assignment

- Write an article to the school wall newspaper about the displacement of Sinhala kingdoms to the South West
- Collect pictures of the Sinhalese kingdoms migration (displacement) towards the South West.

Annex 7.6.2.1

Ru Rese adina lese aith leladidi viduliya paba
Ran rase ekwana lese wena nadanu pa thaba thaba
Kampase dena sera lesedesa bala bala nethagin saba
Mum kese pawasam Ese wara sura landundunraga Sobha

Punmadara maldamin mudu digu sunil waralasa gotha
Manmada kithuliya lesin urathura sara dili muthu latha
Manwada wana mini mevul nada wena nadin ekkota itha
Uneda dun ranga dutoth thawa sak sepath kawarek patha
‘Guththila kavya’

Kalakin Budhu kenekun upadinne
Dukakinin minisath bavaleba ganne
Medekini messasra duk duralanne
Sudaneni kima weeriya nokaranne

‘Loweda - Sangarawa’

Annexe 7.6.2.1

The lasses more beautiful than the pictures danced, their hands
making movements like lightening
Similar to the blending of gold with mercury, stepping according
to the tune of the violin
The looks from the corner of the eyes, were like the
arrows of the cupid
How can I describe the beauty of these dancers,
which could be compared only to Goddesses

Their dark blue long soft tresses, plaited and decorated
with long strands of the flower madara
Like the famous cupids maidens adorned with shining
Pearls around their necks
It makes one happy to hear the sounds of the violin together with
the chiming of the diamonds in the waist -bands
If one witnessed it, surely it would be the luxury as that of Sakra
“Guththila Kavya”

It is very seldom that a Buddha is born
And it is very difficult to be born as a human
These two help to conquer the sansara (The lifes long journey)
So righteous man why don't you try
“Loweda - Sangarawa”

Part III

Assessment and Evaluation

Assessment and Evaluation

Introduction

To verify the expected results from the students in the teaching and learning process and the level of competency, the easiest way of knowing is the assessment and evaluation which has interconnections and easy to implement in the class room. If the assessment is done correctly all the students in the class would find no difficulty in reaching even the closest to the expected level of proficiency. From the evaluation it is expected to know the student's level of competency.

Teachers who are engaged in the assessment can guide their students in two different ways. The two guidelines are generally known as feed back and feed forward. When the student's weaknesses are identified it is easy to give them a feed back and when their strong points are known it is the teacher's duty to give them feed forward.

For the success of the learning - teaching process, the students should recognise by themselves the competencies of the lesson, and the competency level that they achieved themselves. Through the assessment process the teacher should be able to judge the student's competency level. The teacher should also communicate with the students as well as the parents about the progress of the student.

This is presented to you as a student centred, competency based, activities oriented entry to the curriculum. To make a students' life meaningful, the teacher should take a Transformation Role.

This curriculum is activated through pre developed activity, and it is inter connected with teaching and learning, assessment and evaluation. In the second stage of the activities where the students engage in group exploration assessment could be done. And in the third stage of activities when the students present their ideas, and elaborate, the teacher is able to evaluate them. When the students explore the teacher could be with the students observing them and solving their problems in the classroom and guide them.

To make evaluation and assessment easy, five general criteria are given. The first three criteria are given so that knowledge, skill and outlook are built and developed. The last two criteria are important as two skills, which are developed to make life more meaningful. The teacher should be able to recognise the students behavioural changes through their activities, and through this assessment the teacher should strengthen the student's character and quantify it.

By developing the evaluation the teaching and learning process could be expanded. The teacher gets a few chances to evaluate through activity continuum. The assessment could be more meaningful if the activity continuum could be divided into activity clusters so that it would be easier for the teacher to recognise the evaluation points. At the beginning of each activity cluster it is important to introduce the students to the evaluation instruments. When selecting different assessments it is useful to choose activities that stimulate students and motivate them. The list of activities are given below.

- Concept maps
- Wall news papers
- Quizzes
- Question and answer books
- Portfolios
- Exhibitions
- Debates
- Panel discussions
- Seminars
- Impromptu speeches
- Role plays
- Presentation of literature reviews
- Field books / nature diaries
- Practical tests

In the third section of the guide it has been proposed to select 100,000 evaluations and evaluation instruments. Accordingly within activities and among activities the teaching - learning process is expanded further, and the students are motivated into learning with enthusiasm.

Other than that students could be made to sit for written tests, project work or year end test either at school level or zonal level.

Also use the given prolonging teaching - learning instrument for the term end assessment.

Instrument to extended learning - teaching process

Grade 7

01 Assessment stage - Term 01

Instrument 01

02 Competency Level Covered -

- Describe as to why they chose river valleys first, for their living and that because of fertile soil, plains, and water facilities which were suitable for agriculture.
- Mark in a map the expansion of the old river valley civilisations.
- Table the prominent features of ancient river valley civilisations.
- File information about the legacies gifted from the ancient river valley civilisations to the later civilisations.
- Analyse Greek and Roman civilisation.
- Describe the prominent features of Indian civilisations and how it affected the formation of Sri Lankan society.
- Table prominent features of the Arabian civilisation from its beginning to its expansion.
- Describe the legacies received to the world from each of the civilisations and take steps to preserve them.

3.0 The subject area covered - 7.1, 7.2

4.0 The nature of instrument - Make suitable article for the Notice Board

5.0 Aims of the instrument

- Direct them to find information about the beginning of the river valley civilisations and its expansion
- Direct them to study about the prominent features in Greek, Roman, Indian and Arabian civilisations

6.0 - Instructions on activating the instrument

Instructions to the teacher

- Instruct the student about the aims and activities.
- Group the students accordingly
- Give each of the groups a topic.

Group I - Civilisations of Mesopotemia and Egypt
- Location and expansion
- Ruling system
- Economic affairs
- Religious observances and beliefs
- Culture

Group II - Civilisations of Indu valley, and Hwang Ho
- Location and expansion
- Ruling system
- Economic affairs
- Religious observances and beliefs
- Culture

Group III - Greece and Rome
- Ruling system
- Economic affairs
- Religious thoughts
- Arts and social life

Group IV - India and Arabia
- Ruling system
- Economic affairs
- Religious thinking
- Arts and social life

- Give advice to each of the groups about the sources, from where information could be gathered
- Advice groups, to prepare a creative article about their topics, as they will be exhibited in the notice board
- Assess group activities according to criteria

Advice to students

- According to teacher's advice, find information from sources, about the topic given to your group
- Prepare your article in a paper which is suitable to be exhibited in the notice board
- In your article place maps and pictures where necessary
- Present your group activity to the class
- Exhibit your article in the class notice board

Evaluation Criteria

- Correct information presented
- Sufficiency
- Presenting in a creative manner
- Co-operating with the group actively
- Overall finish

Instrument to extended Learning - Teaching process

Grade - 7

1.0 Assessment stage 02 - Term

- Instrument 02

2.0 Competency Level covered

- Mark in a map of India the South Indian kingdoms which made many influences to Sri Lanka.
- Examine the nature of relationships between Sri Lanka and South India
- Describe that the South Indian invasions caused the downfall of Anuradhapura kingdom
- Explain the Chola rule in Sri Lanka
- Evaluate and explain the political, economic and cultural services of King Vijayabahu I and King Parakramabahu the great
- Speak about the services of the last important king in the Polonnaruva period, King Nissankamalla
- Describe how Magha's invasion caused the downfall of Rajarata civilisation

3.0 The subject content covered

7.3.1, 7.3.2, 7.3.3, 7.4.1, 7.4.2, 7.4.3

4.0 The nature of the instrument

To make an information file

5.0 Aims of the instrument

- To recognise in a map, the South Indian kingdoms which affected Sri Lanka in the Anuradhapura period
- To motivate them to examine the nature of relationships between Sri Lanka and India
- To make them analyse the South Indian invasions, which caused the downfall of Anuradhapura kingdom
- Gives opportunity to assess the services of King Vijayabahu I, King Parakramabahu the great and King Nissankamalla in the fields of politics, economics and culture
- To make the students recognise how Magha's invasion led to the downfall of Rajarata civilisation
- **Instructions of the teacher on activating the instrument**
- Group the class accordingly
- Advise them, about sources from where information could be gathered
- Give each of the groups a topic, ask them to find information and file it in a creative manner

- Group I - The South Indian invasions to Sri Lanka, and the downfall of Anuradhapura kingdom
- Sub topics**
- Show in a map the South Indian kingdoms which invaded Sri Lanka during the Anuradhapura period
 - The nature of relationships with South Indian states
 - The reasons for South Indian invasions
 - Time which invasions occurred
 - The fall of Anuradhapura kingdom

- Group II - Polonnaruva kingdom
- The childhood of King Vijayabahu I
 - Political services
 - Religious service
 - Economic services
 - Foreign relationships

- Group III - King Parakramabahu I
- Period of Childhood
 - Ruler of Dhakkina Deshaya
 - Ruler of Rajarata
 - Political services
 - Economic services
 - Religious services
 - Foreign relationships

- Group IV - King Nissankamalla
- Political services
 - Religious and economic services
 - Foreign relationships
 - The invasion of Magha, and its nature
 - The results of Magha's invasion

- Let each of the groups present their information to the class
- Let other groups present their ideas about them
- Summarise the facts presented
- With the information sheets presented, ask them to make a file
- Advise them to use the information file, as a learning source, where necessary

Advice to students

- According to teacher's advice, and the topic of your group find information and make the article in a creative manner.
- Present it to your class.
- Collect information from all the other groups and make a file.
- When necessary use it as a learning resource.

Assessment Criteria

1. Correct information
2. Sufficiency
3. Creativity
4. Taking part in group work with enthusiasm
5. Overall finish

Instrument to extended Learning - Teaching process

Grade 7

1.0 Assessment stage - 03rd term

Instrument 03

2.0 Competency level covered

- Describe the beginning and expansion of Christianity
 - Analyse the political, economic and social structures in the feudal system in Europe
 - Describe the reasons and the consequences of the crusades
 - Explain the reasons for the displacement of the Kingdoms of Sri Lanka
 - Evaluate and characterise the political, religious and cultural services of important kings from the 13th to the 15th centuries
-
- Make a file containing information about the main rulers of Jaffna kingdom

3.0 Subject content

7.5, 7.6

4.0 The nature of instrument -
Quiz programme

5.0 The aim of the instrument

- To study about the beginning and expansion of Christianity
- Motivate students to find information about the political, economic and social structures in Europe during the feudal period
- Give them the opportunity to find about the beginning of crusades and its consequences
- To observe the political, religious and cultural background of Sri Lanka from the 13th century to the 15th century

Instructions to the teacher on activating the instrument

- Give the students an introduction about the quiz competition
- Ask the students to study well, the subject unit 7.5 and 7.6
- Ask them to make questions with the use of maps, pictures, photographs etc.
- To make questions, group the students accordingly

- Group I - Mediaeval Europe
- The expansion of Christianity
 - Feudal system
 - Crusades
- Group II - Dambadeniya Period
- Important kings
 - Important social and cultural information
- Group III - The kingdoms of Yapahuwa, Kurunegala, and Gampola
- Important kings
 - Social and cultural information
- Group IV - The kingdom of Kotte
- Important kings
 - Social and cultural information

- Inform students about the number of questions to be prepared, by each of the groups
- Give them a date, to present their questions
- Read and select the questions.
- Ask each of the students to study the subject content in this programme and to prepare for the same
- Organise the programme on the specific date
- Ask the students to conduct the programme
- When incorrect answers are given correct them
- Give marks accordingly

- Advice to the students
- According to the teacher's advice prepare the expected number of questions from the unit, for your group
- Study the units 7.5 and 7.6 and prepare to answer the questions
- Give your co-operation to the programme

Evaluation criteria

1. The relevancy of questions
2. Presenting questions in an attractive manner
3. Co-operation
4. The enthusiasm shown in group activities
5. Being able to face both victory and defeat

