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HISTORY

Teachers' Guide

Grade 9

(To be implemented from 2017)

Department of Social Sciences
National Institute of Education
Sri Lanka
Web site: www.nie.lk
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Draft

History
Grade 9
Teacher's Guide

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

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

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

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

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

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

Dr. (Mrs.) Jayanthi Gunasekara

Director General

National Institute of Education

Maharagama

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Message from Ven. Deputy Director General

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

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

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

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

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

Dr.Mambulgoda Sumanarathana Thero

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

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Instructions to use the Teachers' Guide

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

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

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

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

Syllabus Committee

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| Content | Page |
|---|-------------|
| Message from the Director General | iii |
| Message from the Rev. Deputy Director General | iv |
| Project Team | v |
| Instructions to use the Teachers' Guide | vi |
| Syllabus | viii - xix |
| Instructions for the Learning Teaching process | 01 - 31 |
| 9.1 Sri Lanka and Dutch | 01 - 06 |
| 9.2 British power in Sri Lanka | 07 - 11 |
| 9.3 Religious and cultural revival in Sri Lanka | 12 - 14 |
| 9.4 Indian Nationalist Movement | 15 - 19 |
| 9.5 Constitutional Reforms and National Independence Movement | 20 - 25 |
| 9.6 Sri Lanka since Independence | 26 - 31 |

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HISTORY

Syllabus

Grade 9

(To be Implemented from 2018)

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Introduction

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

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

This grade 8 syllabus is a result of this approach. The content of this syllabus scheduled to be implemented from 2017 for grade 8 has been organised under six competencies. It presents for study four themes such as the Possession of the maritime provinces of Sri Lanka by the Dutch, British power in Sri Lanka, Religious and Cultural Revival in Sri Lanka, Indian National movement, Constitutional Reforms in Sri Lanka and the National Independence movement, Sri Lanka since independence.

| Term | Unit |
|-----------|-------|
| I. Term | 1 , 2 |
| II. Term | 3 , 4 |
| III. Term | 5 , 6 |

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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.
- x (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 from : National Education Commission Report - 2003)

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Basic Competencies

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

(i) Competencies in Communication

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

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

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

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

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

ix.

(ii) Competencies relating to Personality Development

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

(iii) Competencies relating to the Environment

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

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

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

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

ix:

(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 from : National Education Commission Report - 2003)

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Objectives of Teaching History

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

iii.

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

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| National Goals | Objectives of Teaching History | Competency Level |
|--|---|---|
| <p>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.</p> | <ol style="list-style-type: none"> 1. Understanding the changes that have occurred throughout history through an understanding of the historical evolution and trends. 2. Understanding the present and foreseeing the future through the study of history. 3. To be a loyal citizen while safeguarding the national heritage and maintaining national identity. | <p>3.1 Points out that the indigenous culture should be protected from the foreign forces</p> |
| <p>II. Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.</p> | <ol style="list-style-type: none"> 2. Understanding the present and foreseeing the future through the study of history. | <p>1.1 Examines the Dutch activities in the maritime Provinces</p> |
| <p>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.</p> | <ol style="list-style-type: none"> 1. Understanding the changes that have occurred throughout history through an understanding of the historical evolution and trends. 2. Understanding the present and foreseeing the future through the study of history. | <p>5.1 Examines the development of the parliamentary system in Sri Lanka</p> |

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| National Goals | Objectives of Teaching History | Competency Level |
|--|---|---|
| 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. | 6. Applying to practical life the rational knowledge and discipline brought about through a study of cause and effect, the relationship, the chronology, critical appraisal of sources. | 6.1 Describes the political and social development in Sri Lanka since independence |
| 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. | 8. To sharpen the ability to face global challenges with an insight into how global and historical trends affect the history of Sri Lanka. | 1.1 Examines the Dutch activities in the maritime Provinces 2.1 Points out how to British rule was stabilized in Sri Lanka 2.2 Examine the economic activities under the British rule |
| VIII. Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect. | 7. To mold one's character on the biographies of important historical persons. | 4.1 Explain the Indian National Movement |

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| Competancy | C ompetency Level | Subject Contents | Learning Outcome | No. of Periods |
|---|--|---|--|----------------|
| <p>Will act to safe guard the sovereignty of the country by studying the foreign authoity of Sri Lanka</p> | <p>1.1 Examines the Dutch activities in the mari time Provinces</p> | <p>1. Possession of the maritime provinces of Sri Lanka by the Duch</p> <ul style="list-style-type: none"> • Establishment of the Dutch power in the maritime provinces <ul style="list-style-type: none"> - Dutch relation with the Kandyan Kingdom • Administrative, economic, Social and cultural activities of the Dutch | <ul style="list-style-type: none"> • Discribes how the maritime provinces were captured by the Dutch • Marks the areas under the Dutch on a map • Discribes the Dutch administration in the maritime provinces • Examine the economic, Social and cultural activities of Sri Lanka under the Duch • Points out the new features assimilated to Sri Lankan society from the Dutch rule | <p>08</p> |

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| Competancy | Competency Level | Subject Contents | Learning Outcome | No. of Periods |
|---|---|---|--|----------------|
| Acts in order to protect the Sri Lankan heritage | 3.1 Points out that the indigenous culture should be protected from the foreign forces | 3. Religious and Cultural Revival in Sri Lanka <ul style="list-style-type: none"> • The Buddhist Revival • The Revival of Hinduism • The Revival of Islam | <ul style="list-style-type: none"> • Explains the religious and cultural revivals • Shows the activities of national leaders against the foreign forces • Appreciate the leaders who lead the agitation to protect the indigenous culture | 08 |
| | 4.1 Explain the Indian National movement | 4. Indian National movement <ul style="list-style-type: none"> • Background • Moslim League • Agitation movements • Grating of Independence to India | <ul style="list-style-type: none"> • describes the Indian National movements • Explains the factors that led to the sorcess of the Indian National movemvent • Point out the lessions that can be learned from the Indian National Movement | 10 |
| Taking in to consideration the regional political treands encourages to protect the sovereignty of the country | | | | |

XVII

Contributes to

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| Competancy | Competency Level | Subject Contents | Learning Outcome | No. of Periods |
|--|---|---|---|----------------|
| <p>protect the democracy of the country by analysing the expansion of the parliamentary system in Sri Lanka and the contribution made by the local leaders towards this</p> | <p>5.1 Examines the development of the parliamentary system in Sri Lanka</p> | <p>5. Constitutional Reforms in Sri Lanka and the National Independence movement</p> <ul style="list-style-type: none"> • Colebrooke Reforms • Agitation by Sri Lankans for constitutional reforms • Macallum reforms of 1910 • National Congress of 1919 • Constitutional Reforms of 1920, 1924 • Donoughmore Reforms • Soulbury Reforms | <ul style="list-style-type: none"> • Explain the evolution of the constitutional reforms under the British • Points out the contributions made by the Sri Lankan towards the constitutional reforms • Points out that the Parliamentary system of Sri Lanka as gradual evolution | <p>10</p> |

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| Competancy | C ompetency Level | Subject Contents | Learning Outcome | No. of Periods |
|---|--|--|---|----------------|
| <p>Encourage to use effectively the independance won by us</p> | <p>6.1 Discribes the political and social development in Sri Lanka since independance</p> | <p>6. Sri Lanka since independance</p> <ul style="list-style-type: none"> • The governments that came to power since indepence • Activates of those governments • Constitutional reforms <ul style="list-style-type: none"> - 1972 - 1978 • Economic Development and social welfare activities | <ul style="list-style-type: none"> • Explaine the political and economic activities of Sri Lanka since independance • Explains the social welfare activities of Sri Lanka since independance • Points out the development programmes of Sri Lanka since independance | <p>10</p> |

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School Policies and Programs

The school programs should be designed to meet the requirements essential for assimilating the subject matter included in the history syllabus successfully and effectively. Attention must be focused to enhance the student participation and facilitate gaining experience.

Given are some such school programs proposed. Please consider that the teacher teaching history has the freedom of formulating and designing other policies and programs.

- Establishment of an association of students studying history and facilitate the student to organize discussions, debates, exhibitions and maintain a magazine and a wall paper to enhance knowledge .
- At least once a year a visit can be organized to a place that is of historical importance. It is vital to pre-plan such a visit in order to widen and reinforce the knowledge gained in the classroom.
- Renowned historians would be invited to seminars in the school. It helps students to share the experience with knowledgeable persons.
- Investigations could be carried out about the historical monuments situated in the region and measures can be taken to protect them through school- community programs.
- Programs to visit museums can be arranged to observe and study the paintings, carvings and other artefacts featured in the history lessons.
- Taking information by using Internet for the lessons

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Evaluation and Assessment

The Evaluation and Assessment can be identified as two programs with interpersonal relationships that could be implemented in the class room itself in order to achieve and to confirm the achievement of the expected teaching outcomes by the students through the learning and teaching process. The teachers who are engaged in evaluation programs could guide the students in two ways. They are known as “Feed Backs” and “Feed Forward”. When inabilities and weaknesses of the students are identified it is the duty of the teacher to provide “Feed Back” for them to get rid of their problems involved in learning. When their strengths and abilities are identified it is the duty of the teacher to provide “Feed Forwards” to promote them.

For the teaching learning process to be successful it is necessary for the students to recognize the competencies that they have to achieve from the study course and the extent of them that they have achieved’. Therefore the teachers are expected, through evaluation and assessment programs to judge about the levels of competencies achieved by the students. Curriculum submitted to you here constitute a student centered, competency based and activity oriented exposition. The duty expected from the teacher is to direct the students to learn through activities

ix. Five common criteria have been suggested to make assessment and evaluation easy. Out of these criteria the first three have been formulated based on knowledge, skills and attitudes accumulated to build up each competency. The last two criteria should be formulated so as to help the students to build up skills important for their lives.

The teacher should attempt to identify the five changes of behavior in the students related to these criteria while they are involved in activities in the class room and also to strengthen those behaviors at the assessment and qualify them at the evaluation

9.1 Sri Lanka and Dutch

The Portuguese who arrived in Sri Lanka at the beginning of the 16th century were able to establish their power in many areas of the Maritime Provinces of the island. As the Portuguese who this captured the Maritime Provinces invaded the Kandyan Kingdom with the intention of conquering that Kingdom too. Kandyan kings took steps to obtain the assistance of the Dutch in order to expel the Portuguese from this country. About a century after the arrival of the Portuguese, the Dutch too came to Asia in order to obtain trading commodities. The Dutch had establish a strong trading company called the United East Indian Company (VOC) in order to implement their trading activities effectively and systematically. This trading company had undertaken trading activities and the expansion of political power of the Dutch in Asia. Until the arrival of the Dutch in Asia, the Portuguese did not face any threat from European nation for about a period of a century. But with the arrival of the Dutch conflicts began with the two powers in Asia with regard to their commercial interests. In this situation, Kandyan kings attempted to obtain the assistance of the Dutch to expel the Portuguese from Sri Lanka. By this unit is expected to study the relations between the Kandyan Kingdom and the Dutch and also the nature of the socio – economic and cultural impact of the Dutch rule.

Competency: • Act to safeguard the sovereignty of the country by studying the foreign authority of Sri Lanka

Competency Level : 1.1 Examine the activities of the Dutch in the Maritime Provinces

No. of Periods : 05

Learning Outcomes :

- Describes how the Maritime Provinces were captured by the Dutch
- Marks on a map the areas under the Dutch
- Identifies the factors which led to the conflicts between the Kandyan kingdom and the Dutch
- Studies how the conflicts can be minimized through flexibility

Instruction for lesson Planning

Plan the lesson with reference to the subject matter given bellow

Sri Lanka and the Dutch

- **Establishment of Dutch power in the Maritime Provinces**
 - Establishment of the VOC, arrival of the Dutch in the East, arrival of the Dutch in 1595 – 96 to Asia, establishment of Dutch power in Asia.
 - Seeking of Dutch assistances by Kandyan Kings - (arrival of Dutch envoys during the reign of Vimaladharmasuriya I, the attempt made by Senarat to obtain Dutch aid)
 - Treaty of 1638 signed between Rajasinghe II and the Dutch - the relations between Rajasinghe II and the Dutch, Treaty of 1638, main articles of Treaty.

- Expulsion of the Portuguese – capture of forts at Trincomalee, Negambo, Galle, Kalutara, Colombo etc, defeat of the Portuguese
 - Establishment of Dutch power in the Maritime Provinces (Keeping on the occupation of forts captured by the Dutch without handing them over to the Kandyan king, emergence of conflicts between the king and the Dutch, establishment of their power by the Dutch in the Maritime Provinces.
- **Relations of the Dutch with the Kandyan Kingdom**
 - Relation between Rajasinghe II and the Dutch (conflicts between the king and the Dutch expansion of Kandyan power by king . The 1766 Treaty signed by the Kandyan King and the Dutch)
 - Diplomatic relations between the Kandyan Kingdom and the Dutch (embassies, correspondence, exchange of gifts)
 - Peaceful relations and avoidance of conflicts (peaceful policy of Vimaldharmasuriya, Dutch assistance to religious and cultural activities of the Kandyan king)
 - Dutch Invasion of Kandy (conflicts between the Kandyan Kingdom and the Dutch during the second half of the 18th century, Dutch invasion during the reign of Kirti Sri Rajasinghe).

Competency Level: 1.1 Examine Dutch activities in the Maritime Provinces

No. of Periods : 05

Learning Outcomes :

- Describes the Dutch administration in the Maritime Provinces
- Explains the economic, social and cultural activities of the Dutch in Sri Lanka
- Points out the new features assimilated into Sri Lankan society during the Dutch rule

Instruction for lesson Planning:

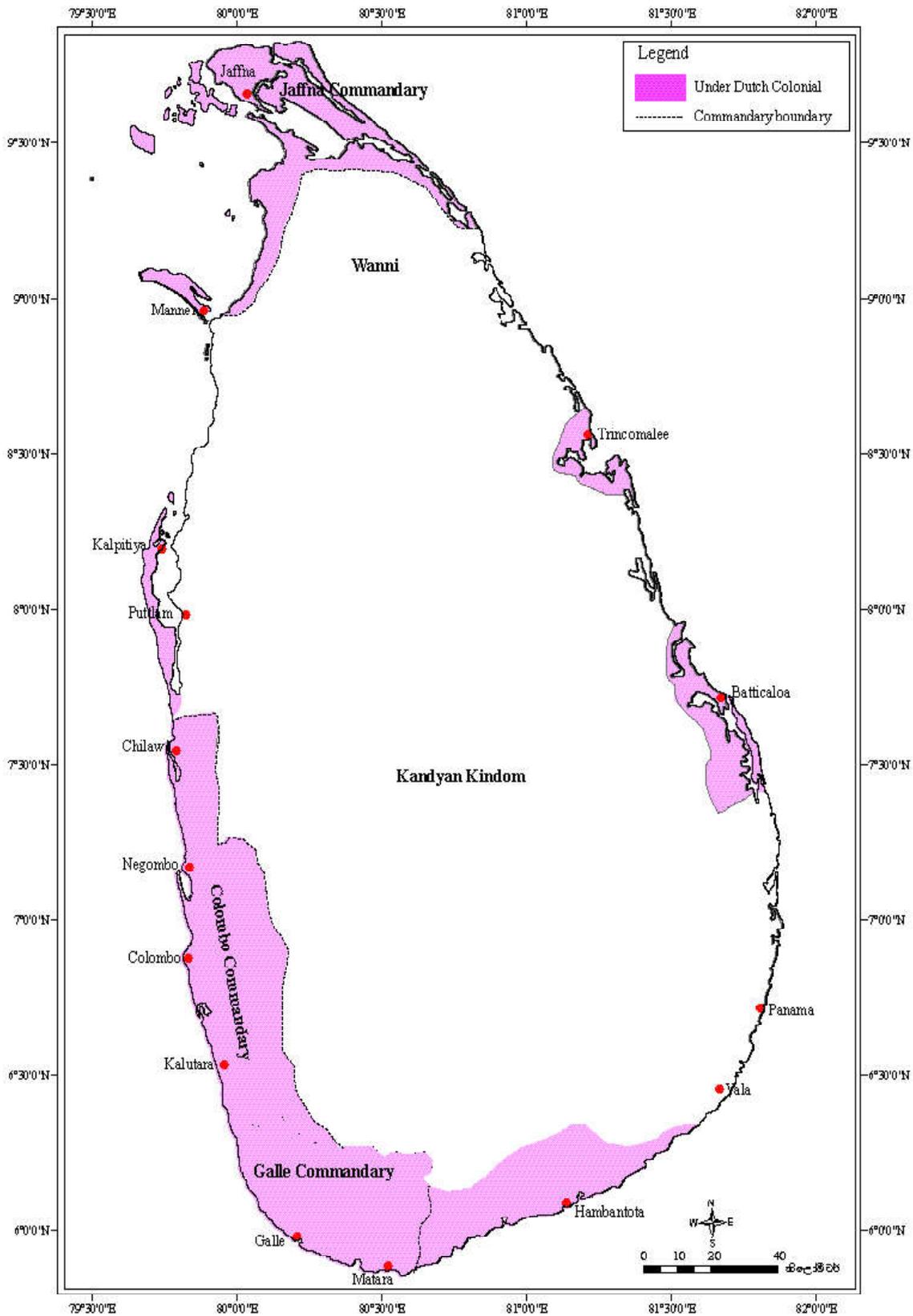
Plan the lesson with reference to the subject matter given below.

1.2 Administrative, Economic, Social and Cultural Activities of the Dutch

- **Dutch administrative organization**
 - Board of directors of the VOC, Batavia, headquarters of the Dutch empire in the East
 - Dutch Governor in Sri Lanka
 - Dutch administrative structure, division into commandaries, provincial administration and officials, judicial policy

- **Economic activities of the Dutch**
 - Company's trading policy of obtaining maximum profits
 - Agricultural activities
 - Maintaining tombos

- **Social and cultural activities**
 - Religious policy
 - Educational policy
 - The new features assimilated from the Dutch to the culture of the county



Activity 01

Organize a quiz programme covering subject matter given above.

- Divide the class in to groups to suit a quiz programme
- Distribute topics in annexure 1 among the groups
- Give instruction to every group to prepare questions and answers on the topic it received
- Collect questions and answers prepared by each group

Instructions for the quiz programme**Annexure - 1**

- Capture of the Maritime Provinces by the Dutch
- Dutch and the Kandyan Kingdom
- Administrative, economic, social and cultural activities of the Dutch

Instruction for evaluation and assessment

- Presents information about the establishment of Dutch power
- Prepares questions and answers suitable to the topic
- Assures the validity and corrections of questions
- Work with the group feeling
- Conducts the quiz programme

Activity 02

Do the following activity too in order to understand the new features assimilated in to Sri Lanka society as a result of the Dutch rule

- Implement this as a group activity
- Divide the students into groups in a suitable manner
- Discuss with students the new features assimilated into Sri Lankan culture under the Dutch rule (words, cloths, foods and beverages, pieces of furniture, new trading cities and harbours)

- Inform the students one week in advance to collect pictures and other information necessary to the activity
 - Categorize the pictures and information collected by the students on the day on which the activity would be performed
 - Distribute them among students and engage them in the activity
 - Instruct the students of the groups to perform the activity by pasting the pictures and other material on demy papers
 - After completing the activity give the opportunity for every group to make its presentation and assess the strengths and weaknesses
- Prepare a wall paper and exhibit it in the class room
- Inform the date in advance

Quality Inputs

Other sources where information on the Dutch rule can be found
 Pictures
 Pictures and articles in newspapers, A4 Pelt Pen
 Glue

Annexure 1

Arrange information and pictures regarding the new features of the Dutch rule in Sri Lanka collected by your group with a view to displaying them creatively

Group I

Dutch words which had come to the local usage

Group II

Cloths

Group III

Food and beverages

Group IV

Pieces of furniture

Group V

New trading towns and harbours

9.2 British power in Sri Lanka

The British who conquered the Maritime provinces of Sri Lanka in 1796 after expelling the Dutch had annexed the kingdom of Kandy in 1815. Since then until 1948 a period of 133 years, whole island was ruled by the British as a crown colony. Therefore the period under the British rule can be divided in to two main sub periods namely, the period which the Maritime Provinces were under the British and the periods which the whole island was under the British. In the entire era in which Sri Lanka was subjected to European Influence the British period can be considered as a period where vast changes had taken place. This unit concentrate on the arrival and the conquer of the Maritime provinces of Sri Lanka by the British, the cession of the Kingdom of Kandy, struggles against the British in 1818 and 1848, the British administration and the changes economic.

Competency : • Act to safeguard the sovereignty of the country by studying the foreign authority in Sri Lanka

Competency Level : 2.1 Point out how the British authority was established in Sri Lanka

No. of Periods : 05

Learning Outcomes :

- Explain the expansion of plantation agriculture
- Describes the condition of the indigenous Agriculture under the British
- Point out the changes that took place in Sri Lankan economy under the British

Instruction for lesson Planning

Plan the lesson in advance with the themes given below

2.2 Economic development under British

- **The plantations Agriculture**

The economic condition in Sri Lanka prior to the introduction of the plantation Agriculture

British attention to plantation agriculture to increase government revenue

- Land alienation policy of the British
- Local and foreign entrepreneurs were allowed to buy lands
- Enactment of laws and regulations to suit the interests of the private entrepreneurs

- **Development of plantation Agriculture**

- Coffee, Cinchona, Tea, Coconut, Rubber

- **Up liftmen of the of the indigenous agriculture**

- Decline of the indigenous agriculture under the British
- The British attempts to develop indigenous agriculture

- * Restoration of tanks and canals
- * Establishment of the Department of irrigation
- * Establishment of cooperative societies

Covering the subject content given above direct the students to do the following activities

Activity 02

- Divide the class in to groups
- After discussing the lesson write down the annexure given below on the black board
- Allow the students to write down their responses to the column **A** in the column **B** in the black board

Annexure - 01

| A - Ideas | B - Responces |
|---|----------------------------------|
| 1. Introduction of Plantation cultivation | |
| 2. Decline of indogeneous agriculture | |

Instruction for evaluation and assessment

- Explain the economic condition of Sri Lanka under the British
- Point out the favourable and unfavourable consequences of the economic policy of the British
- Express the views regarding the statements given in the above table
- Work as a team
- Take leadership

9.3 Religious and cultural revival in Sri Lanka

The spread of Christianity was one of the objectives of the Europeans who came to Asia. Accordingly the Portuguese spread Roman Catholicism in the areas under their domination while the Dutch spread the reformed church. At the time when the British arrived in Sri Lanka, several missionary organizations had emerged in Europe with intention of spreading Christianity. The members of the missionary organizations which arrived in Sri Lanka during the British rule were activity engaging in the spread of their religion among the indigenous people. As a reaction to of the missionary activities, a revivalist movement developed among the Buddhists, Hindus and Muslims . In this unit attention is focused on the theme relating to the deferent missionary organization and their propaganda activities, revivalist movement of the Buddhists, Hindus and Muslims and the interest among local to preserve the indigenous culture.

| | | |
|--------------------------|---|--|
| Competency | : | <ul style="list-style-type: none"> • Acts in order to protect the Sri Lankan heritage |
| Competency Level | : | 3.1 Points out that the indigenous culture should be protected from the foreign forces |
| No. of Periods | : | 08 |
| Learning Outcomes | : | <ul style="list-style-type: none"> • Describe the religious and cultural revivals • Examine the role of national leaders in the presence of foreign force • Appreciate the leaders who lead the movements to protect the indigenous culture |

Instruction for lesson planning

Plan the lesson with reference to the subject content given below

- **The missionary organizations and their activities**
 - The missionary organizations which arrived in Sri Lanka during the early 19th century
 - The propaganda activities of the missionary organizations
- **Buddhists revivalist movement**
 - Leading personal and organizations
 - presses and the use of printing media
 - Debates
 - Establishment of Buddhists schools
 - Different views on the protection of indigenous culture

- **Hindu revival movement**
 - Navalar and the Hindu revival
 - Medium of writing
 - Establishment of Hindu Schools

- **Islamic revivalist movement**
 - Arabi Pasha and M. C. Siddhi Lebbe
 - Development Islamic education

Activity 01

Direct the students to perform the activities covering the subject matter mention above.

- This activity can be performed outside the class room as a game of entertainment
- Instruct the students a week in advance to prepare themselves for a speech regarding the leaders of the national religious revivalist movement
- The time allocated per one speech in three minutes.
- The information can be gathered from the text book and other relevant books and papers
- Make them aware that they should make the speech regarding the leaders assigned to them individually
- Prepare lots indicating the names of the included in the annexure no 01
- In the prescribed day take the students out of the class room and arrange them as a circle for the activity
- Perform the activity as a musical hat game
- Make an arrangement for the students who get the hat in hand or on the head to make speech on the leader mentioned on the lot
- Allow the other students to ask questions in connection with the speech given

Annexure - 01

- Henry Steel Olcott
- Anagarika Dharmapala
- Ven. Hikkaduve Sumangala Thero
- Ven. Migettuwatte Gunananda Thero
- Arumuga Nawalar
- M. C. Siddhi Lebbe

Asses and evaluate using the criteria given below

- Present information regarding the religious leaders and the revivalist movement
- Present fact correctly
- Assess the services of the local leaders
- Ability to collect information and present them
- Ability to complete the activity in time

9.4 Indian Nationalist Movement

The expansion of the European power in India commenced with the arrival of ‘Vasco da Gama’ in 1498. Since then the influence of the Portuguese, the Dutch and the English can be seen in India. Before the establishment of British power in India. The European activities were limited to some extent because of the existence of Mughal power, . The British were able to establish their authority in most parts of India by the middle of the 19th century.

The Indian Nationalist movement began in the later part of the 19th century. The movement was very active in the early half of the 20th century. The National struggle of Indians under the guidance of the leaders including Mahatma Gandhi set an example to the other contries in Asia. In this unit attention is focused on the themes relating to the European influence in Indian national movement and its most important leaders.

Competency:

- Taking in to consideration how the different communities in India fight together encourages us to political sovereignty of Sri Lanka

Competency Level :4.1 Explain how the Indians acted together in the Indian nationalist movement

No. of Periods: 10

Learning Outcomes :

- Describes how the British established their authority in India
- Describes the Indian nationalist movement
- Appreciates how different communities in India worked together in the nationalist movement
- Mould one’s life in accordance with the politic Indian leadership

Instruction for lesson Planning

Plan the lesson in advance with the themes given below

- **European impact of India**
 - Arrival of the Portuguese, the Dutch, the English and the French in India
 - India becomes a crown colony of the British
- **Sepey mutiny of 1857**
 - Cause of the mutiny
 - Nature of the mutiny
 - Impact of the mutiny
- **Features of the Indian National Congress**
 - Background
 - Objective of the congress
 - Activities of the Congress
 - Establishment of the Muslim League

- Agitation of the Indian National Congress
- British reaction to these activities
- Mahatma Gandhi and his activities
- Grant of independence

- **Leaders in the independence struggle**
 - Dadabhai Naoroji

 - Surendranath Banerji

 - Bal Gangadhar Tilak

 - Mahatma Gandhi

 - Maulana Abul Kalam Azad

Arrange the activities to cover themes mentioned above

Activity - 01

- Do this as a group activity
- Divide students into groups in a suitable manner
- Let the groups collect information relevant to the topic under activity No. 01 given to them
- Inform the date selected for the activity
- On the selected day give the groups the annexures No. 02 and 03
- Instruct the groups to perform the activity with the pictures and information collected by them
- Collect all the students' activities and prepare a wall paper

Quality inputs

- Pictures of the personal in the annexure No 01
- Demy papers
- Pelt Pen
- Glue
- Text book
- The book series named Dhara
- Other books and magazines

Annexure No. 01

- Mahatma Gandhi

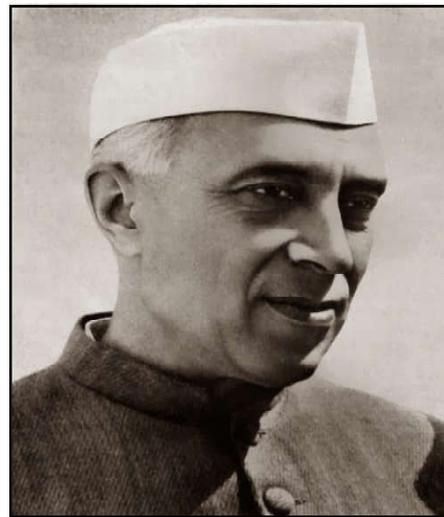
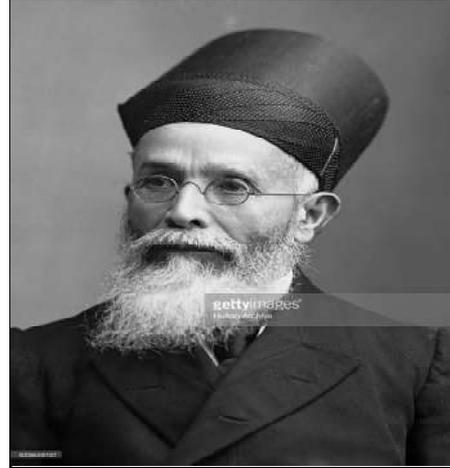
- Dadabhai Naoroji

- Maulana Abul Kalam Azad

- Surendranath Banerji

- Jawaharlal Nehru

Annexure No. 02



Annexure No. 03**Instructions to the group**

- Select the picture of the person given to the relevant group to collect information from among the several pictures given
- Paste the picture on the Demy paper
- Write down the name depicted in the picture correctly
- write down the information collected by the group under the picture
- Write down the life and activity of the person depicted in the picture and his contribution towards the independence struggle and what one can gather from his life

Instruction for Evaluation and assessment**Do the assessment in accordance with the criteria given below**

- Correctness of the information
- Ways and means used to collect information
- Systematic organization of information
- Time management
- Completion of the whole activity

Do the activities given below covering the subject matter

Allow enough time to copy the contents of the activity paper on the exercise book

Activity 02

- This is an individual activity.

Given below are some important situations in the Indian Independence struggle and lessons that can be derived from the movement

1. Need of unity and the establishment of the Indian national congress
2. Swadeshi movement
3. Non - violence movement
4. Reach the expected target successfully
5. Gaining independence through working collectively
6. Ethics in politics

Instruction for Evaluation and assessment

Do the assessment in accordance with the criteria given below

- Presentation of facts simply and correctly
- Presentation of opinions with critical examination
- Writing them impartially
- Presentation of the opinions and theories regarding the topic
- Completion the activity in time

9.5 Constitutional Reforms and National Independence Movement

With the conquest of the Kandyan Kingdom by the British in 1815, the monarchical system which hitherto existed collapsed. From then the entire island was ruled by the British for a period of 133 years until 1948 when Sri Lanka gained independence. Colebrooke – Cameron reforms were implemented in 1833. From the latter part of the 19th century Sri Lankans began an agitational movement demanding more powers for them in the British administration. As a result of that agitation several constitutional reforms were introduced from time to time. Sri Lankans who were not satisfied with them continued their agitation and Sri Lanka was granted independence in 1948. In this chapter the constitutional reforms made by the British and the agitational movement of the Sri Lankans are discussed in brief.

Competency : • Contributes to safeguard democracy of the country by analyzing the evolution of the Parliamentary system in Sri Lanka and the contribution made by the local leaders to it

Competency Level : 5.1 Examine the development of the Parliamentary system in Sri Lanka

No. of Periods : 05

Learning Outcomes :

- Explain the constitutional reforms implemented under the British
- Points out the contribution made by the Sri Lankans to obtain constitutional reforms
- Point out that the Parliamentary system of Sri Lanka is a result of a gradual evolution of constitutional reforms

Instructions for lesson planning

Plan the lesson with reference to the subject matter given below

- **Colebrooke – Cameron Reforms in 1833**
 - The factors that led to the introduction of Colebrooke – Cameron reforms
 - * The reduction of the revenue and the increase of expenditure in Sri Lanka year by year
 - * Requesting funds from the British treasury to cover the expenditure of the country
- **The fields investigated by the Colebrooke – Cameron Commission**
 - General administration in the country and government establishment by W.M.G Colebrooke
 - Income and expenditure - W.M.C Colebrook
 - Judiciary by Charles Hey Cameron

- **Reforms implemented**

- Establishment of Legislative and Executive councils
- Unification of the country by uniting the Kandyan and Maritime Provinces
- Division of the country in Abolition of the system of rajakariya
- Expansion of English education

- **Agitation of Sri Lankans**

- Initiation of an agitation by the European investors for the first time demanding that certain parts of the Colebrooke reforms should be revised
- The members of the middle class which develop during the 20th century demanded that constitutional reforms should be made

- **Crewe – McCallum reforms**

- Legislative council under the reform of 1910
- Introduction of the principle of elected representation (very limited franchise) for the election of members to the legislative Council
- One member was to be on behalf of - educated Sri Lankans
- System of communal representation persisted

- **Ceylon National Congress**

- Establishment of the Ceylon National Congress in 1919 as a larger national political organization

- **Objectives of the Ceylon National Congress**

- Conduct strong agitations against the British with the views to obtaining political powers for Sri Lankans
- Increase of the powers of the Legislative Council
- Obtaining more and more opportunities for Sri Lankan leaders to participate in administrative affairs
- The establishment of the Ceylon National Congress marks an important stage in the history of this country where several organizations which represented the major communities were united for a common cause

- Course of action adopted by the Ceylon National Congress

- **Manning reforms of 1920**
 - The principal of an elected majority (majority of unofficial members) in Legislative Council
 - Introduction of territorial electorates

- **Manning - Devonshire reforms of 1924**
 - Composition of the Legislative Council
 - Majority of the members of the Legislative Council were elected by a limited franchise
 - System of communal representation persisted
 - Qualification for franchise did not undergo any change

- **Donoughmore reforms of 1931**
 - Appointment of the Donoughmore Commission

- **Reform proposals made by the Donoughmore Commission**
 - Establishment of the State Council
 - Grant of universal suffrage
 - System of executive committees
 - Governor and state officials
 - Abolition of communal representation

- **Soulbury reform of 1947**
 - Appointment of the Soulbury Commission
 - Preparation of a constitution

- **Soulbury Constitution**
 - Office of Governor General
 - Bicameral legislature

- Cabinet headed by Prime Minister
- Public service commission and judicial service commission

Do the following activity covering the subject matter mentioned above

Activity 01

- Give instructions to complete the table 01 with reference to the lesson, constitutional reforms and National Independence Movement in Sri Lanka
- Do this as a group activity
- Divide the students in to groups in a suitable manner
- Divide the above lesson with students
- Draw the table in Annexure 1 on the black board
- Give instructions to students in different groups to copy the table on demy papers or Bristol boards
- Complete the table discussing with all members of the group
- Get each group to present the group activity before the class
- Complete the table on the black board commenting on the deficiencies of group presentations
- Instruct the students to take the table down in their exercise books

Quality Inputs

- Bristol boards, Pelt pen

Annexure 01

| Year | Constitutional reform | Name by which the legislature was called | Number of member of the legislature | Important of Reforms |
|------|-----------------------|--|-------------------------------------|----------------------|
| | | | | |

Instruction for evaluation and assessment

Do the evaluation and assessment with reference to following criteria

- Name the constitutional reforms
- Correctly table information regarding institutional reforms
- Acts according to the instruction given
- Works during the stipulated time
- Works as a group

Get the students engaged in the following activity with reference to the subject matter mentioned above

Activity 02

- Do this as a group activity
- Divide the students in to groups in a suitable manner
- Distribute the activity paper in annexure I among groups
- Supply the students with the text book which contains information about constitutional reforms and other sources (Instruct the students to collect old syllabus text books on History for Grade 9 and 11, newspaper and magazine articles etc.)

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Quality Inputs

.....

Activity paper

Arrange information about constitutional reforms under the following headings

- Constitutional reforms
- Important proposals related to the constitutional reform
- Good and bad features of constitutional reforms

Instruction for evaluation and assessment

Do the assessment with reference to following criteria

- Collects information correctly relevant to the topic
- Name the important proposals
- Discusses the good and bad features of constitutional reforms
- Works as a group
- Constructively prepares a page - turning calendar

9.6 Sri Lanka since Independence

Sri Lanka was under the British domination for more than 150 years. In 1948 Sri Lanka gained independence. With independence a system of Parliamentary democracy was introduced to Sri Lanka under which the people of the country were able to elect their own representatives and through them to participate in politics. The governments which came to power after independence and the policies and programmes adopted by those governments will be discussed in brief in this chapter. In addition the establishment of a republic, the beginning of the system of executive Precedency, economic development and welfare activities in independence Sri Lanka, would also be discussed briefly .

Competency : • Encourages to use effectively the independence that we won

Competency Level : 6.1 Describes the political and social development in Sri Lanka since independence

No. of Periods : 10

Learning Outcomes :

- Describes the political and economic activities in Sri Lanka since independence
- Explains the social welfare activities in Sri Lanka since independence
- Points out the development programmes in Sri Lanka since independence

Instruction for lesson Planning

Prepare the lesson in accordance with the subject matter given bellow

- Holding the parliamentary election in 1947 and the grant of independence
- Elections held after the independence and the policies adopted by the deferent Govenments
- **The parliamentary Election of 1952 and United National Party**
 - United national Party won the election and Dudley Senanayake was appointed as the Prime minister
 - Hartal by the leftist parties and the trade unions
 - Dudley Senanayake resigned from the primership and Sir john Kothalawala was appointed as the prime Minister
 - In 1955 Sri Lanka received the membership of the United Nations Organization
- **The parliamentary election of 1956 and the new government**
 - This election was a turning point in the political history of Sri Lanka
 - The Sri Lanka freedom Party together with some other parties formed the Mahajana Eksath Peramuna

- In this election S. W. R. D. Bandaranayake got the support from “Pancha Maha Balavegaya” consisting Buddhist monks, Native Doctors, Teachers, farmers and the workers.
- Mahajana Eksath Peramuna won the election and S. W. R. D. Bandaranayake became the prime minister
- Significant activities of the MEP movement
 - * Development of local industries and the native agriculture
 - * Expansion of nationalization activities
 - * Making Sinhala language the official language of the country

- **The Parliamentary election of July 1960 and new government**
 - None of the contestant political parties were able to win a majority at the General election of March 1960
 - Hence the UNP under the leadership of Dudley Senanayake formed a coalition Government with several other political parties. However it was defeated at the very first opening ceremony of the parliament and the new government dissolved
 - Sri Lanka freedom Party under the leadership of Mrs. Sirima Bandaranayake won the general election held in July 1960 and she assumed duties as the Prime Minister
 - The SLFP together with Lanka Samasamaja Party and the Communist party formed a Coalition Government (Samagi Peramuna)
 - Nationalization movement was carried forward
 - A policy of developing an indigenous economic system was carried forward

- **The General Election of 1965**
 - The UNP won the Election and Mr. Dudley Senanayake became the Prime Minister for the third time

- **The General Election of 1970**
 - The Coalition under the leadership of Mrs. Sirima Bandaranayake won the election and she became the Prime Minister
 - The establishment of the first Republican Constitution and Sri Lanka became a republic

Activities 01

Get the Students to fill the chart given below by including information on the general election held since 1970

- Implement this as an individual activity
- Evaluate the activity of the students

| Election | Victorious Party | Elected PM | Important activities carried on by the Government elected |
|----------|------------------|------------|---|
| | | | |

- **The first Republican Constitution**

By this constitution

- The country then known as Ceylon was named as Sri Lanka
- Making provisions to get rid of all the existing bonds with the British Empire
- Acceptance of the constitution as the fundamental Law of the country

- **The main features of the 1972 Constitution**

- President
- National Assembly
- The Cabinet led by the Prime Minister
- Judiciary
- Fundamental Human Rights

- **The second Republic Constitution**

- Mr. J. R. Jayewardane the leader of the UNP won the general election of 1977 and took mercies to draw a constitution with executive President as the main feature

- **The main features of the 1978 constitution**
 - Executive President
 - Prime Minister and the Cabinet
 - Parliament
 - Judiciary
 - Fundamental Human rights
 - Proportional representative system
 - Ombudsman

Activities - 02

Get the students to work out the following activity with reference to the Republican Constitutions of 1972 and 1978

- Draw a chart given in Annex:01 on the black board
- Question the students on the topics given in the left hand corner of the chart related to the constitution of 1972 and 1978
- Mark the responses of the student on the chart the students themselves can be given the opportunity to mark the responses in the chart
- Explain the differences of the constitution of 1972 and 1978 by showing the shortcoming of the students responses
- Provide opportunity for all the students to copy the chart

Annexure - 01

| Topic | 1972 Constitution | 1978 Constitution |
|-------------|-------------------|-------------------|
| President | | |
| Cabinet | | |
| Legislature | | |

Plan the lesson with reference to the subject matter given below

- **Development Activities of after independent**
 - Development of paddy cultivation
 - The development that took place in the industrial sector
 - Nationalization Activities

- **Social welfare Activities**
 - Development of free education
 - Improvement of public health facilities
 - Provision of Social assistance
 - Development of facilities in the rural areas

Activities - 03

- Engage the students in the following activities with reference to the development and social welfare activities since independence
- Implement this as an individual activity
- Mark the chart given in Annex 02 on the chalk board
- Advise the students to copy the Annex 02 chart on their note books. Next by using the text book to identify the factors related to the topics given on the centre cage and write them on the left hand cage of the chart
- Evaluate the Activities of the students
- Present few successful activities of the students to the class

Annexure - 03

| | Topic | Introduction relevant to the topic |
|---------------------------|---|------------------------------------|
| Development Activities | paddy cultivation | i. ii. iii. |
| | Development in the industrial sector | |
| | Development of free education | |
| Social welfare Activities | Development health facilities | |
| | Social welfare Activities | |
| | Development of facilities in the rural sector | |