

# HISTORY

## Teachers' Guide

### Grade 11

(To be implemented from 2016)

Department of Social Sciences  
Languages, Humanities and Social Sciences  
National Institute of Education  
Sri Lanka  
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History  
Grade 11  
Teacher's Guide

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

since 2007, in the school curriculum History in teaching as a core subject and it is still conducting from 2015 onwards too. According two periods for grade 6-9 and three periods for grade 10-11 per week is allocated. 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 23 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 in studying the subject are equally important when mastering the expected competencies. 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 considered necessary to direct the students to study the required subject matter in order to achieve the expected objectives of the subject, History, In order to achieve the objectives of should be at least 50% of practical based activities.

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

**Syllabus Committee**

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# **HISTORY**

## **Syllabus**

### **Grade 11**

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[www.nie.lk](http://www.nie.lk)**

## **Introduction**

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

While respecting those objectives, the curriculum of history 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 23 relevant competencies based on the national common objectives and the related competency levels.

xi. This grade 11 syllabus is a result of this approach. The content of this syllabus scheduled to be implemented from 2016 for grade 11 has been organised under six competencies. These themes had helped to get a knowledge of identity of Sri Lankans and our heritage and to identify the impact of historical global trends on the history of Sri Lanka.

## **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
Substitutes examples from the historical global political trends	<p><b>1.1 Explains with reference to the American Independence that the self rights could be achieved by working collectively</b></p> <p><b>1.2 Describes the struggle undertaken by the French community to safe guard the fundamental human rights</b></p> <p><b>1.3 Explains the Russian Revolution which helped to abolish the social anomalies</b></p>	<p><b>1. Global Revolutions</b></p> <p>1.1 War of American Independence</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• causes</li> <li>• effects</li> </ul> <p>1.2 French Revolution</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• causes</li> <li>• effects</li> </ul> <p>1.3 Russian Revolution</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• causes</li> <li>• effects</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the war of American independence</li> <li>• Illustrates the importance of the war of American independence in the world history</li> <li>• Explains the French Revolution</li> <li>• Illustrates the fundamental human rights won from the Revolution</li> <li>• Explains the Russian Revolution</li> <li>• Describes the socialist concepts won from the Revolution</li> </ul>	10

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Develops the strength to face global trends investigating to the impact of historical global movements on the history of this country</p>	<p><b>2.1 Analyses the Industrial Revolution and its impact</b></p>	<p><b>2. Industrial Revolution</b></p> <p>2.1 Introduction</p> <p>2.2 Origin and the development of the Industrial Revolution</p> <p>2.3 Inspiration of the Industrial Revolution</p> <p>2.4 The impact of the Industrial Revolution on Sri Lanka</p>	<ul style="list-style-type: none"> <li>• Introduces about the Industrial Revolution</li> <li>• Highlights the new productions of the Industrial Revolution</li> <li>• Explains the expansion of the Industrial Revolution</li> <li>• Analyses the Industrial Revolution as a global trend</li> </ul>	<p>08</p>
<p>Reviews the factors affecting the estsblishment of a foreign authority in the light of the establishment of Western rule in Sri Lanka</p>	<p><b>3.1 Analyses the establishment of British rule in Sri Lanka and the nature of its operation</b></p>	<p><b>3. Establishment of the British power in Sri Lanka</b></p> <p>3.1 Arrival of British in Asia</p> <p>3.2 Attention of the British towards Sri Lanka</p> <p>3.3 Establishment of British power</p> <ul style="list-style-type: none"> <li>• Deligations</li> <li>• Acquistion of the maritime provinces in 1796</li> <li>• Subjugatiion of the Kandyan Kingdom in 1815</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the factors that led to the attention of the british towards Asia</li> <li>• Details the factors that led the British to concentrate on Sri Lanka</li> <li>• Explains the establishment of British power in Sri Lanka</li> </ul>	<p>12</p>

Competency	Competency Level	Subject Content	Learning Outcome	Period
Appreciates and reposes the characters of the leaders who acted to protect the Sri Lankan tradition and culture	<b>3.2 Indicates the National Counteractions against the British rule</b>	3.4 National Counteractions <ul style="list-style-type: none"> <li>• Background of Counteractions</li> <li>• Struggle of 1818               <ul style="list-style-type: none"> <li>- Causes for it</li> <li>- Nature</li> <li>- Effects</li> </ul> </li> <li>• Struggle of 1848               <ul style="list-style-type: none"> <li>- Causes for it</li> <li>- Nature</li> <li>- Effects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Names the national counteractions against the British rule</li> <li>• Describes the nature and effects of these national counteractions</li> </ul>	07
	<b>4.1 Analyses how the national leaders acted against the foreign opponents</b>	<b>4. Nationalist Movement in Sri Lanka</b> <ul style="list-style-type: none"> <li>4.1 Origin of the Nationalist movement</li> <li>4.2 Religious movements               <ul style="list-style-type: none"> <li>• Buddhist Revival</li> <li>• Hindu Revival</li> <li>• Islamic Revival</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes the religious and cultural revivals of Sri Lanka</li> <li>• Introduces about the leaders who shouldered the religious and cultural revival in Sri Lanka</li> <li>• Details the responsibilities of the leaders in national problems</li> </ul>	

Competency	Competency Level	Subject Content	Learning Outcome	Period
<p>Highlights the importance of maintaining national cohesion and integration with reference to the national movement</p>	<p><b>5.1 Analyses the evolution of constitutions and national movement</b></p>	<p><b>5. Evolution of the Constitutional Reforms in Sri Lanka under the British</b></p> <p>5.1 Colebrooke Reforms</p> <p>5.2 Reforms of 1910 and its background</p> <p>5.3 Donoughmore administration</p> <p>5.4 Agitation for independence</p> <ul style="list-style-type: none"> <li>• Soulbury Commission</li> <li>• Leftist movement of the National Congress</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the evolution of constitution under the British from Colebrooke to Soulbury</li> <li>• Explains the rise of the Temperance Movement and National Movement</li> <li>• Appreciates the unity of the national leaders during the initial periods of the National movement</li> <li>• Points out the importance of safe guarding the national unity</li> </ul>	<p>10</p>
<p>Analyses how the foreign culture adapted the mixing to the local social culture</p>	<p><b>6.1 Points out the new features added to the Sri Lankan society under the British rule</b></p>	<p><b>6. Social Changes in Sri Lanka under the British</b></p> <p>6.1 Introduction</p> <p>6.2 Economic changes</p> <ul style="list-style-type: none"> <li>• Economic reforms of the Colebrooke Commission</li> <li>• Impact of the Colebrooke reforms</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the changes in Sri Lanka economy under the British</li> <li>• Illustrates the social and cultural changes in Sri Lanka under the British</li> <li>• Points out the good and bad qualities added to the Sri Lankan society under the British</li> </ul>	<p>10</p>

Competency	Competency Level	Subject Content	Learning Outcome	Period
Examines the development process in Sri Lanka since independence	<p><b>7.1 Analyses the political condition of Sri Lanka since independence</b></p> <p><b>7.2 Analyses the development strategies of Sri Lanka since independence and their effectiveness since independence</b></p>	<p>6.3 Social changes</p> <ul style="list-style-type: none"> <li>• Social</li> <li>• Cultural</li> </ul> <p>6.4 Important legacies of British rule</p> <p>6.5 Harmful effects</p> <p><b>7. Conferring of independence on Sri Lanka</b></p> <p>7.1 Political growth</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• 1956 and social transformation</li> <li>• Establishment of an uni - cameral Republic</li> <li>• New Constitution of 1978</li> </ul> <p>7.2 Strategies for Development</p> <ul style="list-style-type: none"> <li>• Irrigation and Agriculture</li> <li>• industrialization Policy</li> <li>• Import and Export Policy</li> </ul> <p>7.3 Social welfare</p>	<ul style="list-style-type: none"> <li>• Explains the establishment of power in Sri Lanka since independence</li> <li>• Explains the constitutional reforms in Sri Lanka since Independence</li> <li>• Explains the Development activities in Sri Lanka since Independence</li> <li>• Points out the productivity of development activities</li> <li>• Explains what is understand as the social welfare</li> <li>• Describes welfare activities in Sri Lanka since independence</li> </ul>	16

Competency	Competency Level	Subject Content	Learning Outcome	Period
Examines the nature of the political conflicts of modern world and develops attitudinal changes to avoid such conflicts	<p><b>8.1 examines the destructiveness of conflicts for power</b></p> <p><b>8.2 Analyses the creation of International Peace through Conflict Resolution</b></p>	<p><b>8. World Wars and Treaties</b></p> <p>8.1.1 First World War</p> <p>8.1.2 Nations' Organization</p> <p>8.1.3 Second World War</p> <p>8.2 United Nations' Organization</p>	<ul style="list-style-type: none"> <li>• Explains about the World Wars</li> <li>• Describes the causes for the World wars</li> <li>• Points out the destructiveness of World wars</li> <li>• Introduces about the United Nations Organization</li> <li>• Points out the United Nations Organization for the protection of world peace</li> <li>• Shows the actions that could be taken by the United Nations Organization for present world peace</li> </ul>	14

## Instructions for Learning teaching Process

## 11.1 Industrial Revolution

The Industrial Revolution can be briefly described as a great change in the industrial and technical field, because new machines were invented to make the production efficient and skillful in an age where it was produced manually. But the special feature of this transformation is the development of massive scale production, of good with the use of the mechanical power. The origin of this technical transformation was taken place in Great Britain and expanded of forwards to the other continents too. Industrial Revolution made in broad changes in every fields of life such as economic social and political etc. The effects of the Industrial Revolution were either good for the society or not. This unit concentrates on Industrial Revolution, its nature and expansion and its impact.

### Competency

- Develops the strength to face global trends investigating the impact of global movements on the history of this country.

### Competency Level

- Analyses the Industrial Revolution and its impact.

**No. of Periods :** 05

### Learning Outcome

- Introduces the Industrial Revolution
- Highlights the new productive activities of the Industrial Revolution
- Analyses the Revolution as a global trend

### Instructions for Lesson Planning

Plan the lesson according to the following subject content.

**11.1 Industrial Revolution** (Explain to the students about what Industrial Revolution is)

#### 1.1 Introduction

Inventing the machines for speeding up the process of production of goods in the industrial and technical field reducing the nither to extensively used of manual laboar is named as Industrial Revolution.

With special attention to the following facts explain the students the origin of the Industrial Revolution in Great Britain, causes for it, expansion of the industrial and technical knoe how, effects and its influences in Sri Lanka.

## 1.2 Origin and development of the Industrial Revolution

- Beginning of the Industrial Revolution in Great Britain in the latter part of the 18th Century.
- Although the industrial revolution at the beginning was limited to Great Britain for about half a century, its expansion to other countries in Europe and other continents, in the 19th century.

Causes for the commencement of the Industrial Revolution from Great Britain.

- Political stability of Great Britain
- Declining of the feudalism
- Change of the Attitudes and ideas
- Have got a group of rich people who can invest money
- Emergence of fine Banking systems and financial institutions
- Possibility of getting raw materials
- Expansion of transport facilities
- Colonies and Growth of Trade
- Growth of Population

## 1.3 Inspiration of the Industrial Revolution

### Development of the Industrial Revolution through three main fields

- Textile industry
- Coal industry
- Iron industry
- Expansion and the development in these fields influenced the fields use transport, communication and agriculture.

### Textile Industry

- Existence of a domestic system of textile production as a cottage industry prior to the Industrial Revolution.
- With the development of the industrial revolution the advancement of the productive activities by using of machinery to a large scale textile production
- New discoveries.
  - Invention of flying shuttle by James Kay in 1730.
  - Cylinder sewing invented by Thomas Bell.
  - Sewing machine invented by Elias Goay.
  - Invention of spinning Jenny by James Hargreaves.
  - Growth of textile industry with new colouring matters, new machines production of various fashions etc, is still in progress

## **Iron and Steel Industry**

- Production of iron has been the basic to industrial development of Britain though it was not a speedy development as cotton industry.
- Britain being a country with abundant of ore.
- Iron and steel was manufactured in Britain prior to the Industrial Revolution, then to make domestic and agricultural instruments.
- Using of fire wood to heat ore
  - New inventions in the field
  - Introduction of a new machine by Henry Cort to produce pure iron.
  - Fire-box (hearth) introduced by Henry Bessemer to produce steel by removing the waste product.
  - Open-hearth system of producing high quality steel.
  - Invention of an electric oven to heat ore by William Seman.
  - Discoveries with reference to steel industry are developing continuously to date.

## **Coal Industry (power and energy)**

- Britain being a country with abundant coal and mineral resources.
- High demand for coal with the development of the Industrial Revolution.
- Attractiveness of coal as a cheap and efficient energy source.
- But the difficulty of digging out coal.
  - Pumping away the water.
  - Increasing of heat and poisonous air in coal mines

## **New discoveries for this**

- Inventing of a successful steam engine by Thomas Newcomen for pumping cold water needed to coal mines and removing of water from mines.
- Steam engine of James Watt.
- Security Lamp of Humphreys.
- Inventing of a system to bring out coal from mines by iron cables.
- Development of coal industry again due to the initiation of various industries as a result of coal industry.
  - eg - Using of tar for road construction, producing of varieties of dye for textiles, medicine, cosmetic, oil and producing of composite.while Inprogressing of this industry currently new discoveries are also developing.

## **Expansion of the Industrial Revolution**

### **Expansion of the industrial Revolution in two ways**

- Expansion to other fields.
- Expansion to other countries.

### **Expansion to other fields.**

- Expansion to fields like agriculture, transport and communication.

### **Expansion in Agriculture**

- Utility of various machines.
- Large scale agricultural farms.
- Using of new techniques for animal husbandary.
- Experiments about the new methods to increase the produce.
- Development of this field is still in progress in the present era .

### **Expansion in the field of Transport**

- Industrialization had a great impact on transport system as it could convey raw materials to factories and transport finished products to marketing centres.

Necessity of having a transport system as well as modern mechanical device.

- Accordinaly construction of canals, roads and railways in Great Britain.
- investment in railways by private enterprise.

New inventions in the field of Transport

- Macadam system of John Macadam  
(Road repair based on the Macadam system)
- Steam boat of Robert Pultan
- Steam ship of Henry Bell
- Steam Locomotive of George Stephenson
- Motor Car of Deimler
- Aircraftof Wright Brothers

This rapid development in roads, railways, air craft and sea transport could be seen even in present day activities.

### **Expansion in the field of Communication**

- Rapid development in the field of communication.
- Postal service by which a letter could be sent to any country in the world for one pence.
- Telegraph system of Samuel Morse
- Guglielmo Marconi's system of Communication by sending of wireless telephone messages.

- Invention of Television by John Logie Baird.
- Progress of the communication field has become a rapid development in the present with various segments of technology and still it happening

#### Expansion to other countries

Expansion of the Industrial revolution which originated in Great Britain, to the other countries in of Europe and Asia.

- 1 Expansion of industries in of France and Germany where there were raw materials and market facilities available
- 2 Switzerland and south region of Germany specialised for textile manufacture.
- 3 Volenia in Belgium and Silasia in Germanyspecialised for manu facturing of iron.
- 4 Expansion of the Industrial Revolution to countries as Belgium, Austria, Hungary and Prussia in Europe and to the United States of America and to Japan in Asia.
- 5 Causes that led to the expansion of industrial Revolution to the other countries during the 19th Century.
  - Rising demand for goods with the rapid development of the population in the world.
  - Development of transport activities and travelling facilities in the continent of Europe.
  - Discovery of coal by France and Germany.

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

##### **Award marks using a criteria that measures the learning outcome given below:**

- Knowledge of the students about the topic given in the annexe 01.
- Attitude of the students regarding the subject content.
- Ability to attend to the activity given to the students.  
(eg. Writing an essay, writing an article to a newspaper, map marking etc.)
- Doing the activity neatly and creatively.
- Handing over on the scheduled date.
- Prepare the demonstration for all activities following the instructions given above.

## **Quality inputs**

### **Annex - 01**

#### **Activities**

1. Preparation of a short questions book in relation to the lesson on Industrial Revolution (Give them one week for this).
2. Answer the following questions.
  - Introduce the Industrial Revolution and explain five causes that led to the origination of it in Britain.

**Instruct the students to do the activities in annexe I covering the subject content given above.**

- Conduct these as individual activities.
  - Give enough time for activities.
  - Show them the way to do it.
  - Assess all the activities.
- (Discuss the answers if the students number is high)

**Explain the industrial revolution on textile industry under the topics given below.**

- Causes that led to the industrialization of textile industry.
- New productions and service of the textile industry.
- Industrialization of textile industry is progressing continuously.

**Explain the industrial revolution on iron and steel industry under the topics given below.**

- Causes that led to the industrialization of iron and steel industry.
- New productions and the services obtained from it.
- Industrialization of iron and steel is still in progress.

**Explain the industrial revolution on coal industry under the topics given below.**

- New productions of coal industry and the service acquired from it.
- Continuous progress of the new productivity of the coal industry.

3. Prepare an article to a newspaper under the following topics with reference to Industrial Revolution
  - Progress of the communication system is a continuous activity. Progress of the field of communication yesterday and today.
  - Progress of the transportation system past and present.
  - Progress of Agriculture past and present.
4. Mark the following countries which were responsible for the origination and expansion of the Industrial Revolution
  - Great Britain, Germany, France, Switzerland, Belgium, Austria, Hungary, Prussia, United States of America, Japan.

## **Competency Level**

- Analysis the Industrial Revolution and its impact.

**No. of Periods :** 02

## **Learning Outcome**

- Explains the impact of the Industrial Revolution.

## **Instructions for Lesson Planning**

Plan the lesson according to the subject content given below.

## **Effects of the Industrial Revolution**

- Changes in the political, social and economic fields due to the Industrial Revolution.
- These changes all throughout the world were endowed with good and bad attributions.
  
- Changes in the political field.
  - Rise of a strong middle class.
  - Foundation of various philosophies  
eg. Socialism, Liberalism
  - Competition of conquering the colonies
  - Rise of trade unions.
  
- Changes in the Economic field.
  - Rise of a industrial economic system
  - Rise of a wealthy class of factory owners and a tradesman class
  - Capitalist economic system
  - Rise of a class of people living on wages
  - Development of Banking and Insurance systems
  - Rise of joint ventures
  - Import - export economy
  
- Changes in the Social field.
  - Origin of cities and population explosion
  - Beginning of a society divided into classes.
  - Development of the welfare system of the labourers.
  - Pollution of the environment

Answer the questions given below covering the above subject content.

- Do this as an individual activity.
- Get the students to answer the questions in annexe 01.
- Get the answers in the classroom.
- Assess the answers.

### **Quality inputs**

#### **Annexe 01.**

1. State three changes in the political field due to the industrial revolution.
2. State three changes in the economic field.
3. State three changes in the social field.

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

#### **Assess with reference to the following :**

- Stating the effects of the industrialization.
- Supplying answers to the questions correctly.
- Appreciating good effects of the industrialization.
- Finishing the work at the scheduled time.
- Working co-operatively.

## **11.2 Establishment of the British Power in Sri Lanka**

The Europeans came to the East with the objectives of enhancing the trade, for colonization and to spread their religion. The British who gained the control of the maritime provinces of Sri Lanka from the Dutch in 1796 were able to capture the whole island in 1815. From this lesson it can be learned about the measures taken by the British to establish their supremacy in Sri Lanka, about the national reactions against the British to liberate the country from their supremacy and about the changes that occurred in the administration system due to the agitations of the Sri Lankans.

### **Competency**

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

### **Competency Level**

- 2.1 Analyses the establishment of British rule in Sri Lanka and the nature of its operation

**No. of Periods :** 05

### **Learning Outcome**

- Explains the factors that led the attention of the British towards Asia
- Details the factors that led the British to concentrate on Sri Lanka
- Explains the establishment of British power in Sri Lanka

### **Instructions for Lesson Planning**

Conduct the planning of the lesson with reference to the subject content given below.

## **11.2 Establishment of the British power in Sri Lanka**

### **2.1 Background of the British interventionism in Asia**

- The competition for the trade in Asia
- The competition for the establishment of colonies

### **2.2 Causes for the concentration on Sri Lanka**

- Location of Sri Lanka on the central sea-routes of the Indian Ocean
- Possession of natural harbours which afford adequate and safety shelter for the ships during the North-east and south-west monsoons  
e.g. Importance of the Trincomalee Harbour
- Ability to control the naval activity of Western and Eastern India easily
- Value of merchandise in Sri Lanka  
e.g. Cinnamon

## **2.3 Establishment of British power**

### **Embassy in 1762**

- the first British mission under John Pybus met King Kirti Sri Rajasinha in Kandy
- sending of a second British mission to the king of Kandy in 1782 under the leadership of Hugh Boyd
- Arrival of Robert Andrews to Kandy in 1795

### **Establishment of power in the maritime provinces in 1796**

#### **Background of the Establishment of Power**

- Invasion of Holland by France in 1794 and Stadtholder, the ruler of Holland (Prince William - V) seeking asylum in England
- While at Kew Palace in England Prince William sent a letter to the Dutch Governor which came to be known as the "Kew" letter
- J.G. Van Angelbeck, the Dutch Governor did not like to transfer the Dutch possessions to the British according to the 'Kew' letter,
- By capturing of the Trincomalee harbour the British, in August 1795, commenced the operations against the Dutch
- Acquisition of the British Jaffna, Mannar, Kalpitiya, Colombo and Galle by
- Signing of the Treaty of capitulation by which the Dutch territories in the Maritime provinces of Sri Lanka were transferred to the English East India Company
- Outbreak of a rebellion against the tax policy of the English East India Company in the maritime provinces
- Afterwards implementation of a Dual system of administration in the maritime provinces of during 1798-1802
- In 1802 the control of the English East India Company was abolished and a British Crown Colony was established in Sri Lanka
- The subjugation of the Kandyan Kingdom in 1815.
- The unsuccessful invasion against the Kandyan Kingdom during the administration of Governor North
- With the assistance of Sir John D'Oyly Governor Maitland, prepared the background to seize the Kandyan Kingdom
- Discontentment of the Buddhist priests, chiefs and the people due to the brutal acts of King Sri Vikrama Rajasimha
- Invasion of the Kandyan Kingdom by the British in 1815, due to the maltreatment of some low country traders who came to Kandy for trade
- Capturing of the king by the Kandyan chiefs, and handing him over to the British
- Signing of the Kandyan Convention on March 02 1815 at the Audience Hall of the palace of the Kandyan Kings and subjugation of the Kandyan Kingdom to the British.

**Covering the subject content given above do the following activity**

- Preparing of a questionnaire to collect historical facts on the subjugation of the kandyan kingdom by the british from 1796
- Divide the students into groups
- Give an opportunity to the groups of students to read the lesson on Establishment of British Power.
- Give them about two periods for this activity
- Instruct them to prepare a book to keep the questionnaire for the utilization of all the students in the classroom.
- Instruct all the groups to prepare short questions on topics given in annex 01 with reference to the text book.
- Give instructions to prepare meaningful questions and answers relevant to the given topics (Instruct them that it is appropriate to use one colour of ink for questions and another colour for answers).

**Instructions for the assessment and evaluation**

**Conduct the assessment and evaluation with reference to the following demonstrations**

- Presenting informations about the establishment of the British power in Sri Lanka
- Preparing questions and answers appropriately to the topics
- Protecting the validity and the correctness of the questions
- Acting cooperatively as a group
- Createing a question and answer book

**Quality inputs**

Small exercise book (40 pages)

Annex - 01

Prepare questions and answers according to the followisng topics.

- All the groups should prepare the questions according to the topics given below on the Establishment of British power in Sri Lanka covering all the topics
  - Background of the British arrival in Asia
  - Concentration of the british on Sri Lanka
  - Establishment of British Power in Sri Lanka

## Competency Level

2.2 Indicates the National Counteractions against the British rule

**No. of Periods :** 07

- Learning Outcome**
- States the national counteractions against the British rule
  - Describes the nature and effects of the national counteractions

## Instructions for Lesson Planning

Plan the lesson covering the following subject matter.

### **2.4 National counteractions Causes for the uprising War of Liberation of 1818 against the British power**

- The distress caused by the absence of a King and the desire to appoint a king from themselves
  - The discontent prevalent among the Kandyans against the British rule
  - Having problems about the protection of Buddhism
  - Paying no regard to the privileges of the Kandyan chiefs and their revenue positions
  - Appointing of Hadjee Marikkar as Muhandiram of Madige (which was entrusted with the transport service)
- **Nature of the War of Liberation of 1818**
- Emergence of Duraisami as a claimant to Kandyan throne and joining with the militants of Uva-Vellassa area
  - Inability of Douglas Wilson, Assistant Government Agent of Badulla to subdue the militants
  - Joining of Keppitipola Disava and other leaders with the militants
- **Expansion of the War of Liberation**
- Nature of the policy adopted by the British to suppress the uprising
  - Failure of the war of liberation - (Leaders were all arrested)
- **Causes for the failure of the First War of Liberation of 1818**
- Not having an efficient organization (no regular organization among leaders of various regions)
  - Gaining possession of the Sacred Tooth Relic by the British
  - Personal animosity and conflicts among the Chiefs
  - British policy of ravage (destruction of crops paddy fields and arable land)
  - Revelation of Duraisame as not a claimant to the throne

- Inability of the indigenous to face the modern armaments
  - Announcement of the British Government about giving of freedom to those who surrender to the British on their own wish before 21st September 1818.
- **Effects of the War of Liberation of 1818**
    - People in the Kandyan provinces becoming a target of the harshly destructive policy of the British
    - Considering Keppetipola and Madugalle the leaders of the uprising as traitors, had been beheaded at Bogambara in Kandy.
    - Banishing of other leaders for life and confiscating their properties
- **Proclamation of 1818**
    - Reducing the powers of the chiefs by this convention  
e.g The powers that had been ensured to the chiefs to appoint headmen was abrogated.
    - Allowing to spread other religions in the Kandyan region by the permission of the Governor
    - British proclamation of not sanctioning permission to the Kandyan Chiefs to accept tribute from the people
    - Establishment of the British judicial system in the Kandyan provinces
- **Second War of Independence of 1848**
    - The impact of the reforms implemented in 1833 under the proposal of Colebrooke
      - Cameron Commission created the background for the second war of Independence of 1848
- **Factors that led to the war of Liberation of 1848**
    - Decline of the Civil service and dispersion of the relation between the government and the people
    - Not giving support to traditional subsistence agricultural activities by the government
    - Facing of many obstacles by the villagers as a result of the judicial reforms
    - Crown Lands Encroachment Ordinance of 1840 implemented by the Governor Stuart Mackenzie
    - Neglecting the government assistance to Buddhism
    - Policy of lord Torrington's policy regarding taxes
    - Suspicion of the people regarding the conduct of a survey for the preparation of the annual Blue Book

- **Nature of the Uprising**
  - Imposing of Marshal Law by the governor, because of the violent situation that arose among the crowd when they assembled to present a petition to the rulers.
  - Rise and spread of the uprising rapidly from Matale to Kandy, Dambulla, Wariyapola and Kurunegala
  - Leaders of the uprising of 1848
    - Weera Puran Appu
    - Gongalegoda Banda
    - Hanguranketha Dingirala
  - Failure of the uprising
  
- **Factors that led to the non- success of The War of Liberation**
  - Disorganization and not having experience
  - Spread of a road net-work over the Kandyan Provinces
  - Ability of the British to get additional arm forces at their requirement
  - Not possession of modern weapons and a skilled arm force to the Sinhalese
  
- **Effects of the War of Liberation**
  - Recalling of Governor Torrington and the Colonial Secretary, Sri Emerson Tennent to England
  - Punishing the offenders and confiscation of their property
  - Abolition of some of the taxes which bore heavily on the people (Shop tax, Dog tax)
  - Comprehensive review of some taxes (Stamp tax, Gun tax, Cart tax, Boat tax and Road Ordinance)
  
  - Giving assistance by the government to develop the agriculture and irrigation, because of their understanding about the limited attention given to the peasantry
  - Reviewing and abolition of some of the taxes and taking actions to develop agriculture and irrigation is a proof to show that even the British rulers considered the justifiability of this war of independence

**Preparing a table about the independent Wars of 1818 and 1848 covering the above subject content**

- Give one period for this
- Conduct this as a group activity
- Group the students accordingly
- Copy the table in the annexe-01 in a Bristol board or in a paper equal to it
- Instruct to complete the table studying the text book and other sources

- Exhibit the completed table in the wall and make the assessment

**Instructions for the assessment and evaluation**

- Forwarding the informations about the struggles of 1818 and 1848
- Completing the table correctly
- Explaining regarding the leaders of the Wars of Independence
- Completing the activity at the given time
- Cooperating to make the activity efficiently

**Quality inputs**

- Annexe 01 - Table  
Bristol Board  
Felt pen  
Annes 01 Table

Year	Causes for the war of the Liberation	Leaders of the war Liberation	Effects of the war Liberation

## 11.3 Nationalist Movements in Sri Lanka

Due to the activities followed by the missionary organizations who came to Sri Lanka in the early part of the 19th century to spread their religion in the country, a religious awakening among the Buddhists, Hindus and Muslims came into being. This is regarded as the religious and national revival.

### Competency

- Appreciates and reposes the characters of the leaders who acted to protect the Sri Lanka tradition and culture

### Competency Level

3.1 Analyses how the national leaders acted against the foreign opponents.

**No. of Periods :** 07

### Learning Outcome

- Describes the religious and cultural revival of Sri Lanka.
- Introduces about the leaders who shouldered the religious and cultural revival.
- Details the responsibilities of the leaders in national problems.

### Background of the religious and cultural revival

The Missionary organizations who came to Sri Lanka in the early part of the 19th century had used three major methods to spread their religion in the country.

**Documents** - Printing of various newspapers, books, magazines and distribution of those among the community.  
(Masika Thagga, Magazines such as Uragala ) Lanka Nidanaya

**Lectures** - Spreading the religion by conducting of lectures and discussions at gatherings of people.

**Education** - Education was the most fruitful activity in the spread of religion. Hence many missionary organization schools were constructed. Thinking that managing of schools as a responsibility of them, they engaged in it actively.

Retaliation of the Buddhist, Hindus and Muslims against the missionaries by using the same methods of documents, conducting lectures and education was the special feature of the religious reviva movement. The Buddhist revival of the majority of this country was the most reputable one among these.

## **Buddhist Revival Movement**

The rise of a lay and monastic scholars with the establishment of Panadura Walane Sri Siddharta Pirivena and Parama Dhamma Chetiya in Ratmalana, led to the establishment of Vidyodaya Pirivena in 1873 and Peliyagoda Vidyalankara Pirivena in 1875 with their patronage. The scholars who qualified from these pirivenas pioneered the Buddhist revival activities.

## **Beginning of publication activities through documents**

### **Establishment of Printing Presses**

- Sarasave Sandaresa Press
- Kavata Kathikaya Press
- lankadhinava visruta press
- Sudharsana Press etc.
- Publication of newspapers and magazines
  - Lakminipahana newspaper
  - Sarasavi Sandaresa newspaper
- Other newspapers and magazines
  - Conducting of debates through newspapers and magazines

## **Through Conducting Lectures**

- The missionaries spread their religion through conducting lectures  
Buddhists also replied the missionaries using the same methods.
- Conducting five-fold debates (panca maha vada) under the oratorical ability of Ven. Migettuwatte Gunananda Thero.  
eg. Panadura vada (Panadura debate) in 1873.

## **Through Education**

- Arrival of Henry Steel Olcott. Foundation of the Theosophical Society and Establishment of a fund for Buddhist schools.
- Campaigning of Henry Steel Olcott and Buddhist monks all over the country to obtain aids for the above fund.
- Establishment of Buddhist schools
  - Ananda Vidyalaya - Colombo
  - Vijaya Vidyalaya - Matale
  - Mahinda Vidyalaya - Galle
  - Dharmaraja Vidyalaya - Kandy
  - Anurudda Vidyalaya - Navalapitiya
- Ability to establish large number of schools similar to above schools by 1900.

## **Origination of national consciousness movements through Buddhist Renaissance Movement.**

Three movements originated with the expansion of the activities of the Buddhist Revival movement by the end of the 19th century.

### **1. A movement to create a sense of national consciousness among the local inhabitants.**

Dedication of Piyadasa Sirisena to promote the national pride by composition of novels and by the newspaper - Sinhala Jathiya. Lay leaders like Srimath Anagarika Dharmapala, Walisinghe Harischandra and Buddhist priests contributed to this. Main objectives of this movement were to make the people understand the high qualities of the local culture and to criticise the embracing of western culture by the local people without any investigation.

### **2. Protection activities of Buddhist sacred places.**

- Activities of Anagarika Dharmapala to protect the Buddhist sacred places in India.
- Dedication of Walisinghe Harischandra to protect the sacred places in Anuradhapura.

### **3. Temperance Movement**

The srimath of the consumption of alcoholic liquors in Sri Lanka during the British rule had transformed into a broad based social problem. Hence the leaders of the Buddhist Revival Movement campaigned a movement to safeguard the people from the consumption of the alcoholic liquor.

- Dedication of srimath Anagarika Dharmapala - through conducting of public lectures and writing articles to Sinhala Buddhist newspaper sinhala baudhdaya about this
- Piyadasa Sirisena through the composition of his novels, arguing of various characters in it and explaining the harmful effects of consumption of alcoholic liquors.
- Making aware about the evils of liquor through the Dramas of John de Silva.

## **Hindu religious Revival**

There was a fear among the Hindus that the education imparted through schools maintained by the Christian Missionaries in the Northern region of the island, would lead to the destruction of Hindu culture and the traditional customs and manners of the people.

- As a result of this, eventuality of a religious inspiration among the Hindus.
- Leadership of this Hindu renaissance was taken by Arumuga Navalar

### **Services of Sri Arumuga Navalar**

- Using his scholarly knowledge in Tamil sanskrit and English for these activities
- Conducting of classes to Hindu children in his house.
- Formation of the **Saiva Paripala Sabhai Vannarpoonnai Saiva Pragasa Vidyasalai** and **Saiva Prakasha Sabai**
- Foundation of the Hindu English school in Jaffna.
- Writing of books for the benefit of the Hindu children. Translation of Tamil verse and prose into English.
- The inspiration of Hinduism.
- This movement of Arumuga Navalar was followed by Sir Ponnambalam Ramanathan and by Sir Ponambalam Arunachalam.
- Two organizations - Saiva Paripala Sabhai and Hindu Education Sabha took a leadership in the Hindu Cultural Revival.

## **Islamic Revival**

- Causes for the Islamic Revival
- Activities of M.C. Siddi Lebbe as the pioneer of this Revival

### **Services of M.C.Siddi Lebbe**

- Encouraging the Muslims to study not only Arabic but English also.
- Organization of the Muslim Educational Society in Colombo.
- Founding of the Zahira College in Maradana.
- Founding of a school for Muslim girls.
- Launching of 'Muslim Naisen' newspaper.
  
- Activities of the local leaders to protect the indigenous traditions and culture against the influence of the British.

**Arouse the students in the following activities covering the above subject content.**

1. Creation of a small folder under the topic - Leaders of the Religious and Cultural Revival Movement (Ven. Hikkaduwe Sumangala Thero, Migettuwatte Gunananda Thera, Anagarika Dharmapala, Walisinghe Harischandra, Piyadasa Sirisena, Arumuga Navalar and M.C Siddi Lebbe).
  - Encourage the students to write about any three leaders.
  - Conduct this as an individual activity.
  - Explain to the students about the activities of the leaders of the Buddhist, Hindu and Islamic Revival movements.
  - Convince them about the other sources which contain facts about these leaders.
  - Give instructions to use drawings, photographs etc. to make the folder more creative.
  - Inform the students to create the folder enabling to paste it in the exercise book.
  - Assess and evaluate the students activities after forwarding them to the classroom.
  - Compel the students to write short notes about the topics given in Annexe 2 (as late work).

**Quality inputs**

**Annex 01**

- Text book and other sources
- A4 papers
- Felt Pens
- Pictures

**Instructions for assessment and evaluation**

- Stating names of the leaders who shouldered the religious and cultural revival.
- Appreciating the service of the leaders who shouldered the religious and cultural revival.
- Collecting quantity of facts about the leaders who shouldered the religious and cultural revival.
- Collecting facts for the folder more appropriatively.
- Preparing the folder more creatively.
- Forwarding the discovered facts to the classroom.

**Annex 02**

Give instructions to write short notes about the following in their exercise books.

- The missionary movement in 19th Century (Sri Lanka)
- Debate of Panadura
- Buddhist Theosophical Society
- Maha Bodhi Society
- Young Buddhist Society
- Saiva Paripala Sabhai and Hindu Educational Sabhai
- Muslim education society.

## **11.4 Evolution of the Constitutional Reforms in Sri Lanka under the British**

After the subjugation of the Kandyan Kingdom in 1815, there were powerful changes in all sections of the island due to the operation of political and economic reforms of the British. With the beginning of the 20th century Sri Lankan scholars protested, as no responsibilities were given to the indigenous sector under the constitutional reforms introduced in 1833. Because of these agitations of the middle class the British had to introduce several constitutional reforms from time to time. Soulbury Constitutional reforms was the last of these reforms.

Due to the agitations of the Sri Lankan middle-class, British had to transfer the power to the Sri Lankans in 1948. The political agitations for a dominion status, constitutional reforms and the policies for the transfer of power will be discussed in this lesson.

### **Competency**

- Highlights the importance of maintaining national cohesion and integration with reference to the national movement.

### **Competency Level**

- 4.1 Analyses the evolution of constitutions and national movement

**No. of Periods :** 07

### **Learning Outcome**

- Describes the evolution of constitution under the British from Colebrooke to Soulbury
- Explains the rise of the Temperance Movement and National Movement
- Appreciates the unity of the national leaders during the initial periods of the National movement
- Points out the importance of safe guarding the national unity

### **Instructions for Lesson Planning**

Plan the lesson covering the subject content given below:

#### **11.1 Political changes in Sri Lanka under the British.**

##### **4.1 Colebrooke Commission of 1833.**

- Administrative Reforms of 1833 and the establishment of Executive and Legislative Councils.

- Agitations by the European businessmen.

#### **4.2 Reforms of 1910 and its background.**

- Demands of the Sri Lankan middle-class.
- Reforms of 1910.
- Temperance Movement.
- Reflection of Indian Nationalist Movement.
  - nature of the Indian struggle
  - involvement of Mahatma Gandhi to the Indian Nationalist Movement
  - influential characters of this movement
  - influence on Sri Lanka
  - Establishment of the Ceylon National Congress
  - Constitutional Reforms of 1920 and 1924

#### **4.3 Donoughmore Constitutions of 1931**

- The universal Franchise
- State Council
- Role of the Executive Council
- Governor and the state officers

#### **4.4 Agitations for the independence**

- Soulbury Commission
- Agitations during the era of State Council
- Leftist movement (Suriyamal Movement) and agitations
- Demands of the ministers
- Activities of the National Congress
- Soulbury Constitution and the transfer of power to Sri Lanka

#### **Give instructions to complete table in annexe I with reference to the constitutional Reforms introduced by the British to Sri Lanka.**

- Do this as a group activity
- Devote two periods for this
- Discuss with the students about the constitutional reforms introduced by the British
- Group the class accordingly
- Exhibit the table given in the annex 1 in the Black Board and instruct the groups of students to copy it down in a Bristol Board or in a paper in order to exhibit it in the classroom.
- Instruct them to complete the table by with reference to the text book. by discussing with everybody in the group.
- Instruct the students to describe the relevant facts, after exhibiting the activities of all groups in the classroom.

- Complete the table in the Blackboard by providing supplements to the facts forwarded by the students.
- Allow the students to copy the table given in the Black Board in their note books.
- Allocate two periods for this.
- After the lesson as home work instruct the students as after work to prepare questions and answers book covering the lesson on 'Political changes in Sri Lanka under the British.

**Quality inputs**

Bristol Board, felt Pens

**Annex 1 - Table**

<b>Year</b>	<b>Constitutional Reforms</b>	<b>Number of members in the executive</b>	<b>Number of members in the Legislatizve</b>	<b>Important Reform Recommendations</b>

**Instructions for the assessment and evaluation**

**Assess and evaluate using the criteria given below :**

1. Naming the Constitutional Reforms introduced by the British.
2. Pointing out how the local leaders authorised the power through costitutional reforms.
3. Listing the correct facts about the constitutional reforms.
4. Contributing to make the actitivity success.
5. Forwarding the table to the class.

## **1.5 Social changes in Sri Lanka under the British**

It is discussed in earlier lessons about the British who came to Sri Lanka in 1796, occupied the whole island in 1815, and ruled Sri Lanka till the island gained its independence in 1948. It is intended to discuss in this lesson about the social, economic and cultural changes in Sri Lanka under the British supremacy and about the useful legacies Sri Lanka inherited from the British.

### **Competency**

- Analyses local social culture how the foreign culture adopted the mixing to the

### **Competency Level**

5.1 Points out the new features added to the Sri Lankan society under the British rule

**No. of Periods :** 05

### **Learning Outcome**

- Explains the changes in Sri Lankan economy under the British

### **Instructions for Lesson Planning**

Plan the lesson covering the following subject matter.

## **11.5 Social changes in Sri Lanka under the British.**

### **5.1 Introduction**

- Explaining how the traditional economic and social pattern converted to a Western tradition under the British.

### **5.2 Economic changes**

- Economic Reforms of Colebrooke Commission the recommendations of the Colebrooke Commission in 1833 enforcing a foundation for a new economic pattern.
- Removal of restrictions to dwell in the island and the limited land occupation of the British.
- Cancellation of the traditional method of granting free land and introduction of a land sales policy.
- Abolition of the compulsory labour system (Rajakariya) to encourage the private enterprise to procure labour without any hindrance.
- Abolition of government monopolies.

## Development of Plantation Agriculture

- Origin of the plantation agriculture in Sri Lanka.
- Cultivation of coffee as a plantation crop.
- Virtual destruction of coffee cultivation due to coffee leaf fungus known as Hemileia Vastatrix.
- Introduction of Cinchona as a new crop and unsuccessfulness of it
- Interest of planters in cultivation of tea.
- Success of tea cultivation.
- Progression of the indigenous sector on coconut cultivation.
- Expansion of Rubber cultivation as a commercial crop by 1890.
- Construction of roads and railways linking various regions of the island as Kandy, Badulla, due to the development of plantation agriculture.
- Development of communication system.  
e.g. beginning of postal service.
- Decline of the self-sufficient economy of Sri Lanka with the development of the plantation agriculture and the commence of an import-export economy.
- Development of a dualistic form of economy.
- **Direct the students to write an article to a newspaper covering the above subject matter. on how Sri Lanka became concentrated to an import-export economy.**
- This should be done as a single activity.
- When writing the article on the above topic instruct them to include the following facts.
  - Traditional economic pattern
  - Concentration on cash crops under the British
  - New crops introduced by them and conversion of the traditional economic pattern to an import - export economy.
- Give on period for this activity.
- Instruct to write the article referring to the text book.
- Evaluate the student activity.
- Let the students to write the answers in annexe 1 as (home work) later work.

## Qualitative

### **Answer inputs the following questions with reference to the plantation agriculture under the British.**

- I. State **three** economic reforms recommended by the Colebrooke Commission.
- II. Name **four** plantation crops expanded by the British in Sri Lanka.
- III. Examine how land of this country was obtained for plantation agriculture with reference to **two** themes.
- IV. Explain two favourable and unfavourable consequences of plantation agriculture on the economy of this country.

**Instructions for the assessment and evaluation****Evaluate and assess with reference to the following.**

1. Describing introduction of the plantation agriculture in Sri Lanka, under the British.
2. Showing the development of plantation agriculture subduing the subsistence agriculture.
3. Appreciating the virtuous development of plantation agriculture in Sri Lanka.
4. Writing an essaing to a newspaper skillfully.
5. Completing work within the given time.

## Competency Level

- 5.1 Points out the new features added to the Sri Lankan society under the British rule

**No. of Periods :** 02

## Learning Outcome

- Illustrates the social and cultural changes in Sri Lanka under the British

## Instructions for Lesson Planning

Plan the lesson covering the subject content given below.

### 5.3 Social changes

- Rise of a new middle class and diminution of the ancient aristocracy.
- Emergence of a national retinue who respect and honour the European culture with the spread of the English education.
- Accumulation of capital by the local elites by collection of toll revenue, supplying of goods and service required for the plantation agriculture and by becoming planters themselves.
- Emergence of a rich urban retinue fashioned to the Western system.
- Creation of new occupational conditions.
- Rise of an urban labour class with the development of the plantation service (loading and unloading of goods, carters, washermen etc.)
- Rise of an estate labour class from the groups of the people who arrived from India to work in the plantations.
- Establishment of trade unions using these labourers.

### Cultural changes

- With the spread of the English education joining up of English scholars to the society.
- Rise of an elite group who respect and honour the Western culture, manners and customs.
- Insertion up of Western Fashions, clothes, food and architecture to the Sri Lankan culture.

## Quality inputs

Books and Cinemas written and shown about the social changes of Sri Lanka as a result of the British rule.

e.g. : Gamperaliya

## Instructions for the assessment and evaluation

Assess and evaluate: measuring the objectives and learning outcomes of the lesson.

## Competency Level

5.1 Points out the new features added to the Sri Lankan society from British rule

**No. of Periods :** 03

## Learning Outcome

- Points out the good and bad qualities added to the Sri Lankan society under the British

## Instructions for Lesson Planning

Plan the lesson covering the subject content given below.

### 5.4 Beneficial legacies of British rule

- Opening chances to get the English education and learn English language.
- Opening of Sri Lanka to international.
- Development of transport activities and communication.
- Impact of the industrial revolution in Britain to Sri Lanka.  
e.g.: Machines, Mechanism
- Origin of small industries.
- Introduction of exporting cash crops.

### 5.5 Harmful effects

- Decline of the indigenous culture.
- Alcoholic addiction (Intoxicated)
- Decline of the self-sufficient economy and the indigenous knowledge.
- Destruction of useful institutions as Gamsabhava.
- Accompaniment of a landless group.

Conduct a Debate on "Sri Lankan society accumulated favourable results/ unfavourable results under the British rule", covering the above subject contents.

- Group the students to conduct the debate.
- Select the students who has skills in speech, divide them into two groups and give them the topics.
- Appoint a date for the debate and ask the two groups of students to prepare and come on that date.
- Use one period for this activity.
- Conduct the competition under the rules and regulations of a debate.

## **Quality inputs**

Books written on the social transmission of Sri Lanka under the British.

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

**Perform the assessment and the evaluation according to the following criteria.**

1. Describing the favourable and unfavourable features added to the Sri Lankan society under the British rule.
2. Appreciating the valuable qualities.
3. Presenting the facts analytically.
4. getting ready for the debates.
5. Agreeing to the rules and regulations concerning to the debate



## 11.6 Conferring the Independence to Sri Lanka

Sri Lanka gained independence on 4th of February 1948 after more than one and a half century of British rule. It is intended to discuss in this lesson about the governments came to power in Sri Lanka since independence and amendments of constitutions in 1972 and 1978. Moreover this lesson aims to explain the measures undertaken for the development of Sri Lanka, the education, agriculture, government enterprises, industries, resources and welfare.

### Competency

- Examines the development process in Sri Lanka since independence

### Competency Level

- 6.1 Analyses the political condition of Sri Lanka since independence

**No. of Periods :** 06

### Learning Outcomes

- Explains the establishment of governments in Sri Lanka since independence
- Explains the constitutional reforms in Sri Lanka since Independence

### Instructions for Lesson Planning

Plan the lesson with reference to the following subject contents.

#### 6.1 Soulbury constitution and the granting of independence to Sri Lanka.

- Explain to the students about conducting a general election for the first time under political parties in 1947 under Soulbury reforms.
  - Victory of the United National Party in that election.
  - Establishment of a government under D.S. Senanayaka, the leader of that Party.
- Gaining of independence to Sri Lanka on 04th February 1948 as a result of the agitations of Sri Lankans.
- Conducting of elections on the basis of political parties became a special feature of Sri Lankan politics.
  - Naming of few political parties established in Sri Lanka.
    - Samasamaja Party in 1935.
    - United National Party in 1946.
    - Sri Lanka Freedom Party in 1951.

## **6.2 General Election of 1956 and social transition**

- Election of 1956 was of a special one out of the elections conducted since independence.

## **6.3 Inaguration of the First Republic Constituion of Sri Lanka in 1972.**

- Explaining the importance of Sri Lanka as a Republic
- Establishment of a Uni-cameral Soverign Independent Republic from 22nd May 1972 by cancelling the Legislature established in 1947.
- Procedure of operating the Legislative, Executive and Judicial powers under the Republic Constitution of 1972.
  - President
    - Non-executive Presidency
    - Appointing by the Prime Minister
    - Explaining of few powers of the President
    - National State Assembly becoming the supreme institution of the Republic
  - Prime Minister and the Cabinet
  - Judiciary

## **6.4 New contitution of 1975**

- Being of a government with a powerful exxecutive president
- president
  - procedure of electing
  - Powers and responsibilities
  - President is the head of the state head of the Government and the Com mander in chief of the Armed Forces
- Prime Minister and the Cabinet of Ministers
- Parliament
  - The composition of the Parliament
  - Powers and responsibilities
  - Judiciary

Presidential election

System of proportinal representation

Referendum

**Complete the table explaining the changes of the constitution of 1978 covering the subject contents given above.**

- Perform this as an individual activity
- Give the students an opportunity to note down the table in annexe 01 in their note books.
- Compel them to complete the informations under the given fields.
- Give them the opportunity to discuss with other students and get more information.
- Assess the students' activities.
- Give them one period for this activity.

**Quality inputs**

**Annex - 01**

**Assessment and Evaluation**

1. Naming the new features introduced by the Republican Constitutions.
2. Talking highly how Sri Lanka became a Free Republic by the constitution of 1972.
3. Listing the features of the Republic constitution comparatively.
4. Informing the facts discovered to others.
5. Completing on the scheduled date.

**Annex - 01**

	<b>Constitution of 1972</b>	<b>Constitution of 1978</b>
<b>1. Legislature</b>		
<b>2. Executive</b>		
<b>3. Judiciary</b>		
<b>4. Fundamental Human rights</b>		

**Competency Level :**

- 6.2 Analyses the development strategies of Sri Lanka since independence and their effectiveness

**No. of Periods :** 10

**Learning Outcome**

- Explains the Development activities in Sri Lanka since Independence
- Points out the productivity of development activities
  
- Explains the social welfare
  
- Describes the welfare activities in Sri Lanka since independence

**Instructions for Lesson Planning**

Create the lesson planning with reference to the subject contents given below.

**6.2 Measures taken for development since independence**

- \* Development of agriculture.
- \* Continuation of peasant colonisation schemes.
- \* Restoration of tanks, sluices and construction of irrigations.
- \* Land reforms
- \* Mahaveli Development Scheme and river-valley development projects.
- \* Opening of an Agricultural Research Institute.
- \* Measures to enhance the condition of the peasants.
  - Development of Minor Export crops
- \* Industrial Policy
  - Opening of various factories under the patronage of the government.
    - Steel factory
    - Textile factories at Kohuwala, Pesala & Thulhiriya.
    - Plywood factory at Gintota and Kosgama.
    - Sugar factory at Hingurana.
    - Mineral sand factory at Pulmude.

**Import Substitution policy**

As large amount of foreign exchange was spent on importation of agricultural and industrial and consumer goods in order to save foreign exchange an Import substitution, Industrial policy was adopted since 1960.

### \* **Education**

- Continuation of free education policy
- Provision of free mid-day meal.
  
- Development of the facilities in schools.
  - Provision of a science laboratories to all schools.
  - Opening up of few Central Colleges.

### **Higher Education**

- Shifting of the University of Ceylon to Peradeniya it
- Awarding of university status to Vidyodaya and Vidyalandara Pirivenas
- Establishment of a few new Universities.

### **Social Welfare**

Working of a government with dedication for the improvement of the economic and social welfare and security of the citizens could be regarded as a system of 'Welfare State',

- Some of these objectives could be recognized as following :
  - \* Rewarding equal opportunities
  - \* Allocating equal resources
  - \* Giving an opportunity to the weak sections of the society to develop progressively under the given welfare and loan facilities.
  - \* Giving an opportunity to many citizens to spend a better life.
  - \* Few welfare activities undertaken by the governments of Sri Lanka since independence.
    - Health Services
      - Eradication of Epidemic diseases.
      - Attention of government to eradicate of Malaria and Cholera
      - Widening of infrastructure facilities and health services.
      - Other welfare activities
    - Field of Transport
      - Nationalization
    - Relief activities for the poor.
      - Ration books for rice
      - Food Ration scheme
      - Housing schemes

- **Conduct the activity in annexe 01 which explain the strategies for development and social welfare activities since independence.**
  - \* Conduct this as an individual activity.
  - \* Give few days time to answer the questions in the annex.
  - \* Assess those answers.
  - \* Discuss those answers with the students using one or two periods

### **Annex 01**

Answer the following questions referring to the text book and other sources.

01. (i) Name three peasants colonisation schemes  
 (ii) Name few agricultural research institutions established in Sri Lanka.  
 (iii) Elucidate the importance of the Mahaweli Development Scheme.  
 (iv) Elucidate shortly the state of industrial policy under different governments after independence.
02. Elucidate the development in the field of Education since independence, under the following themes
- Free mid-day meal
  - Development of the school facilities
  - Establishment of Universities
03. (i) Explain briefly ..... a Welfare state.  
 (ii) What are the activities undertaken by the governments since independence for the welfare of the people.

### **Instructions for Assessment and Evaluation**

#### **Quality inputs**

1. Awarding marks by making a demonstration on the items.
2. Reading of text book and other sources.
3. Answering the questions correctly.
4. Completing the activity energetically
5. Cleanliness

## 11.7 Global Revolutions

When studying the history of the modern world there appears some eminent movements which contributed to the progress of the human beings. This lesson explains about the global revolutions such as the War of American Independence, French Revolution and the Russian Revolution.

- Competency**
- Grasp the value of the global political trends.
- Competency Level**
- 7.1 Explains with reference to the War of American Independence that the rights of the people could be achieved by working collectively
- No. of Periods :** 02
- Learning Outcome**
- Describes the War of American Independence
  - Illustrates the importance of the War of American Independence in the World history

### Instructions for Lesson Planning

Plan the lesson covering the following subject content.

#### 7.1 War of American Independence

##### Introduction

- Discovery of America by the Europeans and establishment of settlements
- The Europeans who established settlements in America were the Portuguese, Spanish, Dutch, French and British.
- By 18th Century British established thirteen (13) colonies in North America. They were as follows :  
New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia
- Administration of these colonies by the British Crown and the Parliament
- The struggle of the inhabitants of these colonies to get freedom from the British is known as War of American Independence or American Revolution

##### The factors that led to the American War of Independence

- Introduction of new taxes by the British Parliament
  - Stamp tax
  - Taxation on tea, glass and paper
  - The belief of the inhabitants - 'No taxation without representation
  - Peoples objections on these taxes

- Expectation of the British to get only profits from the states
- Boston's Tea Party
  
- Leadership of George Washington
- Declaration of Independence
- Victory of the War of Independence

### **Results**

- Establishment of an Independent United States of America
- American Constitutional and the declaration of fundamental human rights
- First the written Federal Constitutional
- Indicating the importance of the independence to the whole human society. Being an example to the French Revolution
  
- Writing an essay on the 'Importance of the American War of Independence in the World History' covering the above subject content
- Conduct this as an individual activity
- Give about one week to write the essay

### **Quality inputs**

- Books written on the War of American Independence.

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

- Describing the nature of the War of American Independence
- Appreciating the legacy inherited to the world from the War of American Independence
- Writing an essay on the War of American Independence
- Conveying the facts creatively
- Handing over within the given time

**Competency Level** 7.2 Describes the struggle undertaken by the French community to safeguard the fundamental human rights

**No. of Periods :** 03

**Learning Outcome**

- Explains the French Revolution
- Illustrates the fundamental human rights won from the Revolution.

### **Instructions for Lesson Planning**

Plan the lesson covering the subject content given below.

#### **7.2 French Revolution**

##### **Introduction**

- The struggle of the people against the , corrupted ruler, King Louis XIV, to gain fundamental human rights is known as the French Revolution
- Introducing French Revolution as an important event of gaining human rights
- Activation of the Revolution on the concepts of Liberty, Equality and Fraternity

#### **Factors that led to the French Revolution**

##### **- Political Factors**

- Considering the Kingship as a divine right of the king
- Authoritarian power of the king
- Using the state power to suppress the enemies
- Splendthrift life of the king
- Corrupted monarchy

##### **- Social factors**

- Feudal society
- Composing of the society with classes and having less contract among those classes
- The middle class had no important role in the society

##### **- Economic factors**

- Bankrupt of the French Treasury
- Heavy burden of taxes on people
- Economic problems caused by the natural disasters causes like famines

- **Other factors**
  - Philosophical conceptions  
Voltaire, Montesquieu
  - Influence of American War of Independence
  
- **Origin of the Revolution**
  - Storming of the Bastille
  - Uprising of the people
  - Activities of the Revolutionists
  
- **Effects of the Revolution**
  - Declaration of the Human Rights of 1791
  - Revolutionary Government
  - Victory of the peasants and the labourers
  - Origin of an unstable political system

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

Write an essay covering the above subject content on 'Human Rights gained by the French people'.

- Conduct this as an individual activity
- Give about two days to write the essay
- Assess all the essays

### **Quality inputs**

Books about the French Revolution

### **Assessment and Evaluation**

- Describes the French Revolution
- Appreciates the human rights won by the french.
- Writes the essay creatively
- Apprehends the facts clearly
- Handover according to the scheduled time

## **Competency Level**

7.3 Explains how the Russian Revolution helped to abolish the social anomalies

**No. of Periods :** 03

- Learning Outcome**
- Explains the Russian Revolution
  - Describes the Socialist concepts won from the Revolution

## **Instructions for Lesson Planning**

Plan the lesson covering the subject content given below.

### **7.3 Russian Revolution**

#### **Introduction**

- Uprising of the peasants and workers against the corrupted autocratic monarchy and feudal system of Russia by the early 20th Century is known as the Russian Revolution
- Themes of the Revolution were Peace, Land and Bread
- Last object of the Revolution was to have a class less society
- Victory of the Revolutionists by the two Revolutions of March and October 1917

### **Factors that led to the Russian Revolution**

#### **- Political Factors**

- Corrupted autocratic monarchy in Russia
- Corrupted feudal system in Russia
- Heavy burden of taxes on people
- Reactions against the government due to the defeat of Russia in the war against Japan
- The Leadership of Lenin
- Measures adopted by the Government in suppressing the workers and the Organization of the revolutionists to face the suppression
- Difficulties faced due to peasants joining to the army as soldiers during the World War I
- Spreading of riots all over the country demanding - 'Peace, land and bread' by 1917
- Joining of the soldiers with the Revolutionists
- Government under the leadership of Kerensky and its inefficiency
- Organizing under the leadership of Lenin with the object of setting up a classless society
- Victory of Lenin with the people's support

### **- Effects of the Russian Revolution**

- Emergence of peace in the country
- Abolishing of the private land ownership and the origination of a collective farm system
- Nationalization movement
- Establishment of the Union of Soviet Socialist Republic (USSR) on a democratic form instead of a monarchical government
- Expansion of the Socialism all throughout the world
- Origin of the Communist Party in the Soviet Union
- Expansion of the revolutions of impoverished classes all over the world

Compel the students to write an essay on "Benevolent Features of the Socialist Philosophy" covering the above subject contents.

- Conduct this as an individual activity
- Give about one week for the activity
- Assess all the activities

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

- Explaining the Socialist Philosophy
- Appreciating the benevolent features of the Socialist Philosophy
- Compiling the facts correctly which should be followed in writing an essay
- Apprehending the facts clearly
- Completing the work according to the schedule

### **Quality inputs**

Books on Russian Revolution

## 11.8 World War

The whole world embarked on two world wars during the first half of the 20th Century. Both these war had their origin in Europe and were expanded to other continents. Many powerful countries of the world took part in these wars and hence they were regarded as world wars. The devastation caused by these wars to the property and the loss of human life is very extensive.

Due to the destructive effects of these world wars attempts were made to prevent another world war and in order to preserve world peace a few international organizations such as United Nations Organizations were established. This unit (lesson) aims to explain the causes for the world wars, nature of the world wars and the importance of the United Nations Organization.

### Competency

- Examines the nature of the political conflicts of modern world and develops conceptual changes to avoid such conflicts in the future

### Competency Level

8.1 examines the destruction caused by such conflicts for power

**No. of Periods** : 04

### Learning Outcomes

- Explains what World Wars are
- Describes the causes for the World wars
- Points out the destruction caused by the World wars

### Instructions for Lesson Planning

Plan the lesson covering the subject contents about World War - I and United Nations Organizations.

#### 8.1.1 World War - I

Period of World War - I - 28th July 1914 to 11th November 1918

#### Causes for the World War - I

- France and Germany turning out to be enemies in the course of the movement of unification of Germany.
- Foreign policy of Bismark to isolate France from Europe.
- Activities of the German Emperor William-II
- Division of Europe in to two blocks.
- Arms race among the nations.

- Competition for colonies.
- Assassination of the Crown Prince of Austria.

### **Partners of the World War - I**

Allied Powers - Great Britain, Russia, United States of America.

Central European Powers - Germany, Austria, Italy, Turkey, Bulgaria, Hungary

### **Expansion of the World war - I**

- Invading of Serbia by Austria.
- Declaration of war against Russia by Germany.
- Expansion of the war to the European Colonies.
- Joining of United States of America in the war.

### **Effects of the World War - 1**

- Defeat of the Central European powers.
- Extensive loss of human life and property.
- The punishments given to the defeted countries by the victorious countries.  
e.g. Treaty of Versailles
- Downfall of the despotic monarchies in Europe.
- Rise of Great Britain and United States of America as world powers.
- Establishment of the League of Nations.

#### **8.1.2 League of Nations**

- Those who initiated the League of Nation.
- Objectives of the the League of Nation.
  - \* To settle disputes between the nations peacefully.
  - \* To prevent out the break of wars in future.
  - \* To develop, international understanding and international cooperation.
  - \* To protect the freedom and independence of small states.
  - \* To protect world peace by universal participation.

#### **The efforts made by the League of Nations to maintain peace**

- To prevent the conflicts between Sweden and Finland, Germany and Poland, Greece and Bulgaria and Iran and Turkey.
- Supervision of the adminstration affairs of the colonies which had been brought under the League of Nation.
- Rehabilitation of Refugees.

- Controlling of Diseases.
- Controlling of illegal slave trade and sale of drugs

### **Causes for the failure of the League of Nations**

- Non participation of United States of America and Russia in the League of Nations.
- Non existence of a permanent army under the League of Nations
- Lack of unanimity among the great powers.
- Inability to take actions against countries at times of their activities against the world peace.

**Allow the students to prepare a small book covering the subject content given above.**

- Do this as an individual activity.
- Instruct the students to prepare this leaflet covering the sub-topics of the theme World War-I given in the table of annexe I.
- Instruct them to add pictures in order to make it more creative.
- Give them about one week to prepare the leaflet.
- Assess all activities.
- Give them the opportunity to read their creative activities in the classroom.

### **Quality inputs**

1. Photographs and maps on World War I
2. Annex 01 - Sub topics

Prepare a small book (leaflet) on World War I  
with reference to the topics given below

- Causes for the World War I
- Beginning of the war and its expansion
- Partners of the War
- Effects of the War
- League of Nations

**Instructions for the assessment and evaluation**

1. Describing about the World War I.
2. Pointing out the devastation of the War.
3. Collecting facts according to sub-topics.
4. Preparing the small leaflet more creatively.
5. Handing over on time.

## **Competency Level**

8.1 Examines the destructiveness of conflicts for power

**No. of Periods :** 05

## **Learning Outcome**

- Explain the causes for the world wars
- Points out the destruction caused by the world wars

## **Instructions for Lesson Planning**

### **8.1.3 World War II**

**Period of World War II 1939 September to 1945 August.**

#### **Causes for the World War II**

- Hitler's rise to power in Germany and his activities.
- Mussolini's activities in Italy.
- Aggressive policy of Japan.
- Weakness of the League of Nations.

#### **Partners of the War**

- Allied Countries - Great Britain, France, Russia, United States of America.
- Axis Powers - Germany, Italy, Japan.

#### **Expansion of the war as a World War**

- Aggressive policy of Germany  
(Invasion of Poland and beginning of the War)
- Incursive policy of Italy
- Riâllry between Great Britain ,France and Germany
- Activities of Japan in establishing an Empire in Asia
- Participation of Soviet Russia and United States of America in the War.

#### **Effects of the World War - II**

- Defeat of the Axis powers.
- Terrible war-fare (battle) has happened so far in the world.
- Destructiveness of Atomic radiation of Hiroshima and Nagasaki could be seen even in the generations that followed.
- Economic downfall of countries like Great Britain and France and Emergence of United States of America and Soviet Russia as super powers.

- Granting of independence to colonies.
- Emergence of two power blocks based on capitalism and socialism.
- Cold war.
- Formation of the Non-Aligned Movement

Let the students to involve in following activities covering the subject content given above

### **Activity No. 1**

- Show the photograph in annexe I to the students in the class room.
- Inform the students about the sorrowful (lamentable) story shown in that photograph.
- Showing the destructiveness of the World War - II, ask the students to write a letter to a newspaper on "Let us contribute to protect the world peace".
- Conduct it as an individual activity.
- Give instructions to prepare the article creatively by including the pictures relating to the World War - II.
- Give about one week for this activity.
- Appreciate the students activities.
- Give a chance to all the students in the classroom to read the creative activities

### **• Annexe 02**

### **Activity No. 2**

- Allow the students to complete the table in annex II.
- Do this as a group activity.
- Divide the class in to groups.
- Note down the table in annex II.
- Instruct the groups to prepare it in a bristol board (or in a paper equal to it) to make it easy to exhibit in the classroom.
- Instruct them to complete the table with the help of everybody in the group.
- Give them the chance to exhibit the table to the classroom.
- Complete the table in the blackboard by providing supplements to the facts forwarded by the students.
- Give them a chance to copy the table in their note books.
- Give them one period for this activity.

## **Quality Inputs**

### **Annex 1**

- This monument is erected in memory of the children of Jews who were tortured and killed under the cruel leadership of Hitler
- This monument is created to show the feelings of seclusion, isolation, loss of parents, frightening and shocking of the children in front of death.
- Many lives of children who had no contribution at all to the war were destroyed

with reference to the World War - II and its destructiveness and the importance of peace, ask the students to write an article to a newspaper on the topic " Let us contribute to protect the world's peace"



### **Victories of those countris**

Cause of the world war ii	Countries participated	Victories of those countries	effects of the war

- Bristol Board
- Felt Pens
- Photographs about the World War - II

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

Awards marks using a criteria that measures the learning outcome and about creating correctly the activities related to the knowledge about the lesson contents and attitudes of it.

## **Competency Level**

8.2 Analyses the creation of International Peace through Conflict Resolution.

**No. of Periods :** 03

## **Learning Outcome**

- Introduces about the United Nations Organizations.
- Points out the contribution of the United Nations Organization for the protection of the World Peace.
- Shows the actions which could be taken by the United Nations Organization for present world peace.

## **Instructions for Lesson Planning**

Plan the lesson covering the subject content given below.

### **8.2 United Nations Organization**

- Initiators of the Establishment of the United Nations Organization.
- United Nations Charter was officially adopted on 1945 October 24th.
- Objectives of it.
  - To maintain international peace and security.
  - To develop friendly relations among nations.
  - To obtain international cooperation in promoting human rights and fundamental freedom.

### **Structure of the United Nations Organization**

- The General Assembly
- Security Council
- Council on Economic and Social activities.
- Trusteeship Council
- Secretariat.

### **Efforts taken by the United Nations Organization in world peace keeping.**

- Establishing of Atomic Energy Commission.
- Settlement of disputes.
  - Suez crisis
  - Preventing the invasion of Kuwait by Iraq
  - Settlement of riots in Congo.

- Implementation of economic sanctions against Rhodesia in 1966.
- Solving of Kampuchean problem and the Cuban Missile Crisis.

**Actions that could be taken by the United Nations Organization to protect modern world peace.**

- Get the students to answer the questions in annexe 01, covering the subject content given above.
  - Do this as an individual activity.
  - Give enough time
  - Assess the students' activities.

**Quality inputs**

- Annex 01

**Answer all questions**

- Examine the causes for the establishment of the United Nations Organization.
- Examine the structure of the United Nations Organization.
- Explain the activities taken by the United Nations Organization to protect world peace.
- Explain the actions that could be taken by the United Nations Organization to protect the peace in Modern World.

**Instructions for assessment and evaluation**

Prepare the demonstration for the assessment and evaluation using the criteria that measures the learning outcomes and subject content.