

HISTORY

Teachers' Guide

Grade 8

(To be implemented from 2017)

Department of Social Sciences
National Institute of Education
Sri Lanka
Web site: www.nie.lk
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History
Grade 8
Teacher's Guide

First Printing 2017

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ISBN

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Printed by (Press
National Institute of Education
Maharagama
Sri Lanka

Director General's Message

With the primary objective of realizing the National Educational Goals recommended by the National Education Commission, the then prevalent content based curriculum was modernized, and the first phase of the new competency based curriculum was introduced to the eight year curriculum cycle of the primary and secondary education in Sri Lanka in the year 2007

The second phase of the curriculum cycle thus initiated was introduced to the education system in the year 2015 as a result of a curriculum rationalization process based on research findings and various proposals made by stake holders.

Within this rationalization process the concepts of vertical and horizontal integration have been employed in order to build up competencies of students, from foundation level to higher levels, and to avoid repetition of subject content in various subjects respectively and furthermore, to develop a curriculum that is implementable and student friendly.

The new Teachers' Guides have been introduced with the aim of providing the teachers with necessary guidance for planning lessons, engaging students effectively in the learning teaching process, and to make Teachers' Guides will help teachers to be more effective within the classroom. Further, the present Teachers' Guides have given the necessary freedom for the teachers to select quality inputs and activities in order to improve student competencies. Since the Teachers' Guides do not place greater emphasis on the subject content prescribed for the relevant grades, it is very much necessary to use these guides along with the text books compiled by the Educational Publications Department if, Guides are to be made more effective.

The primary objective of this rationalized new curriculum, the new Teachers' Guides, and the new prescribed texts is to transform the student population into a human resource replete with the skills and competencies required for the world of work, through embarking upon a pattern of education which is more student centered and activity based.

I wish to make use of this opportunity to thank and express my appreciation to the members of the Council and the Academic Affairs Board of the NIE the resource persons who contributed to the compiling of these Teachers' Guides and other parties for their dedication in this matter.

Dr. (Mrs.) Jayanthi Gunasekara
Director General
National Institute of Education
Maharagama

Message from Ven. Deputy Director General

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

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

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

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

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

Dr.Mambulgoda Sumanarathana Thero

Deputy Director General

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Instructions to use the Teachers' Guide

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

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

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

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

Syllabus Committee

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HISTORY

Syllabus

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Introduction

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

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

This grade 8 syllabus is a result of this approach. The content of this syllabus scheduled to be implemented from 2017 for grade 8 has been organised under five competencies. It presents for study four themes such as the Traditional technology and culture, Kandyan Kingdom, Renaissance of Europe, Voyages of discovery and the arrival of the Europeans to the East, Maritime provinces of Sri Lanka under the Portuguese.

Term	Unit
First Term	1
Second Term	2 , 3
Third Term	4 , 5

National Goals

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

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

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

(Extracted from : National Education Commission report, 2003)

Basic Competencies

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

(i) Competencies in Communication

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

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

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

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

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

ix.

(ii) Competencies relating to personality Development

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

(iii) Competencies relating to the Environment

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

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

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

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

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

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

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

(v) Competencies relating to Religion and Ethics

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

(vi) Competencies in Play and the Use of Leisure

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

(vii) Competencies relating to ‘ learning to learn ’

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

(Extracted from : National Education Commission report, 2003)

Objectives of Teaching History

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

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

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Inclines to protect the national heritages appreciating the greatness of Sri Lankan kings</p>	<p>1.1. Shows the greatness to the ancient</p> <p>1.2. Explains the technology of ancient metal and clay</p> <p>1.3. Describes the creativeness of the ancient craftsmen</p>	<p>1. Traditional technology and culture of sri lanka</p> <p>1.1 Ancient water technology</p> <p>1.2 Technology of ancient metal and clay</p> <p>1.3 Arts and Architecture</p>	<ul style="list-style-type: none"> • Describes the amount tanks and anicuts • Describes the technology in connection with ancient irrigation works • Appreciates the abilities of the ancestors regarding the irrigation works • Describe about the ancient industries of metal and clay • Describes the technology used for metal and clay industries • Appreciates the knowledge on clay and metal technology of the ancestors • Name the creative works of art and architecture. • Describe the distinctiveness of creative work of art and architecture. • Appreciate the distinctiveness of art and architecture 	<p>14</p>

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Inclines to protect the national heritage appreciating the greatness of Sri Lankan kings</p>	<p>2.1.Describes how the rulers protected the independence of the Kandyan Kingdom</p> <p>2.2.Highlights the national identity seen through economic and cultural information of the kandyan Kingdom.</p>	<p>2. Kandyan Kingdom</p> <ul style="list-style-type: none"> • Origion and expansion • Reputed kings <ul style="list-style-type: none"> • Economic structure • Religion and society • Arts and Architecture 	<ul style="list-style-type: none"> • Explains the origin of the Kandyan Kingdom • Examines the policies and activities of the rulers of the Kandyan Kingdom • Describes how the independence of the Kandyan Kingdom • Describes the subsistence economy of the Kandyan Kingdom • Forwards facts regarding the Arts and Architecture the Kandyan period 	<p>12</p>

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Develops the strength to face global trends investigating the impact of historical global movements on the history of the country while preserving its heritage and identify</p>	<p>3.1 Analyses the impact of the Renaissance in changing the route of Europe Voyages of discovery</p>	<p>3. Renaissance of Europe</p> <p>3.1.1 Background of the Renaissance</p> <ul style="list-style-type: none"> • Introduction • Causes for the Renaissance <p>3.1.2 The Renaissance intellectual awakening</p> <ul style="list-style-type: none"> • Evolution of national states • Development of trade 	<ul style="list-style-type: none"> • Describes the Renaissance • Describes the background of the Renaissance • Describes the intellectual awakening of the Renaissance with an examples • Forwards facts about the origin of a new monarchy • Explains the origin of a new commercial structure • Points out the new scientific discoveries with an examples • Present informations regarding the religious changes • Explains the change of attitude in the traditional pattern and its impact 	<p>12</p>

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Develops the strength to face global trends investigating in to the impact of historical global movements on the history of the country while preserving its heritage and identify</p>	<p>4.1 Analyse the European Voyages of discovery</p>	<p>4. Voyages of discovery and the arrival of the Europeans to the east</p> <ul style="list-style-type: none"> • Background of the Voyages of discovery • People and countries connected with the Voyages and discoveries • Arrival of the Europeans to the east 	<ul style="list-style-type: none"> • Explains the voyages of descovey • States the factors that led to the Discoveries • Names the countries and the people in connection with the discoveries • Points out how new countries were discovered through trade routes • Forwards facts regarding the voyages of the Europeans to the East • Marks and names the main routes, countries and places in a map with regard to these Discoveries 	<p>08</p>

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Reviews the establishment of western rule in Sri Lanka in the light of factors affecting the establishment of a foreign authority in a country</p> <p>Analyses how the foreign cultural strains adapted to the local social, culture</p>	<p>5.1 Explains how the Portuguese established their power in the maritime provinces of Sri Lanka</p> <p>5.2 Analyses the impact of administrative , economic and culturel activities on the history of the contry</p>	<p>5. Maritime provinces of sri lanka under the portuguese</p> <p>5.1 Establishment of Portuguese power in the maritime provinces of Sri Lanka</p> <ul style="list-style-type: none"> • Attention of the Potuguese to Sri Lanka • Political condition of Sri Lanka at the time of the arrival of the Portuguese • Portuguese contact with the Kotte, Sitawaka and Jaffna kingdoms • Portuguese contact with the Kandyan Kingdom <p>5.2 Administrative, Economic, Social and Cultural activities under the Portugues rule</p>	<ul style="list-style-type: none"> • States the reasons that drew the attention of the Portuguese to Sri Lanka • Describes the political conditions of Sri Lanka at the time of the arrival of the Portuguese • Explains the stages of the Portuguese establishment of establishing power in the maritime provinces of Sri Lanka • Points out the nature of Portuguese rule in Sri Lanka • Describes the Economic activities under the Portuguese • Explains the new features added to the Sri Lankan culture as a result of Portuguese rule 	<p>10</p>

Instructions for the Learning Teaching proces

8.1 Traditional Technology and culture of Sri Lanka

Sri Lanka with its long historical inheritance could be regarded as a country possessed with distinctive cultural and technological creations. We should be able to get an understanding about these creative works which indicate an identity of the country. To accomplish these goals your attention is directed in this lesson towards the ancient water technology, metal technology, arts and architecture and various creative works of arts and crafts of the indigenous technology.

Competency

- Appreciating the greatness of ancient technological and artistic creations the national heritage will be protected

Competency Level

- Shows the greatness of the ancient water technology

No of Periods: 06

Learning outcome

- Describes the ancient tanks and anicuts
- Describes the technology in connection with ancient irrigation works
- Appreciates the abilities of the ancestors regarding the irrigation works

Instructions for planning the lesson

Plan the lesson using the subject matter given below

1.1 Ancient water technology

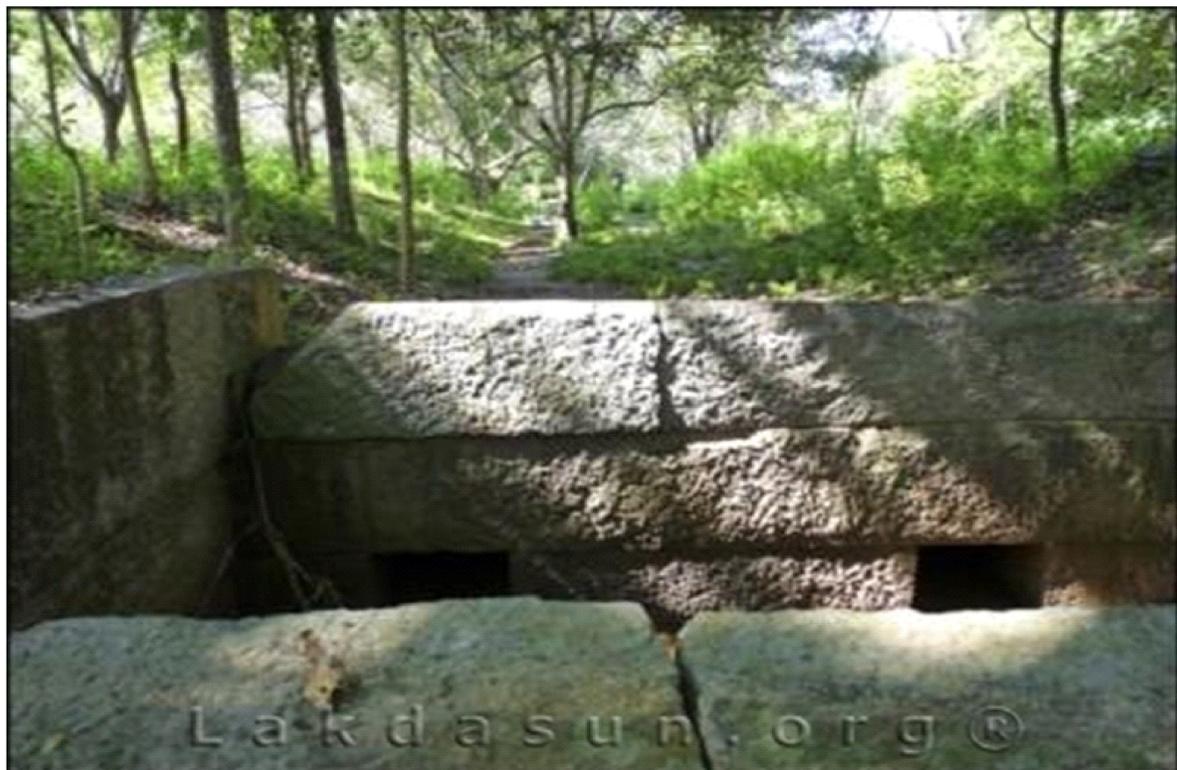
This contains of several parts

- Technology in connection with tanks
- Technology of canals and anicuts
- Technology regarding ponds
- Water gardens
- Tank technology
 - Origin of building tanks
 - Development up to the construction of great tanks
 - Challenges faced in constructing the tanks
 - Technology connected with tanks
 - * Selecting the land
 - * Construction of a tank
 - * Main parts of a tank

Selecting the land for constructing tanks



Side walls for Canals



- Technology of canals and anicuts
 - Requirement for constructing canals
 - Challenges faced in constructing the canals
 - Technology in connection with canals
- Technology of Ponds
 - Requirement to construct ponds
 - Various types of ponds
 - Technology in connections with ponds
- Water gardens
 - Planning of water gardens
 - Special components of water gardens
 - Technology in connection with water gardens

Arouse the students in the following activities covering the subject content in connection with tank and irrigation technology

Activity 01

- With the participation of all the students in the class make them to design a sketch of a tank .
- Include the components of a tank like the bund, break water (ralapanava, silt trap (biso kotuwa), sluice, spill (pitavana) internal spill and canals to it
- Revise the lesson by discussing the technological components of a tank with the students.
- Devote suitable time according to the activity

Instruction for assessment and evaluation

Do the assessment and evaluation with reference to the following

- Names the main components of a tank
- Forwards the information about the water technology
- Constructs a correct sketch of a tank
- Appreciates the ancient water technology
- Contributes to the construction of a sketech of a tank

Quality inputs

- Materials such as clay, stones etc. that needs to construct the sketch of the tank
- Direct the students on the following activity covering the subject matter on ponds and water gardents.

Activitiy No. 2

- Conduct this as a group activity
- Divide the classs into groups suitably and distribute the Activity paper No. 1 among them.
- Give instructions to prepare the activity more creatively
- Give them about one week for this activity
- Exhibit the activities of the students in the class room
- Revise the lesson covering the subject matter and pointing out the skills and weaknesses of the students

Instructions for assesement and evaluation

Do the assessment and evaluation with reference to the following

- Forwards the informations regarding the ancient ponds and water gardens in Sri Lanka
- Prepares a collection of information on ancient ponds and water gardens
- Appreciates the ancient ponds and water technology
- Contributes to the group activities
- Functions by taking leadership

Quality inputs

- Activity Paper No. 1
- Bristol boards
- Information and pictures on ancient ponds and water gardens
- Gum, Pairs of Scissors, Pelt Pens

Activity Paper No.1

- Collect information and pictures about the ancient ponds and water gardens
- Get the assistance of all group members for it
- On a day informed by the teacher, paste the relevant information on a Bristol Board more creatively and suitably for exhibition in the classroom
- Devote about one week for this Activity
- Devote about one week for this activity
- Get the participation of all group members for this activity

Competency level

1.2. Explains the technology of ancient clay and metal

No of Periods: 04

Learning outcome

- Describes about the ancient clay and metal industries
- Describes the technology used for clay and metal industries
- Appreciates the knowledge of the ancestors on clay and metal industries

Instructions for lesson planning

Plan the lesson with reference to the subject matter given below

- 1.2 Ancient clay technology and metal technology
- Clay technology
 - Making of clay utensils
 - * Using of (**saka poruva**) Potters' wheel
 - * Utensils of high quality
 - Tile (**Ulu**) and Brick industry
 - * Making of tiles (**Ulu**) and bricks
 - * Colouring
 - * Other creations of clay
 - Metal technology
 - Categories of metal used.
 - * iron
 - * bronze
 - * silver
 - * gold
 - Method of smelting metal
 - Evidence found for using metal

Activity

Covering the above subject matter, write a letter to a friend who is living abroad and has no knowledge of high quality creations of clay and metal by our ancestors

- Conduct this as an individual activity
- Conduct this activity in the class room
- Select few letters written by the students and direct them to forward those to the class
- Review the lesson by pointing out the strengths and weaknesses of the letters presented by the students

Instructions for assessment and evaluation

Do the assessment and evaluation with reference to the following

- Names the ancient clay and metal creations
- Describes the greatness of clay and metal creations
- Appreciates the distinctiveness of clay and metal creations
- Points out the information correctly
- Presents the information to the class

Competency Level

1.3 Describes the creativeness of the ancient craftsmen

No of periods: 05

Learning outcomes

- Names the creative works of arts and architecture
- Describes the distinctiveness of creative work of arts and architecture
- Appreciates the distinctiveness of arts and architecture

Instructions for lesson planning

Plan the lesson with reference to the subject matter given below.

1.3 Creative works of Arts and Architecture.

The creative works of arts and architecture of the Raja-rata period will be discussed here.

- Creative works of arts and Architecture
 - Religious buildings
 - Bodhi ghara, Chetiya gara, statues houses, monasteries, mediation halls, alms houses.
 - Devala
 - Non - religious buildings
 - Palaces, forts.
 - Hospitals, houses, toilets and lavatories.
 - Creative works of Arts.
 - Statues
 - Carvings and sculpture
 - Drawings

Activity

Direct the students to conduct an exhibition covering the above subject matter

- Discuss with the students about the ancient creative works of arts and architecture in Sri Lanka
- Divide the class into groups and distribute Annexures 1 and 2 among them
- If the activity papers are less in number than the number of groups provide one activity paper to several groups
- Refer the students to do their activities according to the activity paper
- Devote about one week for this activity
- After preparing the information and pictures for the activity, provide opportunity for them to write and paste those on bristol boards within one period

- After the exhibition, review the lesson pointing out the strengths and weaknesses of the
- ~~Students~~ other students of the school to view the exhibition with the approval of the peincipal and (without obstructing their teaching and learning activities)
- Get ready for the exhibition by complying with the Annexure 2 -- common instructions paper and abide by the teachers' instructions

Instructions for assessment and evaluation

Do the assessment and evaluation with reference to the criteria given below

- Names the creative works of arts and architecture
- Points out the distinctiveness of creative works of arts and architecture
- Appreciates the creative works of arts and architecture
- Presents the informations more creatively
- Contributes to make the activity effective

Qualitative Inputs

- Annexure 1 - Activity papers
- Annexure 2 - Common instruction paper.
- Bristol Boards
- Pictures and Books written on creative works of ancient arts and architecture.
- Other equipments required for information and pictures for the exhibition.

Annex - 1

Activity Paper - 1

For Group - 1

- Your group is entrusted to collect pictures and information on stupas, Bodhigaras, image houses, temples, monasteries, meditation hermitages, alms houses and temples dedicated to deities (davalas), belonging to the Anuradhapura and Polonnaruwa periods.
- Get ready for the exhibition by complying with the Annexure - 2 - Common Instruction Paper and following the teacher's instructions

Activity Paper - 2

For Group 2.

- The assignment given to your group is to collect the information and pictures on palaces of kings, forts, hospitals, toilets, lavatories and bathing ponds belonging to the Anuradhapura and Polonnaruwa periods.
- Get ready for the exhibition by complying with the Common Instruction paper given in Annexure 2 and following the instructions given by the teachers.

Activity Paper - 3
For Group 3

- Your group is entrusted to collect information and pictures on images, carvings, arts and crafts and drawings belonging to the Anuradhapura and Polonnaruwa periods
- Get ready for the exhibition by complying with the common instruction paper given in Annexure 2 and following the instructions given by the teachers

Annexure 2

Common Instruction paper.

- Collect information and pictures on the titles given to your group
- Arrange those information and pictures on a Bristol Board to suit for an exhibition on a day informed to you by the teacher
- Get the support of all the students of the group to arrange the information more creatively
- Contribute to hold the exhibition

8.2 Kingdom of Kandy

The Kingdom which originated with Senkadagala as its centre, in the central highlands of Sri Lanka in the latter part of the 15th century is known as the Kandyan Kingdom. It is believed that during the era of Kotte Kingdom the Kandyan territories which were under a provincial ruler (Samantha). King Senasammata Vikramabahu and for the first time established an independent kingdom. After the reign of Senasammata Vikramabahu. After the reign of Senasammata Vikramabahu two kings named Jayavira Bandara and Karaliyadde Bandara belonging to the same dynasty ruled the Kandyan Kingdom,

Later king Rajasimha of Sitawaka (Rajasimha - 1) seized the Kandyan kingdom. But king Vimala Dharmasuriya liberated the Kandyan Kingdom from the authority of Sitavaka and Portuguese influence and strengthened the kingdom. The dynasty originated from the king Vimaladharmasuriya I reigned in the Kandyan Kingdom upto 1739. There after four kings belonging to Nayakkar Dynasty ruled the Kandyan Kingdom.

The Kandyan Kingdom came to an end with the taking of king Sri Vikrama Rajasimha, the last king of the Nayakkar dynasty, under the custody of the British in 1815.

This study unit presents historical information on the kings of the Kandyan Kingdom from Senasammata Vikramabahu to Sri Vikrama Rajasimha, the challenges they faced and how they came to power. By studying this unit you can learn how the powers of the king and the unity that existed among the king, the nobles and the people contributed the kingdom to be invincible and how the Kingdom was defeated when this unity was broken. Apart from these, the nature of the self - sufficient economy, society of the Kandyan Kingdom, religion, faiths and beliefs, literature, art and architecture are also discussed in this lesson.

Competency : Protects the national heritages appreciating the greatness of Sri Lankan kings.

Competency Level

2.1. Describes how the rulers protected the independence of the Kandyan Kingdom

No. of Periods: 06

Learning Outcome :

- Explains the origin of the Kandyan Kingdom
- Examines the policies and activities of the rulers of the Kandyan Kingdom
- Describes how the independence of the Kandyan Kingdom was preserved

Instructions for lesson planning.

Plan the lesson using the subject matter given below.

Origin of the kandyan kingdom and the great rulers.

- Natural location of the Kandyan Kingdom.
- Kandy as a territory under the Kingdom of Kotte.
- Birth of an independent Kingdom under the king Senasammata Vikramabahu.
- The kings Jayavira Bandara and Karaliyadde Bandara.
- Subjugation of the Kandyan Kingdom by King Rajasimha of Sitavaka.
- Invasions of Portuguese to Kandy .
- Coronation of Konappu Bandara under the name king Vimaladharmasuriya I.

King Vimaladharmasuriya - I.

- Victory over the Portuguese at the battle of Danture.
- Achieving the legal ownership to the Kandyan Kingdom by getting married to Kusumasana Devi and the beginning of a new dynasty.
- Battle of Balana.
- Service rendered by king Vimaladharmasuriya I.

King Senerat

- Coming into power.
- Relations with the Portuguese.
- Services rendered by king Senerat.

King Rajasimha II.

- Battle of Randenivala.
- Relations with the Dutch.
- Battle of Gannoruwa.
- Expulsion of Portuguese with the help of the Dutch.
- Expansion of the Kandyan Kingdom.

Kings from Vimala Dharma Suriya II to Sri Viraparakrama Narendrasimha

The ascendancy of the Nayakkar Dynasty

- Sri Vijaya Rajasimha.
- Kirti Sri Rajasimha.
- Relations of the Nayakkar Kings with the Dutch.
- Treaty of 1766 between Kirti Sri Rajasimha and the Dutch.
- Getting the assistance of the English to expel the Dutch.
- Patronage to Buddhism by king Kirti Sri Rajasimha.

King Sri Vickrama Rajasimha

- Coming into power.
- Invasion of the Kandyan Kingdom by the British in 1803.
- Struggle between the king and the nobles.
- Taking of Sri Vikrama Rajasimha into their custody, and the subjugation of the Kandyan Kingdom by the British.
- Convention of 1815.

Covering the above subject matter, direct the students to complete the following activities.

Activity I

- Conduct this as a group activity.
- Direct the students to bring the materials as stated in the Qualitative inputs on the day of doing the activity
- Direct all the groups to write the sentences given in annexure - 1 separately on strips of the coloured papers.
- Make the students aware that the activities of various kings are stated in those strip of papers.
- Write the names of the kings on white papers according to the Annexure - 2.
- Paste the strip pf papers which mention the activities of kings on relevant papers.
- After exhibiting those papers in the class room, give a description about each king.
- Paste the correct papers on a place where it could be seen to every body in the class room.

Qualitative Inputs

- Annexure - 1 - activities of the kings.
- Annexure - 2 - a sample paper to paste the strips.
- Written strips of papers
- Platignum pens
- A 4 - Demy papers (white and coloured)

Instructions for Assessment and Evaluation

Conduct the assessment and evaluation with reference to the following

- Describes the activities of the kings of the Kandyan Kingdom
- Appreciates the activities of the kings
- Collects the information correctly
- Works with a group feeling
- Comes forward to describe

Annexure - 1

- Founder of a new royal dynasty.
- Defeating Pero Lopez de Souza at the battle of Danture in 1594.
- Defeating Jeranimo de Asavedu at the battle of Balana in 1602.
- Constructing the Temple of the Tooth relic (Dalada Maligava)
- Bringing of Tooth Relic which was hidden at the temple of Delgamuwa to the city of Senkadagala and placing it the Temple.
- Re-construction of temples Lankathilaka Viharaya etc.
- Anihilation of the Potuguese at the battle of Gannoruwa in 1638.
- Contribution to the expansion of the Kandyan Kingdom.
- Signing of a treaty with the Dutch in 1638.
- Signing a treaty with the Dutch in 1766.
- Addition of Devala processions (Perahara) to Dalada procession (perahara)
- Bringing down Bikkhus from Siam and the restoration of higher ordination (Upasampada)
- Awarding the title of "Sangaraja" to Walivita Saranankara Thero.
- Taking stern action to supress the power of the Kandyan nobles.
- Addition of octagon (patthiruppuwa) to the Dalada Maligawa.

Annexure 2 (Sample paper to paste strips)

King Vimala Dharma Suriya - I

King Rajasimha -II

King Kirthi Sri Rajasimha

King Sri Vikrama Rajasimha

Competency Level **2.2.** Highlights the national identity depicted in economic and cultural information of the Kandyan Kingdom

No. of Periods: 06

Learning Outcome:

- Describes the subsistence systems of the kandyan kingdom.
- Forwards facts regarding the Arts and Architecture of the Kandyan period.

Instruction for planning the lesson

Plan the lesson covering the following subject matter.

Economic Structure

- Possessing a self sufficient economic structure.
- Agriculture was the main livelihood.
- Paddy cultivation, chena cultivation, home gardening and animal husbandry.
- Using the system of Helmalu for paddy cultivation in the highlands.
- Using the system of Attham and Kaiyya.
- Existence of various industries.
- Function of a traditional craft system.
- Existence of industries specific to each areas.
- Internal and external trade.
 - Internal trade
 - external trade

Architecture and craft (arts and crafts)

Architecture

- * Religious buildings
 - Dalada Maligava, Ambakke devalaya, Lankathilaka Viharaya and Hindu Devala.
- * Royal places and residences of nobles (Walavva)

Arts

- * Special features of drawings in the Kandyan period.
 - Places where art can be seen

Crafts

- * ivory
- * brass
- * sealing wax (lacquer)

Other crafts (mats, carvings)

Religion and society

- * Religious conditions
 - Buddhism
 - Hinduism
 - Islam

Helmalu Paddy Field



Art of Kandyan Period



Social conditions

- * family
- * caste system
- * marriage

Direct the students to do the following activities covering the above given subject matter.

Activity 01

- Draw the chart given in Annexure - 1 on a demai paper and exhibit it in front of the class
- Divide the students of the class into 3 groups and hand over the three main economic activities to those groups
- If there are a large number of students increase the number of groups
- Direct the members of the groups to find out the information relevant to sub-parts with reference to the text book
- Write the information found by them on papers
- Hang up the correct papers to be visible to every body

Qualitative inputs

- Annexure 1
- Demai papers
- Platignum

Instructions for assessment and evaluation

Conduct the assessment and evaluation with reference to the following

- Describes the main economic activities of the Kandyan Kingdom
- Points out the special features of the economic activities
- Arranges the papers correctly
- Works with a group feeling
- Completes the work according to the given time

Economic Activity of the Kandyan Kingdom

Trade		
Local Trade	Foreign Trade	
Trade commodities	Exporte commodities	Import commodities
Specialities		
<ul style="list-style-type: none"> • • • • 		

Industries	
Main Industries	Places where there were industries
Specialities	
<ul style="list-style-type: none"> • • • • 	

Agriculture			
Paddy Cultivation	Chena Cultivation	Home gardens	Animal Husbandry
Type of Paddy	Type of crops	Type of crops	Animals
Specialities			
<ul style="list-style-type: none"> • • • • 			

Activity 02

Engage the students on following activities covering the subject matter on Architecture and Arts and Crafts of the Kandyan Kingdom . Conduct this as an individual activity. By studying the pictures given in Annexure 1 and 2 answer the questions set with reference to them.



1. What is the building appearing in this Picture.
2. Write the name of the city where this building is situated.
3. Who is the first king who constructed this building ?
4. What is the component added to this building by king Sri Vikrama Rajasimha.



1. What is the building appearing in Picture.
2. What is the speciality of the building?
3. Write the name of the city where this building is situated
4. Name the kingdom where this building is situated.

Qualitative inputs

- Annexure 01
- Annexure 02
- Annexure 03

Instructions for Assessment and Evaluation

Conduct the Assessment and Evaluation with reference to the following

- Names the important buildings of the Kandyan Kingdom
- States the special features of the religious buildings
- Replies correctly to questions related to the buildings
- Completes the work according to the given time
- Works co-operatively

Direct the students to prepare a book with reference to the religion and society of the Kandyan Kingdom.

Activity 03

- Conduct this as a group activity
- Divide the class into groups and distribute the Activity paper of Annexure - 1 among them
- If the groups are more in number provide one Activity Paper to several groups.
- Give them about one week for the activity.
- At the end of the activity give the groups an opportunity to explain the contents of the book they have prepared.
- Points out the strengths and weaknesses of the students
- Keep the books prepared by the groups in a place where all the students could use them.

Annexure 01

Activity Paper - 01

- Prepare a booklet including the information about "the Religious condition of the Kandyan Kingdom"
- Get information for this from the text book and other books and magazines.
- Prepare the booklet more creatively by adding relevant pictures and figures.
- Get the participation of all the group members in this activity.
- Present a description to the class about the contents of in the book prepared, on a day assigned the teacher.

Activity Paper - 02

- Prepare a booklet including the information about the 'Social Condition of the Kandyan Kingdom'
- Get information for this from the text book and other books and magazines.
- Prepare the booklet more creatively by adding relevant pictures and figures.
- Get the participation of all the group members in this activity.
- Present a description to the class about the contents of the book prepared, on a day assigned by the teacher.

Instructions for Assessment and Evaluation

- Describes the social and religious condition of the Kandyan Kingdom.
- Points out values of the people of the Kandyan Kingdom.
- Describes the examples that could be taken to the present from the Kandyan Kingdom.
- Works with a group feeling.
- Prepares the book more creatively.

8.3. Renaissance in Europe

The term Renaissance is used in European History with the meaning that the Greek and Roman Civilizations were revived. A reawakening that took place in the 15th and 16th centuries in the areas of intellectual, religious, science and art and architecture in Europe is known as Renaissance. The developments and new discoveries during the Renaissance of Europe changed the cultural and philosophical traditions and made a long term impact on those sections.

Competency : Develops the strength to face global trends by investigating the impact of global historical trends on the history of the country while preserving its heritage and identity.

Competency Level : 3.1. Analyses the impact of the Renaissance in changing the forward march of Europe.

No. of Periods: 12

Learning Outcome :

- Describes the term Renaissance
- Describes the background of the Renaissance
- Describes with examples the intellectual awakening of the Renaissance
- Presents the facts about the origin of the system of new monarchy
- Explains the origin of a new commercial structure
- Points out with examples the new scientific discoveries
- Presents information regarding the religious changes
- Explains the changes of attitude in the traditional pattern of thinking and its impact.

Instructions for planning the Lesson

Plan the lesson with reference to the following subject matter.

- **Background of the Renaissance**

A transformation in the areas of educational, scientific, religious, literature art and architecture during the 15th and 16th centuries is known as the Renaissance. Accordingly it is believed that the ancient Greek and Roman civilizations were revived with the Renaissance .

- **Causes of the Renaissance**

- Subjugation of the city of Constantinople by the Ottoman Turks.
- Development of trade and the emergence of the capitalists.
- Awakening of Intellectualism.

- **The Renaissance**

- Intellectual Awakening.
- Expansion of Universities and emergence of scholars.
- New awakening of Greek and Latin languages.
- Authors of the period .
 - * Dante, Petrarch, Boccaccio (Italy)
 - * Thomas Moore, Francis Bacon (England)

Emergence of Humanism

- **Arts and Crafts**

- Creating of design by Artists independently and highlighting their skills.
- Sponsoring the development of Arts and crafts by the rich people who were interested in secular entertainment.
- Arts, sculpture and architecture
- Arts City of Florence in Italy becomes the centre of new art of paintings
- Emergence of artists as Leonardo Davinci, Michelangelo, Raphael

- **Sculpture**

- Use of marble for sculpture
- Michael Angelo as the prominent sculptor of the time

- **Architecture**

- Roman architecture

- **Religious Reformations**

- Criticising the weaknesses of the Catholic Church.
- Martin Luther and John Calvin acting as leaders.

- **New Scientific Discoveries**

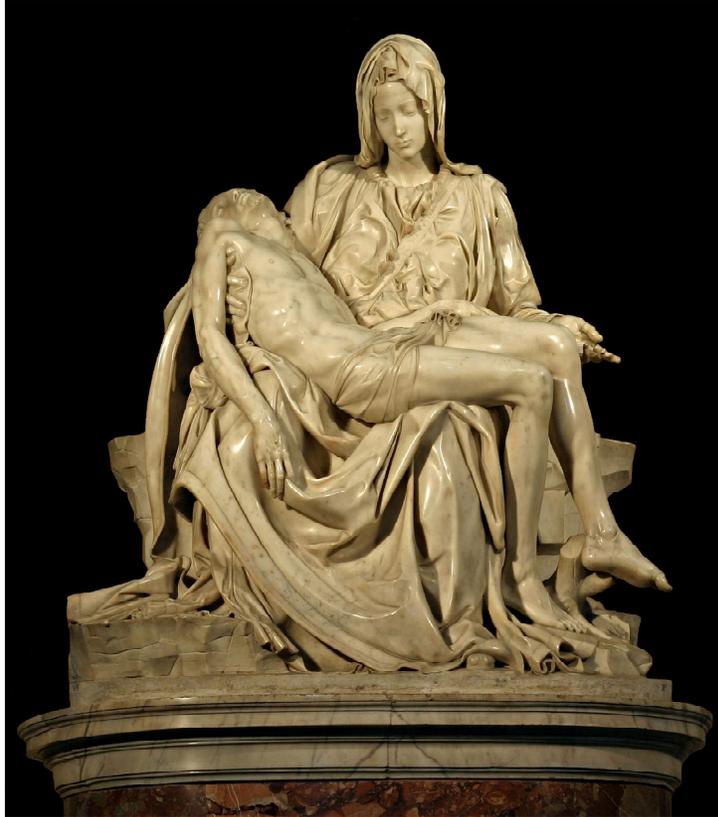
- Spread of new concepts about universe.
- Accepting that the sun sits in the midst of the universe and not the earth as accepted earlier.
- Concepts regarding the earth.
 - * Nicholas Copernicus explained that the planets circulated round the earth in a circle pathway.
 - * Galileo Galilee invented the telescope and discovered new stars in the planet.
 - * Johannes Kepler discovered that the earth and the other planets move in a path of elliptical shape around the sun.
 - * Isaac Newton discovered the force of gravity.

- **Medical Science**

- Paracelsus studies the causes of illness in different environments and experimented with many drugs.
- Michael Servetus and William Harvey did research and discovered the pulmonary circulation of blood

- **Other**
Johannes Gutenberg invented the printer with the assistance of the lithography taken to the West from China.

Statue of Pieta



Art of Renaissance



Activity 01

Preparation of a booklet containing short questions and answers with reference to the subject matter given above.

- Conduct this as an individual activity.
- Inform that the questions should be prepared with reference to the lesson Renaissance.
- After introducing the activity, provide necessary instructions to perform the activities.
- Provide them opportunity to prepare the questions at home for the preparation of the question book.
- Prescribe the maximum number of questions to be prepared .
- Explain the sample questions given in Annexure 01.
- Advise to prepare the question book creatively.
- Analyse the questions prepared by the students and point out the deficiencies.
- Divide the class into several groups and conduct a competition using questions given in the questions and answers books

Annexure 01

Sample short questions

1. What is Renaissance?
2. Write two changes that took place in the field of Art during the Renaissance.
3. Name a famous Artist in Europe during the Renaissance.
4. Name two distinctive paintings originated during the Renaissance.
5. Name two distinctive sculplures created by Michael Angelo.
6. Who is the scientist who discovered that the planets move in a path of elliptical shape around the sun?

Assessment and Evaluation

- | |
|---|
| <ul style="list-style-type: none">• Prepares questions relevant to the lesson on Renaissance.• Prepares substantial number of correct questions• Participates in a competition on questions and answers.• Acts co-opratively.• Listens to the instructions of the teachers. |
|---|

Activity 02

Preparation of a plank showing the arts and paintings of the Renaissance with reference to the above subject matter.

- Conduct this as a group activity.
- Divide the class into four groups. (If the student number is high increase the number of groups and provide creations)
- Provide each group the topics given in Annexure 02 .
- Make aware the students to collect the art and paintings according to the given topics.
- Inform about the date of the activity before one week.
- Inform them to bring on the due day the art and paintings collected by them.
- Prepare a box board. Divide it into four themes as stated in Annexure 02.
- Advise the students to paste the paintings/arts relevant to the topics on it.
- Advise the students to name the paintings/arts and write sentences related to them.
- Exhibit the journal of creations in the class room.

Quality Inputs

- Box boards
- Gum
- Platinium

Assessment and Evaluation

- Forwards new creations regarding the Renaissance.
- Creates a journal of paintings including the creations of the Renaissance.
- Appreciates the new discoveries of the Renaissance .
- Acts co-operatively as a group.
- Acts enthusiastically to do the activity successfully.

Annexure 02

Topics for preparation of the exhibition board

- Paintings of the Renaissance
- Sculpture of the Renaissance
- Architecture of the Renaissance
- New Discoveries of the Renaissance

8.4 Voyages of Discovery and the arrival of Portuguese to the East

Discovery of the new trade routes by the Europeans as a result of the Renaissance in Europe could be regarded as voyages of discoveries. Due to the movement of voyages of discoveries a large area of the world came under the influence of Europe. The Europeans took back the essence of various regions in Asia, Africa and America to Europe by discovering and subjugating them. Your attention in this lesson is directed to learn about the countries discovered, about the people who discovered them and about their impact.

Competency : Develops the strength to face global trends by investigating the impact of global historical movements on the history of the country while preserving its heritage and identity

Competency Level : Analyses the European Voyages of Discovery .

No. of Periods : 08

Learning outcome :

- Explains the voyages of discovery.
- States the factors that led to the discoveries.
- Names the countries and the people connected with discoveries.
- Points out how new countries were discovered through trade routes.
- Presents information regarding the voyages of the Europeans to the East.
- Marks and name the main routes, countries and places on a map related to those Discoveries.

Instructions for planning the lesson

Plan the lesson with reference to the subject matter given below.

- Background of the voyages of discoveries.
- Discovery of countries by the Europeans using new sea routes which were not known earlier is known as voyages of discoveries.
- The factors that led to the discoveries
 - Hindrance to trade routes by land in the East and the West.
 - To discover mythical Christian Kingdom of Pector John.
 - Having a suitable environment in Europe for voyages of discoveries .
 - State patronage.

People who were involved in voyages of exploration.

- Bartholamu diaz
- Vasco de Gama
- Christopher Colombus
- Amerigo Vespucci
- Ferdinand Magellan
- Fernando Cortez
- Vasco Nunez Balbova
- Henry Hudson
- Francisco Pissaro

- The countries engaged in voyages of exploration
 - Portugal
 - Spain
 - Holland
 - England
 - France

- New countries and sea routes discovered
 - America
 - Brazil
 - Cape of Good Hope
 - West Indian Islands
 - India

- Arrival of the Europeans to Asia through new sea-routes.
 - Acquisition of the trade authority of the Muslims in the East by the Europeans.
 - Propagation of Christianity

Activity

- The Europeans that arrived in Asia, Portuguese, Dutch, French, British
- Conduct this as a group activity
- Provide the activity papers in annexure 01 to the students.
- Conduct the activity according to the given instructions.

Activity Paper - Group 01

Colour and name the European countries engaged in discovery activities on the world map supplied.

- Portugal
- Holland (Netherlands)
- Spain
- France
- England

Activity Paper - Group 02

- Draw on a world map the route taken by the Europeans to the East
- Mark and name the important places of the sea-route which connected the East and West on the same map

Activity Paper - Group 03

- State the factors that led the Europeans to engage in discovery of voyages.
- Write a short note on the arrival of the Europeans to the East

Activity Paper - Group 04

- Write an essay about the Arrival of the Portuguese to the East

Qualitative Inputs

Sketch of a world map

Instructions for Assessment and Evaluation

Assess and evaluate with reference to the following

- Identify the European countries that entered geographical discoveries and the sea routes they used and mark those countries and routes on a map
- Forwards the factors that led the Europeans towards geographical discoveries
- Speaks on the importance of geographical discoveries
- Works according to the instructions given
- Works with a group feeling

8.5 Maritime Provinces of Sri Lanka under the Portuguese

By the end of the fifteenth century the Europeans came to the East with various objectives. Among them Portuguese were the first European nation to arrive in Sri Lanka. With the arrival of the Portuguese in the 16th century, Sri Lanka experienced various changes in political, economic, social and cultural spheres.

Attention is directed in this lesson towards the factors that led to the arrival of the Portuguese in Sri Lanka, the political situation of the country at the time of the arrival of the Portuguese and about the expansion of the Portuguese power in Sri Lanka. Likewise the attention will be directed to the relations of the Portuguese with the Kandyan Kingdom and the Kingdom of Jaffna and about the impact of the Portuguese rule on social, economic and cultural spheres.

Competency : Reviews the establishment of Western rule in Sri Lanka in the light of factors affecting the establishment of a foreign authority in a country.

Competency Level :

Explains how the Portuguese established their power in the maritime provinces of Sri Lanka.

No. of Periods : 07

Learning Outcome

- States the reasons that drew the attention of the Portuguese to Sri Lanka.
- Describes the political situation of Sri Lanka at the time of the arrival of the Portuguese.
- Explains the stages in establishing Portuguese power in the maritime provinces of Sri Lanka.

Instructions for lesson planning

Plan the lesson with reference to the following subject matter.

Establishment of Portuguese power in the maritime provinces of Sri Lanka.

- Attentiveness of Portuguese on Sri Lanka
 - The factors that led to the attentiveness of the Portuguese to Sri Lanka.
 - Arrival of Lorenzo de Almeida to Sri Lanka in 1505.
- Political situation of Sri Lanka at the time of the arrival of Portuguese in Sri Lanka
 - Division of the country into three kingdoms

- Relations of the Portuguese with the kingdoms of Kotte and Sitavaka.
 - 'Vijayaba Kollaya' of 1521
 - Conflicts between king Bhuvanaka bahu and king Mayadunne and the intervention of the Portuguese
 - Coronation of prince Dharmapala by sending his statue to Portugal
 - The death of king Buwanekabahu
 - Prince Dharmapala ascending the throne
 - Restriction of king Dharmapala and Portuguese to Colombo fort
 - King Dharmapala entrusting the kingdom of Kotte to Portuguese by a deed of gift

- **Kingdom of Sitavaka.**
 - The policy of king Mayadunne and the expansion of power of the kingdom of Sitavaka
 - Battle of Mulleriyawa
 - Expansion of power in Sitavaka - Annexation of the kingdom of Raigama and Kandy
 - Hostile policies of king Rajasimha - I towards the Portuguese
 - Decline of the Kingdom of Sitavaka and possession of it by the Portuguese

- **Relations of the Portuguese with the Kandyan Kingdom**
 - Relations of the Kandyan kings with the Portuguese
 - Peaceful relations.
 - eg. - Seeking assistance from the Portuguese by the Kandyan Kings to face the challenges of Kotte and Sitavaka Kingdoms
 - Invasions of the Kandyna Kingdom
 - * Battles of Danture, Balana, Randeniwala and Gannoruwa.

- **Relations of the Portuguese with the Kingdom of Jaffna**

Conduct the following activity with reference to the above subject matter

- Conduct this as an individual activity
- Distribute the map in annexure 01 to the students.
- Engage the students in the activity given in annexure - 02

Qualitative Inputs

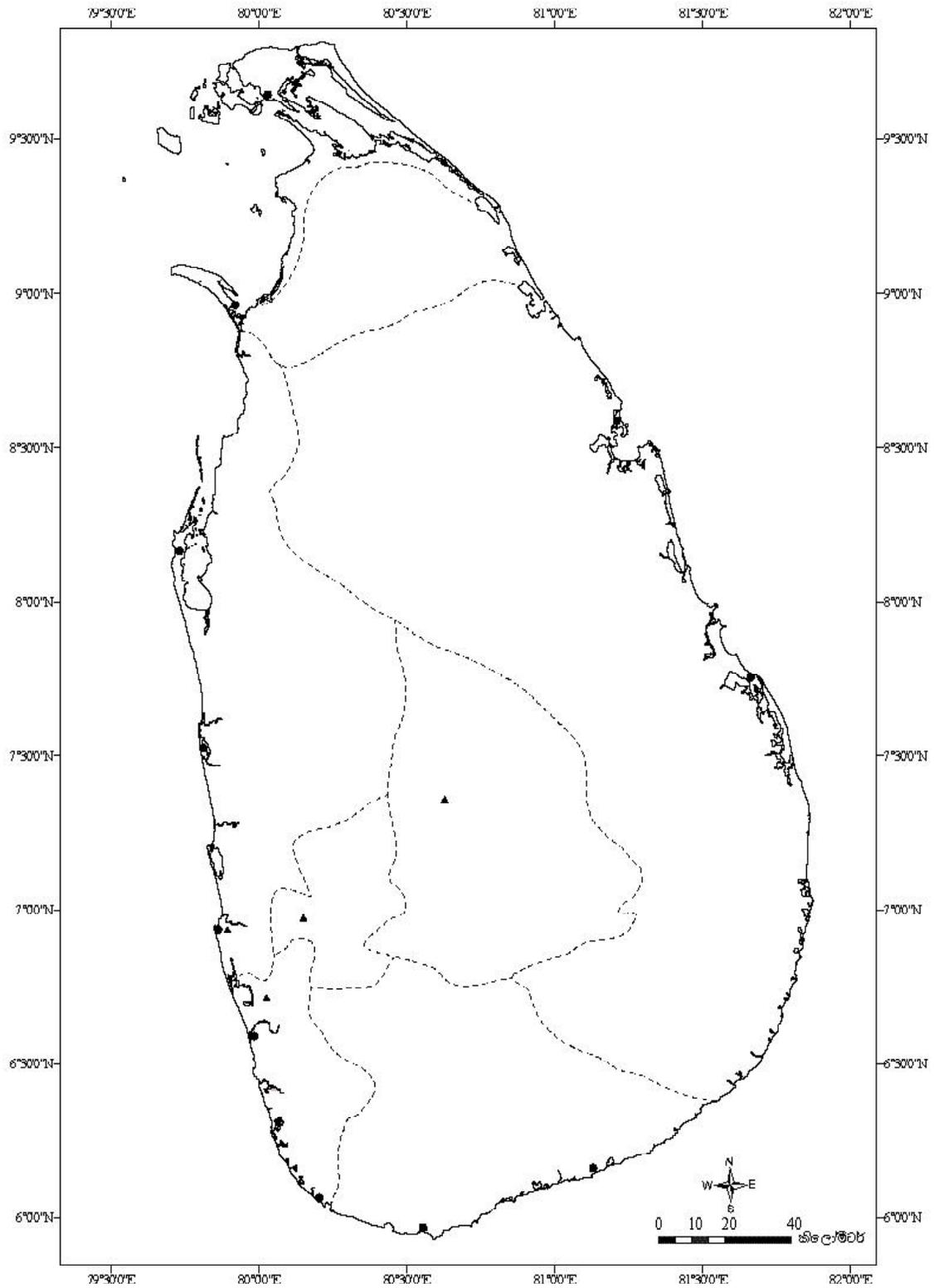
- A map of Sri Lanka

Instructions for assessment and evaluation

Conduct the assessment and evaluation under the following themes

- Names the political units of Sri Lanka at the time of the arrival of the Portuguese
- Explains how the Kingdom of Kotte was divided after 1521
- Explains how the political units were separated
- Uses the correct techniques in marking the maps
- Completes according to the given time

Annexure 02



Annexure 02 - Instructions paper

- Draw using red colour the boundary of the Kingdom of Kotte, boundary of the Kingdom of Sitavaka and the Kingdom of Raigama on the map of Sri Lanka supplied to you
- Name those Kingdoms
- With the support of the text book and the atlas
 - colour the areas belonging to the Kingdom of Kotte in yellow,
 - areas belonging to the Kingdom of Kandy in light green and areas belonging to the Kingdom of Jaffna in pink
- Mark the following places on the map.
 - Colombo, Kotte, Kottiyarama, Mannar, Galle, Kandy and city of Jaffna.

In addition to map marking conduct the following activity in the class room.

Conduct a programme of questions and answers with reference to the arrival of the Portuguese to Sri Lanka and the manner they conducted relations with the Kingdoms of Kotte, Kandy and Jaffna.

Activity

- Divide the class into two groups
- Appoint a leader to each group
- Instruct the groups to prepare any amount of questions relevant to the lesson
- Instruct them to prepare questions with answers
- Use one period for the preparation of questions
- Conduct the competition during the next period
- Prepare a procedure of rules and regulations and a procedure of awarding marks for the quiz programme
- Direct the questions noted by the group leaders to the opposite groups
- Write the marks of the two groups on the black board
- Conduct the quiz programme with the support of all the students
- Review the lesson pointing out the strengths and weakness of the students

Conduct the assessment and evaluation referring to the following criteria.

- Forward information regarding the arrival of Portuguese to Sri Lanka and their relations with the Kingdoms of Kotte, Kandy and Jaffna.
- States the factors that led to confirm the power of the Portuguese in the maritime provinces
- Achieves practice to design questions correctly.
- Achieves ability to work with a group feeling.
- Faces the victory as well as defeat equally.

Competency Level :

- 5.2. Analyses the impact of administrative, economic and cultural activities of the Portuguese rule, on the history of the country
Elucidates the manner in which the foreign social features incorporated in the national social structure.

No. of periods : 03

Learning Outcome

- Points out the nature of Portuguese rule in Sri Lanka
- Describes the economic activities under the Portuguese
- Explains the new features added to the Sri Lankan culture as a result of the Portuguese rule

Instructions for lesson planning

Plan the lesson with reference to the following subject matter

Administrative, Economic, Social and Cultural activities under the Portuguese rule

- **Administration of the Portuguese**
 - Special features of the Portuguese system of administration
- **Economic Activities**
 - Promoting trade in areas under their rule
 - Spices, arecanuts, elephant tusks, gems and pearls were the main trading goods.
- **Social and Cultural Activities**
 - Expansion of Roman Catholic religion in this country
 - Initiating the system of Missionary education
 - Beginning of welfare activities
eg. spiritual Madama. (waiting hall)
 - Addition of other cultural features.
eg. dresses, food, Surnames, music and art.

Activity

Direct the students to perform the following activity so as to highlight the above mentioned factors

- Conduct this as a group activity
- Divide the class into groups
- Distribute among the groups, the Activity Papers given in Annexure - I
- If the groups are more in number provide the same Activity Paper to several groups
- At the end of the activity forward it to the class room
- Conclude the lesson pointing out the strengths and weaknesses of the students, with reference to the students activities

Conduct the assessment and evaluation with reference to the following themes

- Forwards the information regarding the political, economic, social and cultural activities of the Portuguese
- Points out new additions to the Sri Lankan society as an impact of the Portuguese rule
- Forwards correct information
- Works with a group feeling
- Forwards the activity more creatively

Qualitative Inputs

Annexure - 01

Group 01 - Activity Paper

- Collect information regarding the **political** activities of the Portuguese with reference to the text book
- With reference to those get ready to conduct a speech to the class on the administrative system of the Portuguese
- Forward the speech to the class with the co-operation of all the group members.

Group 02 - Activity Paper

- Collect information regarding the **economic** activities of the Portuguese with reference to the text book
- Get ready for a speech with reference to the economic activities of the Portuguese
- Forward the speech to the class with the co-operation of all the group members

Group 03 - Activity Paper

- Collect information regarding the **social and cultural** activities of the Portuguese with reference to the text book
- Get ready for a speech with reference to the social and cultural activities of the Portuguese
- Forward the speech to the class with the co-operation of all the group members

හෙල්මෙල ක්‍රමයට සැකසූ කුඹුරක්



මහනුවර යුගයේ චිත්‍රයක්

