

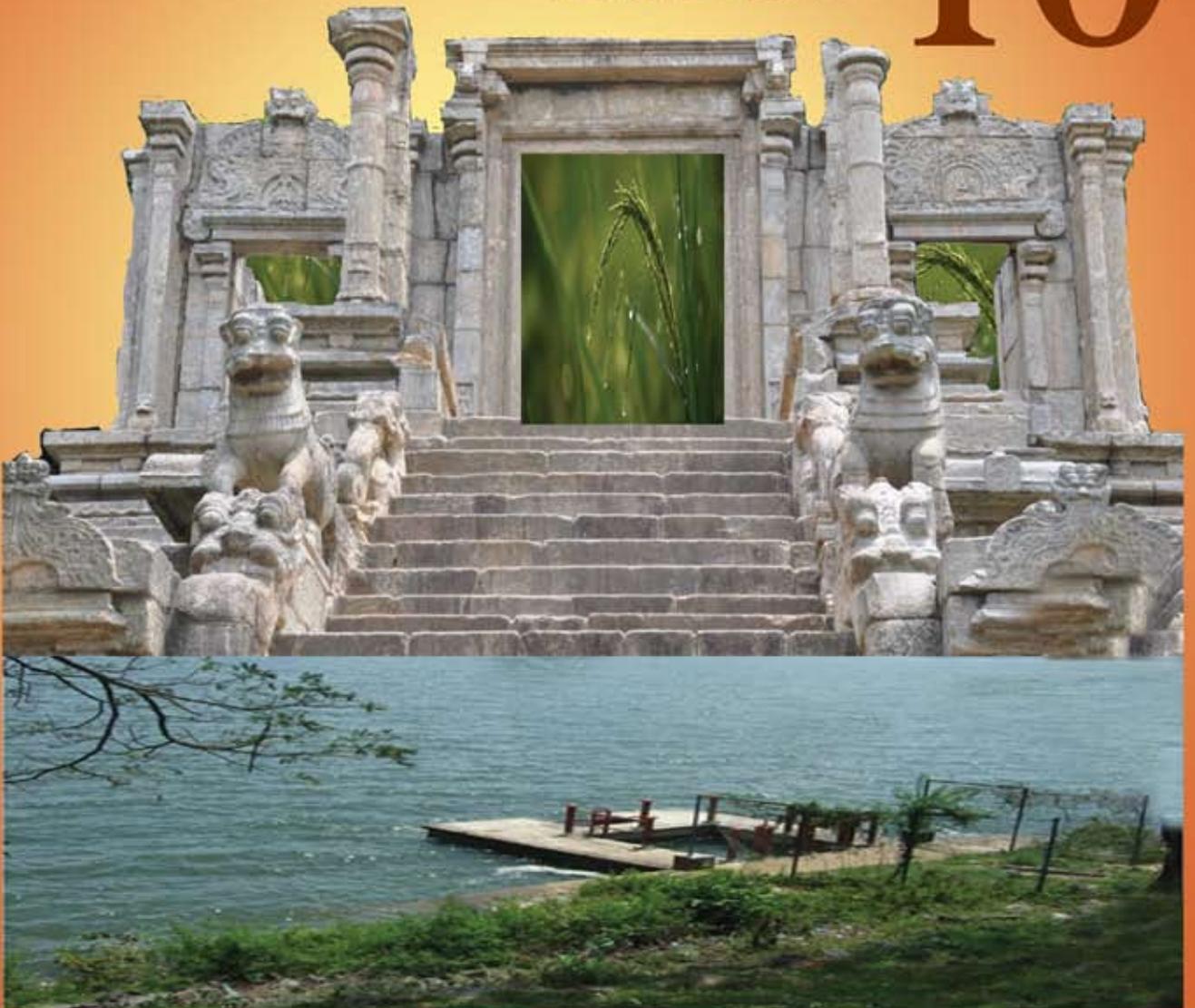


History

Teachers' Guide

(To be implemented from 2015)

Grade 10



Department of Social Sciences
National Institute of Education
Maharagama
Sri Lanka
www.nie.lk

HISTORY

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History
Grade 6
Teacher's Guide

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Message from the Director General

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

The second phase of the curriculum cycle to be introduced to grades 6, and 10 starts from 2015. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research base outcomes and various suggestions made by different stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in the subject content and to reduce the content over loading in the subjects to produce more students friendly and implementable curricular. A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation.

These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new teachers' guides simultaneously with the relevant textbooks prepared by Education Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher guides.

Director General
National Institute of Educatio

Message from Ven. Deputy Director General

Learning expands into a wider scope. It makes life enormous and extremely simple. The human being is naturally excellent in the skill of learning. A country when human development is considered the main focus uses learning as a tool to do away with malpractices identified with intellect and to create a better world through good practices.

It is essential to create valuable things for learning and learning methods and facilities within the sphere of education. That is how the curriculum, syllabi, teachers' guides and facilitators join the learning system.

Modern Sri Lanka has possessed a self-directed education system which is a blend of global trends as well as ancient heritage.

It is necessary to maintain the consistency of the objectives of the subject at the national level. However, facilitators are free to modify or adapt learning teaching strategies creatively to achieve the learning outcomes, competency and competency level via the subject content prescribed in the syllabus. Therefore, this Teachers' Guide has been prepared to promote the teachers' role and to support the students as well as the parents.

Furthermore, at the end of a lesson, the facilitators of the learning-teaching process along with the students should come to a verification of the achievement level on par with ones expected exam by a national level examiner, who evaluates the achievement levels of subjects expected. I sincerely wish to create such a self-progressive, motivational culture in the learning-teaching process. Blended with that verification, this Teachers' Guide would definitely be a canoe or a raft in this endeavor.

Deputy Director General
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Instructions to use the Teachers' Guide

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

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

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

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

Syllabus Committee

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HISTORY

Syllabus

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01. Introduction

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

While respecting those objectives, the curriculum of the history subject was revised in consonance with the education reforms mooted to be effected from 2015. The curriculum of history from grade 6 to 11 was compiled under 20 relevant competencies based on the national common objectives and the related competency levels.

The grade 10 syllabus is a result of this approach. It is to be implemented from 2015 and its contents are framed in ten themes under eleven competencies. These themes enable to understand about the Sri Lankan identity and our heritage and identify how historical global trends affected the history of this country.

02 National Goals

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

(Copied by : National education commission report - 2003)

03 Basic Competencies

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

(i) Competencies in Communication

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

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

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

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

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

(ii) Competencies relating to Personality Development

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

(iii) Competencies relating to the Environment

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

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

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

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

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

(iv) Competencies relating to Preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity.

- To contribute to economic development.
- To discover their vocational interests and aptitudes,
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood.

(v) Competencies relating to Religion and Ethics

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

(vi) Competencies in Play and the Use of Leisure

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

(vii) Competencies relating to ‘ Learning to learn’

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

(Copied by : National education commision report- 2003)

Objectives of Teaching History

It is hoped that by following the history curriculum in grades 6-11, following objectives could be achieved.

1. Realizing the changes occurred through out history while undestanding historical evolution and trends.
2. Understanding the present and forseeing the future through the study of past.
3. To be a loyal citizen while safeguarding the national heritage and keeping the national identity.
4. To deal with national problems with balanced mind.
5. To respect other cultures.
6. Applying to practical life the rational knowledge and temper brought about through chronology, criticism, sources and cause-effect relationship.
7. To characterise the biographies of important historiccharacters.
8. To enhance the ability to face the global challenges with an insight into how global and historical trends affected the history of Sri Lanka.
9. Enhancing knowledge about time and space.
10. Identification of sites through historical information.

| Competency | Competency Level | Subject Content | Learning Outcome | Period |
|--|---|---|---|--------|
| Develop critical thinking through the study of sources that help to build up history | <p>1.1 Studies how history is built through sources and imbibes into life the discipline gained therein</p> <p>1.1 Illustrates the value of learning history</p> | <p>1.Sources of history</p> <p>1.1 Classification</p> <ul style="list-style-type: none"> • Archaeological sources • Literary sources <p>1.2 Importance of learning history</p> | <ul style="list-style-type: none"> • Identify sources • Classify sources • Explains history using sources • Explains the importance of learning history • Uses examples drawn from history to succeed in life | 04 |
| Illustrates evolution of human development | <p>2.1 Studies the salient features of the early settlements in Sri Lanka and displays the time- space diversity</p> <p>2.2 Faces challenges, adapts to environments and lays the foundation for a new civilisation</p> | <p>2. Settlements in Sri Lanka</p> <p>2.1.1 Proto historic period</p> <p>2.1.2 Pre historic period</p> <p>2.2 Historic period</p> | <ul style="list-style-type: none"> • Explains proto-history and pre-historic periods • Marks settlements in the proto-historic and pre-historic periods in a map • Explains the basic features of the proto—historic and pre-historic periods • Introduces the historic period • Marks settlements in the historic periods on a map • Highlights how people of historic period faced the challenges | 06 |

| Competency | Competency Level | Subject Content | Learning Outcome | Period |
|---|---|--|--|---------------------|
| <p>Inquires facts that led to evolution of the political power of the country</p> <p>Takes lessons for the future, through the past experiences</p> | <p>3. 1 Investigates how the country progressed referring to the political activities of the Rajarata kings</p> <p>4.1 Shows the efficiency in administrative, economic and social functions of Rajarata civilization</p> <p>4.2 Consenes the values reflect in the folk life of Rajarata civilization</p> | <p>3. Evolution of the political power in Sri Lanka</p> <p>3.1 Pre monarchical period 3.2 Monarchy and the king 3.3 kings</p> <p>4. Ancient society of Sri Lanka</p> <p>4.1.1 Administration</p> <p>4.1.2 Economy</p> <ul style="list-style-type: none"> • Agriculture • Industries • Trade <p>4.2.1 Culture</p> <ul style="list-style-type: none"> • Religion • Education • Literature <p>4.2.2 Ethnic co-existence</p> | <ul style="list-style-type: none"> • Explains the foundation of monarchy • Analysis the concept of monarchy, royal heritage and the role of the king • Describes the rulers of early periods of Sri Lanka <p>• Explain the administrative and economic events of the Rajarata civilization.</p> <ul style="list-style-type: none"> • Illustrates the efficiency of social and cultural organization of Rajarata civilization <ul style="list-style-type: none"> • Explains the cultural information of the Rajarata civilization • Shows the people in the past lived in ethnic co-existence • Provides examples for morality and ethnic co-existence from the history. | <p>12</p> <p>12</p> |

| Competency | Competency Level | Subject Content | Learning Outcome | Period |
|--|---|---|---|-----------|
| <p>By Studying the unique scientific knowledge and the technical skill of our ancient ancestors who made the fame of Sri Lanka spread worldwide and develops such skills</p> | <p>5.1 Analyses that science, technology and their application have an indigenous identity</p> <p>5.2 Develops related skills through protecting the inherited knowledge systems belonging to science and technology in the historic period</p> | <p>5. Science and technology in the ancient Sri Lanka</p> <p>5.1 Initial stage of applied science (pre historic period)</p> <p>5.2 Development of the scientific application (historic period)</p> <ul style="list-style-type: none"> • water management • Architecture (building construction, town planning and parks) • Hygiene, sanitation and medicine • Small industries • Other (magical rituals, secret treatments, indigenous knowledge) | <ul style="list-style-type: none"> • Illustrates the initial stages of applied science • Analyses the indigenous identity mirrored by the science and technology in the pre- historic period. • Analyses the use and efficiency of science and technology the historic period. • Explains the knowledge of the science and technology of the historic past • Demonstrates the validity of the host of knowledge the ancient people had in various fields to make the present life of people a success. | <p>12</p> |

| Competency | Competency Level | Subject Content | Learning Outcome | Period |
|--|---|--|--|---------------------|
| <p>Applies the philosophy and tradition inherited from the historic society in Sri Lanka and use them appropriately to shape the life</p> <p>Analyses the changes in various sectors in society caused by the decline and downfall of Rajarata civilization.</p> | <p>6.1 Inquires into how the social vision and the customs we inherited from our ancestor can be used to build up a meaningful society and accustoms to use models of them</p> <p>7.1 Investigates how the Rajarata civilization collapsed and assimilates facts essential for maintaining a stable state</p> <p>7.2 Explains how the great rulers ensured the stability of this country even in the short period in which the ruling center changed</p> | <p>6. Historical knowledge and its practical application</p> <p>6.1 Social organization 6.2 Law and tradition 6.3 Money and exchange 6.4 Contribution of women 6.5 Protection of environment 6.6 Indigenous foods</p> <p>7. Collapse of ancient cities in the dry zone</p> <p>7.1.1 Emergence of cities 7.1.2 Decline of ancient cities</p> <p>7.2 Second stage of emergence of cities</p> <ul style="list-style-type: none"> • Introducing second urbanisation • The main cities emerged <ul style="list-style-type: none"> - Dambadeniya - Yapahuva, - Kurunegala - Gampola - Kotte - Jaffna - Vanniyars | <ul style="list-style-type: none"> • Describes the social vision and the applied customs inherited from the historic society • Analyses how the social vision and applied customs were substituted practically • Uses historical knowledge to build up a meaningful society in the present <ul style="list-style-type: none"> • Explains reasons for the emergence of cities. • Gives reasons for the decline of ancient cities in the dry zone. <ul style="list-style-type: none"> • Analyses reasons for the changes of the ruling centre • Illustrates the state maintained stability • Marks historical sites on a map | <p>10</p> <p>06</p> |

| Competency | Competency Level | Subject Content | Learning Outcome | Period |
|------------|---|--|---|--------|
| | <p>7.3 Investigates how the economy and the culture changed with the change of the ruling centres</p> <p>7.4 Illustrates the development of literature during the second stage of emergence of cities</p> | <p>7.3.1 Economic pattern 7.3.2 Religion 7.3.3 Arts and architecture</p> <p>7.4 Literature</p> | <ul style="list-style-type: none"> • Explains the economic pattern in the second urbanization period • Explains cultural affairs in the second urbanization period • Presents reason for the change in economy and culture in the second urbanization period • Explains the details of literature in the second urbanisation period • Gives reasons for the improvement and resurgence of literature | |

| Competency | Competency Level | Subject Content | Learning Outcome | Period |
|--|---|--|--|-----------|
| <p>Inclines to protect national heritage valuing the greatness of Sri Lankan kings</p> | <p>8.1 Investigates the information regarding the beginning and expansion of the Kandyan Kingdom</p> <p>8.2 Reviews how the administrative system in the Kandyan Kingdom contributed to make the contemporary socio-economic activity efficiently</p> <p>8.3. Reviews the folk life in the Kandyan Kingdom and protects the intent of the values it reflects</p> | <p>8. Kandyan Kingdom</p> <p>8.1 Beginning and expansion</p> <p>8.2 Administrative organization</p> <ul style="list-style-type: none"> •City planing and the village organization <p>8.3.1 economic pattern</p> <p>8.3.2 Social organization</p> | <ul style="list-style-type: none"> • Describes the begining and expansion of the Kandyan Kingdom • Explains the greatness of the kings in the Kandyan Kingdom • Explains how the independence of the Kandyan Kingdom was safeguarded • Analyses the administrative methodology in the Kandyan Kingdom • Mark the provincial boundaries in the Kandyan Kingdom on a map • Highlights how the administrative organization contributed to the socio – economic activities efficiently • Explains the economic pattren in the Kanadyan Kingdom • Describe the social organization of Kandyam kingdom • Cites examples from the Kandyan period for building up a moral society | <p>08</p> |

Instructions for Learning teaching Process

10.1 Sources for Studying History

Sources are needed to build up history and the sources are varied. In this unit you will be able to learn how history is built on various sources and about the uses of learning history.

Competency

- Develop critical thinking through the study of sources that help to build up history

Competency level

- 1.1 Studies how history is built through sources and imbues into life the discipline gained there in

No of Periods: 03

Learning outcomes

- Identify sources
- Classify sources
- Explains history using sources

Instructions for lesson planning

10.1 Sources for learning history

1.1 Classification of sources

- Explaining that history is a discipline belonging to past and to understand the time and space attached to it. The sources describing history are essential
- Showing that there are two types of sources that can be used to know what happened in the past
- Local literature sources
 - * Pali chronicles, Pali Atta Katha, Religious texts, verse and prose literature books
 - * Reasons for writing these books
 - * Uses of these works in constructing history
- Foreign literature sources
 - * Books and reports written by the foreigners who visited Sri Lanka and received information from others who visited Sri Lanka
 - * Use of this works in building up the history of Sri Lanka
- Archaeological sources
 - * Inscriptions, coins and ruins
 - * Various archaeological sources
 - * Constructing history using archaeological sources

Quality inputs:

Get materials required to the lesson

Instructions for assesment and evaluation:

Award marks using a criteria inoder to cover the learning outcomes

Competency level

1.1 Illustrates the value of learning history

No of Periods: 01

Learning outcomes

- Explains the importance of learning history
- Uses examples drawn from history to succeed in life

Instructions for lesson planning

1.2 Importance of learning history

- To understand the world and the society in broad
- To understand the present through past and build up future
- For future leadership
- To identify national identity
- To respect other cultures
- To tolerate other views
- To build up national unity
- To develop the idea of time and space
- To promote critical thinking

Plan the lesson to cover up the subject matter given above. Prepare a newspaper article on 'Explain the examples that can be drawn to my life by learning history'

- Assign this as an individual activity
- Give ample time to prepare the article
- Select the best articles and let the other students to read them

Key concepts

Identity - things inherited on self, customs and norms, clothings etc....

Space - climate, weather, rivers, streams, mountains including all the physical conditions

Quality inputs

Books written on the value of learning history

Instructions for assessment and evaluation

- Shows the uses that can be drawn by learning history
- Illustrates the examples that can be used to succeed the life from history
- Prepares the article successfully
- Shares the knowledge with others
- Hands over the article in time

10.2 Early Settlements of Sri Lanka

Evidence found proves that the settlement started in Sri Lanka about 1,30,000 years ago. This unit focuses on the nature of early settlements, its distribution and development.

Competency

- Illustrates evolution of human development

Competency level

- 2.1 Studies the salient features of the early settlements in Sri Lanka and displays the time- space diversity

No of periods: 03

Learning outcomes

- Explains proto-historic and pre-historic periods
- Marks settlements in the proto-historic and pre-historic periods in a map
- Explains the basic features of the proto-historic and pre-historic periods

Instructions for lesson planning

2.1 Early settlements in Sri Lanka

- They fall into two main types according to the pattern of living
 - i. Proto-historic periods
 - Hunting and gathering food
 - Periods spanning from 125,000 B.C. to 1,800 B.C.
 - i. Pre-historic periods
 - Production of food or farming use of metals, permanent settlements, periods from 2400 to 450 B.C.
 - The specialty in these two periods is the building up of history on archaeological factors
- 2.1.1 Pre-historic periods
- Extension of settlements
 - * Arrival of the early homosapians
 - * Extension of settlements in different climatic zones of Sri Lanka
 - Basic features of settlements
 - Settlements are of two types
 - i. Open space hunting grounds
 - ii. Natural caves
 - Life style
 - * Being nomadic hunters
 - * Collecting food while roaming
 - * Living in open areas during the dry season and using caves during the rainy season

- Food habits
 - * Yams, cereals and naturally grown food such as wild bread fruit and wild plantain
 - * Use of salt
 - * Food found by hunting
 - * Roasting of food
- Technology
 - * Making tools with wood, animal bones and stones
 - * Use of tools for various activities such as cutting, scratching, hammering and digging
- physique of men and women
 - * Height, weight and physical features
 - * Life span
 - * Magical practices

2.1.2 Settlement in the Pre-historic period

- Factors that caused in the pre-historic periods
 - * Climatic changes
 - * Increase in population
 - * Advent of these signs from about 2400 B.C.E
- Nature of settlements
 - * Building up of permanent settlements and dwellings
 - * Construction of houses with wattle and daub walls
 - * Partitioning the interior of the house
- Life style
 - * Shaping the life into an organized form
 - * Inclining to production of food or agriculture
- Technology
 - * Use of metals
 - * Use of stone and iron tools
 - * Making pots and painting
 - * Cremation of dead and keeping the ashes in earthenware pots
- The native communities including Kuvini who lived in Sri Lanka at the time of the arrival of prince Vijaya and his entourage cited in literature belong to the pre-historic age.

Write an essay to identify the major differences of that settlements in pre-historic period, pre-historic period and historic period of Sri Lanka.

- Conduct this as an individual activity
- Give one week time to write the essay
- Assess all the essays

Key concept

Proto-historic period – period without written evidence

Pre-historic period – closest period prior to get written evidence

Magical practices – customs, rituals, traditions

Quality inputs

Illustrated books on proto-historic period and pre-historic period

Instructions for assessment and evaluation

- Presents information about proto-historic , pre-historic and historic period
- Appreciates the victory of the ancestors
- Highlights the differences of proto, pre, and historic periods
- Follows the factors in essay writing
- Hands it over in due time

Competency level

- 2.2 Faces challenges, adapts to environments and lays the foundation for a new civilization

No of Periods: 03

Learning outcomes

- Introduces the historic periods
- Marks settlements in the historic periods on a map
- Highlights how people of historic period faced the challenges

Instructions for lesson planning

2.2 Historic period in Sri Lanka

- The distant past described by the literary sources is introduced as historic period
- The period spanning from 450 B.C. to 300 A.C. is considered as historical period of Sri Lanka
- Settlement of historical period
 - Main causes influenced for the distribution of settlements
 - * Geo-physical background
 - Rainfall
 - Soil
 - Natural resources
 - Hydrolic system
- Structure and nature of settlements
 - Rural
 - Urban
- Distribution of settlements in early historic period was in the area outside of the river banks
- In literary sources it is stated that villages developed around a tank as "Vapigam"
- Type of settlements
 - Explaining that the villages were formed according to the various vocations and the tanks
- Structure of the settlements
 - Normally in a village there were only 5 to 6 families and in some instances there were 30 families in big villages
 - Some villages were protected by a tank- 'Parikitta gam'

- Emergence of urban settlements
 - Background of emergence of cities
 - urban settlements
 City is a planned settlement
 Examples – City plan of king Pandukabhaya
 City plan of Anuradhapura
- Economy
 - Paddy cultivation and chena cultivation
- Technology
 - Construction of tanks to store rain waters
 - Irrigation system
- Challenges faced by the people of early historic period
 - Food production for increasing population
 - Storing and distributing water
 - Flood
 - Population growth
 - Water management
 - Map marking of the places that reveal the above stated facts
- Conducted this as a group activity

Key concept

Historic period – period build up under the written factors and archaeological factors
 Water management– usage of water frugally with a well organized plan sharing with others

Quality inputs

Annexe 01

Task sheet 01

- Mark the distribution of settlements in proto-historic and pre – historic periods in a map
 - Use two colours to two periods
 - Explain the distribution of settlements

Task sheet 02

- Mark the distribution of settlements in historic period in a map
 - Explain the distribution of settlements

Instructions for assessment and evaluation

- Specifies the settlements of Sri Lanka
- It reduces the places related to the topic
 - Follows the methods of map marking
- Works with a sense of team spirit
 - Ready to present

10.3 Evolution of the political power in Sri Lanka.

The pre-monarchical period can be considered the first instance of the evolution of political power in Sri Lanka. This was followed by an administrative structure. That would be called monarchical. It is a long period of activity. The social changes in the interior of the country and the connection of Sri Lanka to trade internationally were the main causes led to it. This course unit discusses about it.

Competency :

Inquires facts that led to the Evolution of the political power of the country.

Competency level :

3.1 Investigates how the political power led to level the early society of Sri Lanka.

No of Periods : 12

Learning outcomes

- Explains the foundation of monarchy
- Analysis the concept of monarchy, royal heritage and the role of the king
- Describes the rulers of early periods of Sri Lanka

Instructions for lesson planning

10.3 Evolution of the political power in Sri Lanka

3.1 Pre – monarchical period

- The period before the state assumed a systematic organizational structure
 - The smallest unit of society was the Family and the head of the family was 'gahapati'
 - Several families combining to form a village led by a 'gamika'
 - The head for several villages was 'Parumaka'
 - 'Parumaka' representing the preliminary stage of the political power in Sri Lanka
- Emergence of 'parumaka' representing the system of tanks (veva)
 - Growth of this organization from the time of about 900 B.C.
 - Evolution of monarchy
 - 'parumakas' came to be known by the name 'kings'
 - Existence of political units that assumed the name 'raja' (king)

3.2 Explain of Monarchy and the king

- Concept of monarchy
 - Parvatha raja
 - Bodhisathwa
 - Deva
 - Chakravarthi
 - Veerathva

- Explain how Royal heritage was gained

From father to son and from brother to brother

- Explain the early monarchy

- Officers
- Posts

3.3 kings

Preparation of a short question and answer book' about the kings who ruled the country in early periods.

- Do this as an individual activity .
- Get students to gather information from other sources as well in addition to the textbook.
- Give enough time for preparation
- Apart from this according example of to be Annex 1 prepare structured questions distribute them to the students and get answers.

Key concepts

'Gamika' – leader of a village consists of few families

'Paruraka' – leader of 'Gamikas'

Decentralization of power – The political power is centered with various people who represent different places

Centralization of power – Power is centered around one person

Instructions for assessment and evaluation

- Presents information about the kings in early periods of Sri Lanka.
- Values the kings who served the country
- Sets questions correctly covering the subject content.
- Uses other sources.
- Hands over on time.

Quality inputs

- Books written on the politics of Anuradhapura and Polonnaruwa periods.
- archaeological evidence

Annexe 01- model for preparation of structured questions

Annexe 01

Model to set structured questions

01. Pre – monarchical periods in Sri Lanka the political power was Decentralized

- | | |
|---|------------|
| I How power was decenrtralized? | (03 marks) |
| II. Name two heads belonging to that period | (04 marks) |
| III. W rite one duty entrusted to each of these heads | (05 marks) |
| IV.Explain by tow points the difference between Decentralized period and the state. | (06 marks) |

10.4 Ancient Society of Sri Lanka

An efficient rule should be in place for a country's development. Only the ruler cannot develop a country, there must be an administrative organization under him. When looking at the society of ancient Sri Lanka, these requirements seem to be well fulfilled. The aim of this unit is to show how the administrative organization, economy, culture, and ethic coexistence prevailed in our ancient society contributed to the development of the country and maintain an efficient ruling.

Competency :

- Take lessons for the future, through the past experiences.

Competency level:

4.1 shows the efficiency in administrative economic functions upto Rajarata Civilization.

No of Periods : 07

Learning outcomes :

- Explains the administrative and economic events of the Rajarata civilization.
- illustrates the efficiency of socio organization of Rajarata civilization.

Instructions for lesson planning

4. Ancient society of Sri Lanka

4.1 Administration

- The executive
- The legislature
- The judiciary
- Foreign policy

Economy

Composed of three main sections.

- I Agriculture
- II Industries
- III Trade

I Agriculture

- It is divided into three segments the main means of livelihood
- Chena cultivation (land cultivation)
- Irrigation - dependent cultivation (Paddy cultivation)
- Live stock
- Chena cultivation
 - * Preparation of the chena according to the environment
 - * Cultivated crops
 - * Taxation on chena altogether
- Forigation - based cultivation
 - * Method of cultivation
 - * Seasonal cultivation

- * Water supply
- * State sponsorship
- * Taxation
- Live Stock
 - * Prominent place for livestock
 - * Domesticated animals
 - * Services Obtained
 - II. Industries
 - * Existence of various industries
 - * Craftsmen attached to industries
 - * Industry - based villages
 - * Hereditary craftsmanship
 - * Tools and Equipment related to various industries
 - III. Trade
 - Trade had two components
 - Internal trade
 - * Existence of Barter System
 - * Existence of guild system, trading cities, trading villages and shops
 - * Road network away cities
 - * Officers related to trade
 - * Rules and regulations on trade
 - External trade
 - * The Importance of the location of Sri Lanka in external trade.
 - * Involvement of Sri Lanka in international trade
 - * Countries involved and the goods sold Harbours
 - * Mode of Trade
 - Exchange of goods (barter of Trade)
 - Money
 - Taxation
 - * Use of exchange of goods largely
 - * Existence of trade ranks, trade cities, trade villages and
 - * Officers connected to trade
 - * Trade rules

Quality inputs

Materials available an administration and economy of rajarata civilization

Instructions for assessment and evaluation

Award marks using a criteria that measures the learning outcomes related to the lesson

Competency Level

4.2 Consens the values that reflect the folk life of Rajarata civilization

No of Periods : 06

Learning Outcomes :

- Explains the cultural information the Rajarata civilization
- Shows that the people in the past lived in ethnic co-existence
- Provide was examples for morality and ethnic coexistence from the history.

Instructions for lesson planning

4.2.1 Culture

- Religion
 - * Buddhism
 - Co-existence between agriculture and folk life
 - State sponsorship
 - * Other religions
 - Education
 - * Education through the temples and monks
 - * Pirivena education equivalent to university education
 - * Existence of subjects such as astrology, warfare, astronomy, logic and Mathematics
 - Literature
 - Pali, sanskri and Sinhala literature
 - Works on prose and verse
- 1.2.2 Ethnic coexistence
- Pluralism in society
 - Living various ethnic groups in coexistence
 - As administrators
 - Soldiers
 - State officials
 - Buddhists
 - Marital relationships

Preparation of a short questions and answer book covering the facts of ancient society of Sri Lanka

- Conduct this as a individual activity
- Advice them to prepare a short Questions and answer book about the lesson of ancient society of Sri Lanka
- Give one week to prepare the book
- Assess the students' activities

Quality inputs

Books witten on the society of Rajarata civilization

Instructions for assessment and evaluation

- Prepares the assessment and evaluation according to the following criteria
- Presents information about ancient society of Sri Lanka
- Prepares questions on the accurate information of ancient society
- Appreciates the norms and values of ancient society
- Prepares questions covering all the part of the lesson
- Hands over according to the schedule

10.5 Science and Technology in the ancient Sri Lanka

Science is the understating and defining of principles that determine the activity of nature. The practical strategies that are used to carry these scientific concepts into effect are called technology. Through or subject to discussion in the true sense of Science and technology, many early societies had understood the principles of nature and adopted them in their day to day life. This lesson aims to explain the complexion of those ideas, the way they applied and to highlight the scientific and technological knowledge rooted in our historical legacy.

Competency

- By studies the unique scientific knowledge and the technical skill of our ancient ancestors who made the fame of Sri Lanka spread worldwide and develops such skills.

Competency level

5.1 Analyses that science, technology and their application have an indigenous identity

No of Periods : 02

Learning outcomes

- Illustrates the initial stages of applied science
- Analyses the indigenous identity mirrored by science and technology in the pre-historic period.

Instructions for lesson planning

Prepare lesson plan covering the following subjects

10.5 Science and technology in ancient Sri Lanka

5.1 Initial stage of applied science.

- Explaining what is science and technology
- Explaining that the history of scientific ideas and the technical approaches used to implement them in Sri Lanka dates back to about 2,000 B.C. as discovered at present
- Introducing that period as the prehistoric period and those practices as the initial stage of the applied science.
- Instances that reflect science and technology belonging to the pre-historic period
 - * Tombs in the shape of clay boats
 - * Erection of clay walls perpendicular to the ground
 - * Between the thickness and height of clay walls
 - * Clay bricks dried by sunlight and use of clay mortar to bind the bricks
 - * Knowledge about the necessity of air for combination
 - * Construction
 - * Houses built out of stones
 - * Potter's wheel
 - * Painting pots
- Explaining the indigenous identity reflected in the science and technology adopted in the pre-historic period.

Writing a newspaper article entitled. The Scientific Knowledge and Technical skills of our early ancestors

- * Do this as an individual activity .
- * Discuss with students about the scientific knowledge in the protohistoric period and its application.
- * At the end of the lesson, instruct students to write an article to a newspaper under the title. The scientific knowledge and technical skill' of our early ancestors
- * Instruct them to use diagrams, pictures and photographs to make more creative article
- * Give enough time to complete the activity

Quality inputs

Books and diagrams and technology of the pre historic period

Instructions for assessment and evaluation

- Use following criteria to assess the students
- Describes science and technology belonging to the pre-historic period
- Appreciates the indigenous identity in science and technology of pre- historic period
- Prepares the write up in the form of a newspaper article
- Prepares the article creatively
- Hands over on the given time

Competency Level

5.2 Develops related skills through protecting the inherited knowledge systems belonging to science and technology in the historic period and

No of Periods : 16

Learning Outcomes

- Analyses the use and efficiency of science and technology in the historic period.
- Explains the heritage of the science and technology knowledge systems of the historic past.
- Demonstrates the validity of the host of knowledge the ancient people had in various fields to make the present life of people a success.

Instructions for lesson planning

Plan the lesson according to the subject matter given below

- Conduct a discussion highlighting the scientific knowledge and technology used by the early people of historic era. Present examples with reference to the Sections given below
- Water management
- Technology connected with the tank including the siet- trap
- Technology of canals
- Sprinklers at Sigiriya

- Architecture
 - Building construction
 - Sculpture and carving'
 - City planning
 - Parks
- Sanitation, hygiene and medicine
 - Waste management
 - Use of latrines and urinals
 - Surgical instruments, medicinal baths
 - Hospitals
 - Books on medicine
 - Small industries
 - Metallurgy
- Making jewellery
- Function of the Potters ahead
- Moulding jewellery
- Gemming industry
- From work
 - Function of the (Mainahania)
- Other
- Magical rituals
- Secret treatments (kama italics)
- Indigenous knowledge
 - Explaining indigenous identity of science and technology knowledge systems belonging to the historic period.

Quality input

Get materials required to the lesson

Instructions for assessment and evaluation

Award marks using a criteria that measures the learning outcomes related to lesson

10.6. Historical Knowledge and its Practical Application

The stability of any society is based on knowledge. This knowledge is built up corresponding to the cultural created when living in compatibility with the natural environment to which that society belongs. Therefore, different knowledge systems can be seen in societies scattered in the world. Every system of knowledge underpins the production efficiency and the sustainability of the society to which it belongs. The knowledge structure created by a society may encompass various facets. Values required to organize the society, practical steps needed to streamline economic relations and morals and beliefs are some of them. The knowledge structures produced by historic societies provides experiences even for the presents society .This is what we call cultural heritage. This lesson has been designed with a view to laying the foundation to create a citizen with historical consciousness through inculcating a sensitivity in the student about fine selected concepts belonging to the cultural heritage of Sri Lanka. These concepts are ancient social organization in Sri Lanka, law and the tradition, money and exchange, environmental protection and women's representation and local food.

Competency :

- Applies the philosophy and tradition inherited from the historic society in Sri Lanka and uses them appropriately to shape the life.

Competency Level:

- 6.1 Inquires into how the social vision and customs we inherited from our ancestors can be used to build up a meaningful society and accustoms to use the models of them.

No of Periods 10

Learning Outcomes :

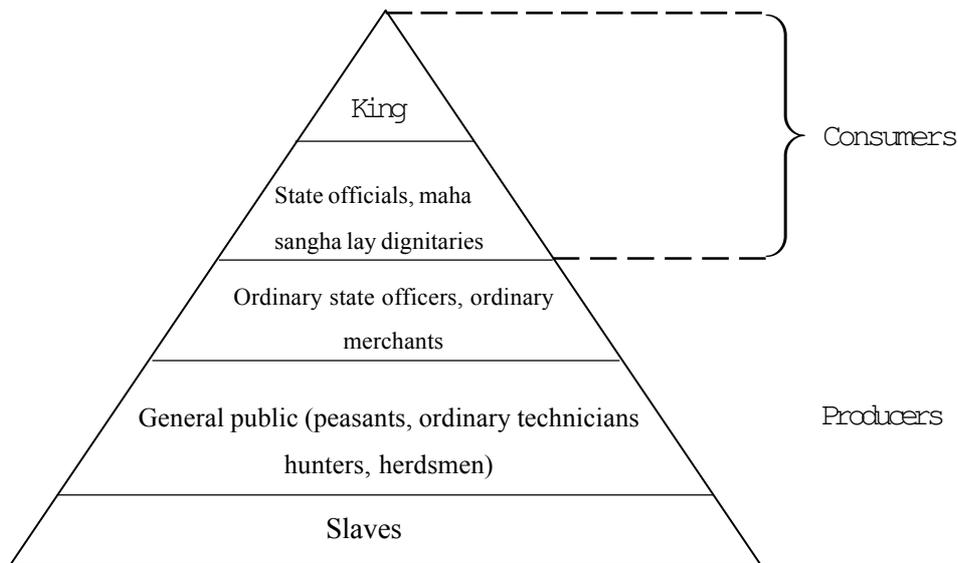
- Prints out the social vision and the applied customs inherited from the historic society .
- Analyses how the social vision and applied custom were substituted practically .
- Uses historical knowledge to build up a meaningful society in the present.

Instructions for lesson planning

10.6 Historical knowledge and its practical application

6.1 Social organizations

- Explaining what are social organizations
 - The nature of the relationships among the individuals and the groups living in a society
- Need of a social organization
 - Building up a successful and peaceful society
- Main characteristics of a social organization
 - Sequence of personal relationships
 - Horizontal and vertical hierarchy
- Nature of the social organization in the ancient Sri Lanka.



- King at the highest position of the social organization
- Mahasangha, state officials and lay dignitaries (wealthy merchant heads, sailors, physicians, teachers)
- Intermediate personal who forged the link between the higher state officials and the general public.
- General public and the slaves at the bottom.
 - Explain the role of the respective tiers in the social hierarchy and their contribution to build up a genial society .
 - Shows the examples that can be taken from ancient society for the present.

6.2 Law and tradition

- Explaining law and tradition
- Need of laws and traditions
- Laws belonging to the early periods of Sri Lanka
 - System of courts
 - Rules and regulations to protect the environment
 - Rules and regulations for agricultural activities
 - Laws and regulations related to crimes (murder and theft)
- Explain how earlier law and tradition help to build up decent society

6.3 Money and exchange

- Explaining money and exchange
- Beginning of the use of coins
- Taking weight of metal as a unit of exchange

6.4 Women's contribution

Discuss the role of women

- Respecting women and holding them in high esteem
- Women who became queens and leaders
- Commitment of women

6.5 Protection of the environment

- Need to protect the environment
- Methods of protecting environment
- Examples for protecting the present environment

Shows how the environmental methods used in the past can be applied even today

6.6 Local Food

- Cereals
- Porridge
- Yams
- Vegetables and fruits
- Relationships between healthy life and good habits
- Discuss the nutritional values of food
- Shows the examples from the past food habits help to get rid of diseases

Quality input

Get materials required to the lesson

Instructions for assessment and evaluation

Award marks using a criteria that measures the learning outcomes related to the lesson

10.7 Decline of the ancient cities in the dry zone

In different times advent and decline of cities inside the country would happen in accordance with the needs emerging externally and internally and the facilities available to fulfill them. This unit aims to analyses on the above grounds, the emergence and decline of cities in the dry zone and their gradual migration to the wet zone.

Competency

- Analyses the changes in various sectors in society caused by the decline and downfall of Rajarata civilization.

Competency level

- 7.1 Investigates how the Rajarata civilization collapsed and assimilates facts essential for maintaining a stable state.

No of Periods 01

Learning Outcomes

- Explains reasons for the emergence of cities.
- Gives reasons for the decline of ancient cities in the dry zone.
- Analyses reasons for the stable existence of a state.

Instructions for lesson planning

- Decline of ancient cities in the dry zone
 - 7.1.1 Emergence of cities – First urbanization
 - Describe the causes of emergence of cities in dry zone using the facts given below
 - Efficiency of the production in side the country
 - Distant and internal trade
 - 7.1.2 Decline of ancient cities
 - Factors causing the emergence and development of cities downfall
 - * Change of trade routes
 - * Competition among countries for the ownership of the trade
 - * Spread of political power in neighboring countries

Quality inputs

Get materials required to the lesson

Instructions for assessment and evaluation

Award marks using a criteria that measures the learning outcomes related to the lesson

Competency Level

7.2 Explains how the great rulers ensured the stability of this country even in the short period in which the ruling center change

No of Periods : 02

Learning outcomes

- Analyses reasons for the changes of the ruling centre
- Illustrates the states was maintained stability
- Marks historical sites on a map

Instructions for lesson planning

7.2 Second urbanization

- Introducing second urbanization
- The main cities emerged
 - * Dambadeniya
 - * Yapahuwa
 - * Kurunegala
 - * Gampaha
 - * Kotte
 - * Jaffra and Vanniya

Quality inputs

Get materials required to the lesson

Instructions for assessment and evaluation

Award marks using a criteria that measures the learning outcomes related to the lesson

Competency level

7.3 Investigates how the economy and the culture changed with the change in

No of Periods: 02

Learning outcomes

- Explains the economic pattern in the second urbanization period
- Explains cultural affairs
- Presents reasons for the change in economy and culture in the second urbanization period

Instructions for lesson planning

7.3.1 Economic pattern

- Use of seasonal rains for agriculture
- Shows the keeness towards commercial crops

7.3.2 Religion

- Religions prevailed in the second urbanization period
- Dignitary families coming forward for religious service

7.3.3 Arts and architecture

- Influence of south Indian architecture

Quality inputs

Get materials required to the lesson

Instructions for assessment and evaluation

Award marks using a criteria that measures the learning outcomes related to the lesson

Competency Level

7.4 Illustrates awakening in literature came to light during the second urbanization period.

No of Periods : 01

Learning Outcomes

- Explains the details of literature in the second urbanization period.
- Gives reasons for the improvement and resurgence of literature

Instructions for lesson planning

7.4 Literature

- 'Sandeha' literature
- Explain Sandeha with examples
- Emergence of education centres
- Presence of lay and ordained scholars
- Literature being in an advanced state
- Explain the contribution of completion of a table using second urbanization
 - * Do this as an individual activity
 - * Display the table in annex 01 in the black board and ask the students to copy it.
 - * Instruct to complete the table using the textbook and other sources.
 - * Give one day for the activity

Quality inputs

Annexe 01

Instructions for assessment and evaluation

Assess the students using the criteria given below

- Presents information about second urbanization
- Appreciates the greatness of rulers
- States correct information in relevant boxes
- Uses various sources
- Hands over on time

Annexe 01

Table

| Factor | Dambadeniya | Ypahuwa | Kurunegala | Gampala | Kotte | Jaffna and Vavuniya |
|--------------------------------------|-------------|---------|------------|---------|-------|---------------------|
| 1. Reasons for constructing the city | | | | | | |
| 2. First ruler | | | | | | |
| 3. Greatest ruler | | | | | | |
| 4. Important events | | | | | | |
| 5. Economic affairs | | | | | | |
| 6. Buildings | | | | | | |
| 7. Scholars | | | | | | |
| 8. Books | | | | | | |

10.8 Kandyan kingdom

The Kandyan Kingdom which started making sankadagala city the centre was protected by its natural location. It is a salubrious city full of natural beauty . The city which claimed a glorious history of three decades was an independent unit of administration. This unit focuses attention on the beginning, extension administrative organization and the socio – economic pattern of the Kingdom, the last kingdom of Sri Lankan history .

Competency :

- Inclines to protect the national heritage valuing the greatness of Sri Lankan kings.

Competency Level

- 8.1 Investigates the information regarding the beginning and expansion of the Kandyan Kingdom.

No of Periods: 04

Learning Outcomes

- Describes the origin and expansion of the Kandyan Kingdom.
- Explains the greatness of the kings in the Kandyan Kingdom.
- Explains how the independence of the Kandyan Kingdom was safeguarded.

Instructions for lesson planning

10.8 Kandyan Kingdom

- 8.1 Beginning and expansion
- Location of the Kandyan Kingdom.
 - Selection of Kandy as the capital city
 - Describe the explanation of the kandyan kingdom with reference to followings fact.
 - King Wimaladarmasooriya the first
 - King Senarath
 - King Rajasinghe the second
 - King Wimaladarmasooriya the second
 - King Sri veeraparakramaNarendrasinghe
 - Beginning of a new royal ancestry and kings
 - Explain with examples here the kings increase to protect the sovereignty of kandyan kingdom

Quality inputs

Get materials required to the lesson

Instructions for assessment and evaluation

Award marks using a criteria that measures the learning outcomes related to the lesson

Competency Level

8.2 Reviews how the administrative system in the Kandyan Kingdom contributed to make the contemporary socio- economic activity efficiently.

Learning Outcomes

- Analyses the administrative methodology in the Kandyan Kingdom
- Marks the provincial boundaries in the Kandyan Kingdom on a map.
- Highlights how the administrative organization contributed to the socio - economic efficiency

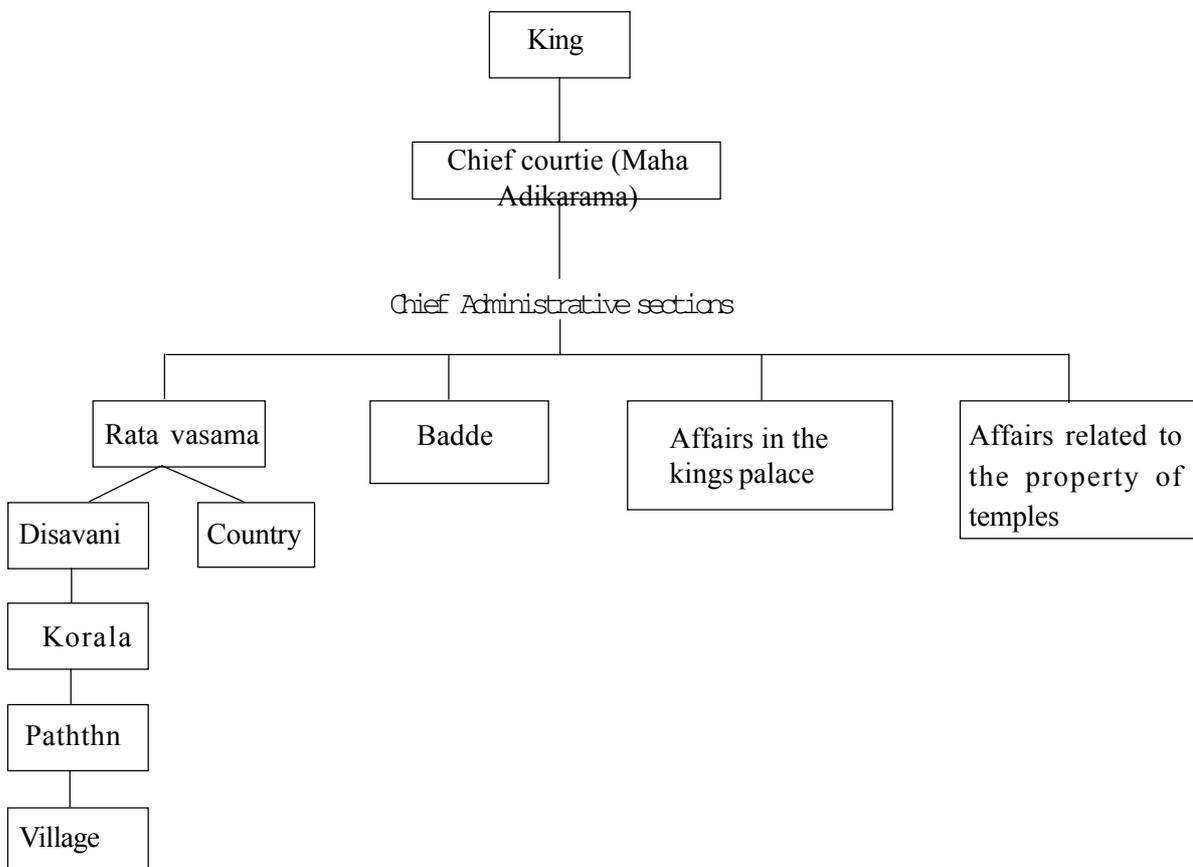
No of Period 02

Instructions for lesson planning

8.2 Administrative Organization

Administrative Structure

- Explain the Administrative Organization of Kandyan kingdom using the structure given below



- Powers vested in the king
 - * One and the only ruler in the Kandyan Kingdom
 - * Holding ownership of all lands
 - * Holding all legislative, executive and judicial powers
 - * Ruling the country according to the advice of the ministerial council and the incumbent priests (Mahanayakas)
- Chief courtier (MahaAdikarama)
 - * Second in command next to the king
 - * Generally two courtiers holding the post

Main departments assigned with administrative affairs

- * Rata vasama
- City planning and village organization
 - * Division into 21 regions to facilitate administration
 - * Twelve disavanis (for administration of regions much far from the capital city)
- Disawas, the chiefs
- Disavanis Korals Paththu (several villages) villages
 - * Nine Rates (close to the capital city)
- Rate mahayas, the chiefs

Tax collecting a department (*Badde*)

- * Tax collecting of fices
- * Types of tariffs
- * King's palace (Mahavasala) →
- * For the affairs of the palace
- Services related to defense, treasury, warfare royal treasury and services related to the Kings's palace and king's personal requirements and comfort
- Property belonging to temples (Temporalities)
 - * Affairs related to the property of temples
- Maintenance of temples and shrines
- Organization of rituals (*poojas*)
- Conducting peraheras
 - Judicial affairs
 - * Most of the judicial powers are centered to the King
 - cases heard by the King
 - * High court (Mahanaduwa)
 - Judges
 - * Hearing the cases in disaranis, ratas, korales, paththy and villages by the officers in charge of them.
 - * Punishments

Quality inputs

Get materials required to the lesson

Instructions for assessment and evaluation

Award marks using a criteria that measures the learning outcomes related to the lesson

Competency level

- 8.3. Reviews the folk life in the Kanadyan Kingdom and protects the intent of the values it reflects

No. of Period 02

Learning Outcomes

- Explains the economic pattern in the Kanadyan Kingdom
- Describes the social organization of Kandiam kingdom
- Cites examples from the Kanadyan period for building up a moral society

Instructions for lesson planning

8.3.1 Pattern of the economy

- Existence of a self – sufficient economic pattern based on consumption
- Agriculture
 - * Paddy cultivation
- Methods of cultivation
 - * Chena cultivation
- Cultivated crops
 - * Home gardening
- Cultivated crops
 - * Production of items essential for day to day living
- Industries based on guilds
 - * Existence of areas reputed for various industries

Preparation of a chart on the economic Pattern in the Kandyan Kingdom

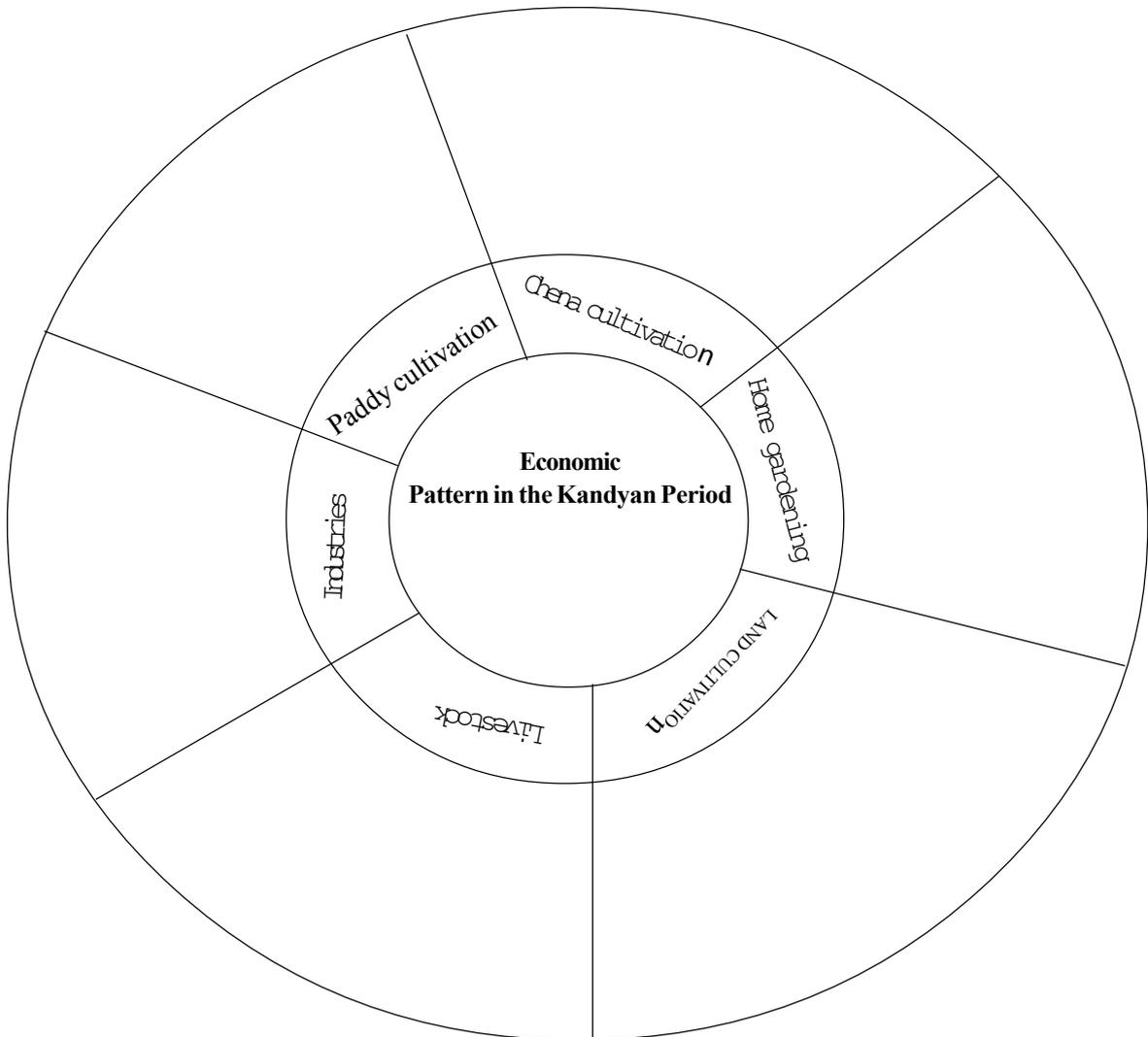
- * Do this as an individual activity
- * Put up annex 01 on the black board and let the students copy it in their note books.
- * Direct students to complete the figure using the textbook.
- * At the end of the activity, lead a discussion with the involvement of all the students and complete the table.

Instructions for Evaluation and Assessment

- Explains the economic pattern in the Kandyan period.
- Highlights the examples that reflect economic aspects.
- Completes the chart using correct information related to the economy
- Contributes to complete the table in the blackboard.
- Stands the views of the others.

Quality inputs

Annexe 01



Quality inputs

Books on Kandyan period.

Instructions for Assessment and Evaluation

- Presents information about the social organization in the Kandyan period.
- Points out the lessons that can be drawn from the social organization.
- Prepares an article way for a newspaper using appropriate information on the social organization in the Kandyan period.
- Prepares the article creatively .
- Hands over according to the given time.

8.3.2 Social organization

Construct the social organization of the Kandyan Kingdom with reference to following facts.

- organization of the society based on lands
- Ownership of all the lands vested in the king
- Classification of lands based on the ownership and possession. Explains introducing following types of lands.
 - * Gabadagamas
 - * Nindagamas
 - * Vihara and Devalaagamas
 - * Parvavni (inherited) lands

Rural society

Illustrates the existence of a genial folk society

- * The rural society being self - Sufficient and built up on the cooperation among the folk
- * Positions and livelihood based on a caste system
- * Matrimonial procedures
- * Family, being the main social unit
- Patriarchal society

Conduct a discussion the lesson highlight the lesson that can be taken from the Kandyan Kingdom.

The temple acting as the centre of religion, education and social service.

Preparing an article to a newspaper on the social organization the Kandyan Kingdom.

- * Conduct this as an individual activity
- * Makes the students aware of preparing an article to a newspaper about the social organization in the Kandyan period.
- * Explain how the article can be elaborated with diagrams.
- * Give a period of about one week for the activity
- * Evaluate all the performances.

10. 9 Renaissance in Europe

Renaissance was the historical event that marked the modern era in Europe. This unit emphasizes how the renaissance emerged and its impact on the world as well as on Sri Lanka.

Competency

- Develops strength to face the global trends investigating into the impact of the world's historical movements on the history of this country while preserving its heritage and self identity .

Competency level

- 9.1 Reviews the historical background of the renaissance emerged in Europe.

No. of Periods 04

Learning Outcomes

- Analyses the Renaissance
- Gives reasons for the Renaissance
- Demonstrates how the Renaissance impact towards the changes of Europe.

Instructions for lesson planning

10.9 Renaissance in Europe

9.1 Introduction of Renaissance

- Replacement of the feudal social structure prevailed in the Europe by the old Greco – Roman civilization.
- The awakening in all the fields including Political, Economic, religious, literature, art and science in Europe during the 15th and 16th centuries.
- Explain causes for the Renaissance using the facts given below
 - Capture of the Constantinople by the Turks
 - Development of trade
 - Enlightenment in wisdom
 - Criticizing the authority of the Church
 - Describes with examples impact Renaissance for the change in Europe using the facts given below
 - Scholastic revival
 - Progress of literature
 - Humanism
 - Arts and crafts

Political growth

- Emergence of the Nation State
 - Rise of the middle class

Economic revival

- Development in trade and use of currency
- Advancement of science
- Enthusiasm of the intelligentsia for new inventions
 - New concepts about the universe
 - Advancement in science
 - * Discovery of new trade routes
 - * Explorations movement or discovering new countries.

Quality input

Get materials required to the lesson

Instructions for assessment and evaluation

Award marks using a criteria that measures the learning outcomes related to the lesson

Competency level :

9.2 Reviews the impact of the European Renaissance on Sri Lanka

No. of Periods : 02**Learning Outcomes:**

- Shows the Renaissance as a global trend
- Analyses the impact of the Renaissance on Sri Lanka
- Explains how to face the global trends.

Instruction for Lesson Planning

Plan the lesson according to the following subject matters.

Explains how the Renaissance being a global trend.

9.2 The impact of the Renaissance on Sri Lanka

- Politically
- economically
- culturally
- Conduct the following activity covering the subject content.
- Write an essay under the title 'The impact of the Renaissance on the European history of Lanka.
- Inform them prepared with the facts to write the essay .
- Give an opportunity to present the essays to the class some of the completed. selected at random by group a feedback.
- Reviews the lesson by group a feedback.

Quality inputs

Books magazines and web documents on Renaissance.

Instructions for Assessment and Evaluation using following criteria.

Do the assessment lighting the facts given below .

- Explains the Renaissance
- States that the Renaissance is a global trend.
- Illustrates the impact of the Renaissance on Sri Lanka
- Presents facts relevant to the topic
- Manages time

10.10 Sri Lanka and the Western World

According to the geographic location, Sri Lanka had been at a central point in the East – West route. From the distant past, many countries have been holding various relationships with this country. Even in the process of expedition in the modern age Sri Lanka drew the attention of the Europeans mainly because of its geographic location. Portugal, Netherland and Britain were the countries that focused their attention on Sri Lanka. This unit highlights how the Portuguese and the Dutch functioned in Sri Lanka.

Competency:

- Reviews the factors affecting the establishment of a foreign authority in a country in the light of the establishment of western rule in Sri Lanka.

Competency level

- 10.1 Explains how the Portuguese and the Dutch extended power through technological command and doctrinal strategies.

Period 06

Learning Outcomes :

- Analyses how the Portuguese and the Dutch established their power in the coastal areas of Sri Lanka.
- Explains the political status of Sri Lanka when the Portuguese came
- Illustrates the Sri Lanka's resistance towards the foreigners.

Instructions for lesson planning

10.10 Sri Lanka and the western world

- 10.1 Arrival of the Portuguese to the East
Getting economic profits
Spread of religion (Missionary activity)
Receiving International fare through politics

Discuss the reasons for the arrival of western nations to Sri Lanka reference to following facts

- The political status of Sri Lanka when the Portuguese arrived in Ceylon
 - * Being divided into three parts, kotte, kandy and jaffna
 - * Competition for the kotte throne
 - Separation of kotte into three parts
 - * Disunity among the internal rulers of the country

- 10.2 Capture of maritime zone by the Portuguese

Discuss the instance of capturing the power by the Portuguese with reference following factors

- Establishment of power in the kotte kingdom
- Conquering Jaffna
- arrival of the Portuguese and the contradiction

Discuss the activity countermeasures against the porters with reference to following facts

- * Become of Mayadunne of sidewalk and king Rajasingha the first
- * Objections from the Kandyan Kingdom
- * Portuguese's aggressiveness towards kandy
- * Ousting of the Portuguese.

10.3 Arrival of the Dutch

- * Advantage of king Rajasinghe the second's animosity towards the Portuguese for the Dutch
- * Capturing power in the coastal areas of the county
- * The cordial and strategize policy of the Dutch in kandy
- * Acting to get maximum economic gains
- * Handing over the coastal areas owned by the Dutch to the British Preparing a shot note book on the lesson 'Sri Lanka and the western world'
- * Do this as an individual activity
- * Instruct to prepare a shot note book covering the lesson 'Sri Lanka and the western world'.
- * Explain how to write shot notes and how to make the book.
- * Give sufficient time for the activity .
- * On the scheduled date, accept the book, evaluate it and conduct a discussion in the class about it.

Instructions for assessment and evolution

- Presents information related to the lesson 'Sri Lanka' and the western world.
- Values the leaders who safeguarded their independence under the influence of the western world.
- Acquires the ability to summarize.
- Contributes to the discussion led by the teacher
- Hands over on the scheduled date

Quality inputs

Books as Sri Lanka and western world

Annexe 01

Mark and name the following sites in the map

Manner, Puttlum, Kalpitiya, Colombo, Chilaw, Negerbo, Kaluthara, Galle, Matara, Hambantota, Batticolo, Kottiyarama, Mullaitivu, Kandy, Gampaha, Kotte, city, Jf fra.

Preparation of a short note book covering the facts related to the lesson 'Sri Lanka and western world'

- Conduct is an Individual activity
- Explain how to write short notes
- Give enough time do the task
- Hold the discussion in the classroom after evaluating the student creations