

## CHAPTER 2: OUR SCHOOL AREA

### Key Concept

Children understand that the bigger social units are, the more complex they become. The social unit, “school and the surrounding area”, has more people engaged in various different duties and occupations. The people support and help each other.

### Learning Objectives General Objectives

(1) Children become interested in “school” which is a bigger social unit than “family.” They deepen their level of understanding about their own school by using their prior knowledge of “family” and by researching the members in school and their responsibilities.

(2) Children become interested in their surrounding environment of their school and are able to think about people living there and their social responsibilities (or occupations) through interviewing them.

### Structure of This Chapter & Specific Objectives

#### <Lesson>

#### <Specific Objectives>

#### Lesson 5: Our School and the Surrounding Area

(1) Children are able to explain the situations inside and outside of school based on their active research of people living there.

(2) Children are able to differentiate “school and its surrounding environment” from “family” in terms of members and their social responsibilities and duties, compared to what they learnt in the study of “family.”

(3) Children gain various skills in questioning, listening to, comprehending, arranging and presenting material through such activities as interviewing people and asking questions.

### Key Points

#### ● **Realizing the differences between family and school, but the same concept**

In the previous chapter, “family” was taught. Each family member has different roles and a daily schedule and each of them helps and supports each other.

In this chapter, “school” and “the surrounding area of the school” will be taught. There are more people with more various roles and duties than “family.” A Teacher lets children understand that the bigger a social unit is, the more complex, but the basic concept is the same, which is that all the people helps and supports each other and social units can function well with their cooperation.

#### ● **Enhancing interviewing skill and listening skill**

During the lessons of this topic, children research the main roles and duties of school members. To find their roles and duties, children interview those people and make a report based on their findings from the interviews. This activity is good for enhancing children’s interviewing skill and listening skill. Prior to this activity, the teacher should prepare carefully and give children a clear direction about how to interview and take a note and how to arrange the information gained from the interview.

● **Enhancing observation skills**

In the lessons of “the surrounding area,” children have a short field trip in the surrounding area of school. They can find various different occupations. They can also interview people to know their roles and duties. This activity enhances children’s ability of observing the society, finding something new, and learning the function of the society. The teacher should take enough time for this activity.

**Flow of Teaching and Learning**

(1 period)

**Introduction:**

Children observe an illustration showing a school and its surrounding area and make a short story explaining this illustration.

**Lesson 5: Our School and the Surrounding Area  
(14 periods)**

(1<sup>st</sup> period)

**Our School**

(2<sup>nd</sup> and 3<sup>rd</sup> periods)

Children research school structure, including building and compound (Making a map).

(4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> periods)

Children research daily schedules of school members, including a principal, teachers, working staff and children (Making a table for daily schedule).

↓  
Children think about the main roles and duties of school members.

**Realization:**

School is a bigger unit than family. There are more members and their roles are more complicated.

**The surrounding Area**

(7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> periods)

**Field trip:**

Children observe the surrounding area and try to find the following things:

- What are there? (For example, shops, parks, pagodas, etc.)
- What do people do? (For example, selling food, cleaning streets, producing parts of machine, etc.)

(11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup> periods)

Based on the information gained through a field trip, children make a report by group. The report includes the following information:

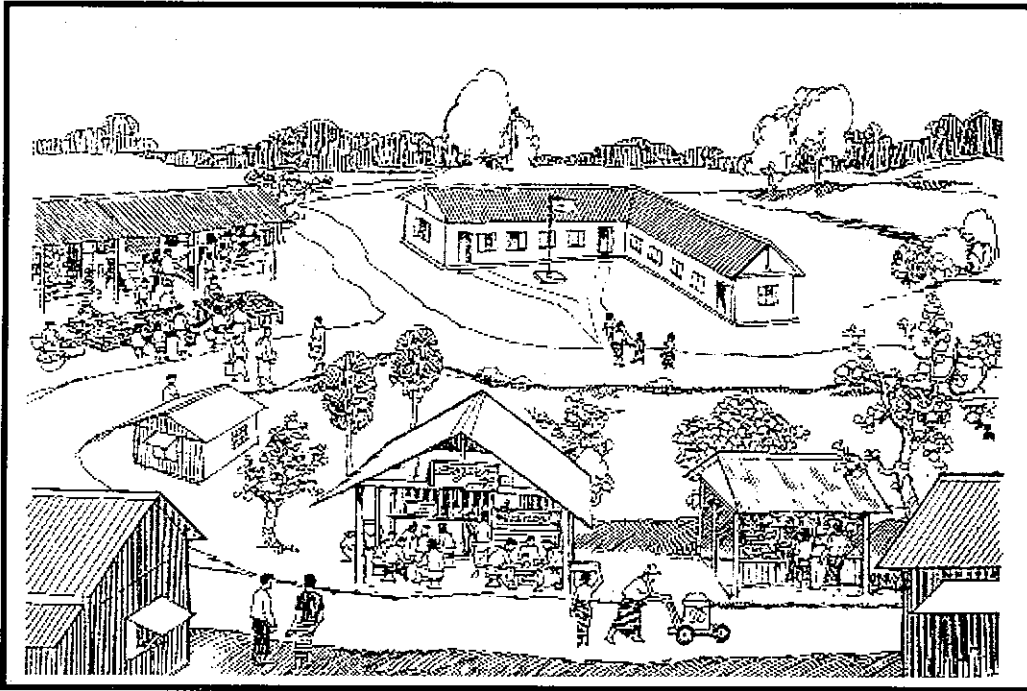
- What kinds of people live in the surrounding area of the school?
- What roles and duties do they have?

↓  
Children have a presentation of their report by group.

**Realization:**

There are many people engaged in different occupation and having different roles and duties. Compared to family and school, the surrounding area of the school is more complex because of a bigger social unit than family and school.

## Introduction of Chapter 2



### How to Start Teaching This Chapter

The illustration above shows a school and its surrounding area in a town. There are many people in the illustration. They look like busy to do something. Compared to our home, the people in the illustration are engaged in more various duties and roles.

A teacher shows students the illustration above and lets them observe it carefully. Then the teacher lets them express what people are doing in the illustration.

After discussion the illustration, the teacher lets children make a short story for this illustration. At that time, each student assumes one person in the illustration and make a story from the person's point of view.

Example of a short story:

*I am a shop owner. I am selling various fruits such as orange, banana, apple, lyche, papaya, etc. I usually open my shop at 7:00 am. In the morning, many women living around here come to my shop to buy fresh fruits. At noon, I usually go to the noodle shop across the street for lunch. The owner of the noodle shop is very kind and friendly. Everyone likes him. He receives a lot of things as a gift from the neighbors: clothes and foods. One day when I was talking with him, a man came to us and gave two chickens to him. After that man left, he explained me, "that guy is working in a market selling chickens. Two days ago, I saw him to carry many chickens on the street and I helped him. So these chickens are the appreciation of him for my help. His chicken is very delicious." Then he gave me one chicken just receiving. A this night, I ate this chicken. This was very soft and tasty. In the next day, I went to the market and looked for the man's place for selling chicken. I found his place and bought three chickens. Since then I go to the market to buy chicken.*

## Lesson 5: Our School and the Surrounding Area

### General Objectives

- (1) Children become interested in “school” which is a bigger social unit than “family.” They deepen their understanding of their school by using their prior knowledge of “family” and by researching the members in school and their responsibilities.
- (2) Children become interested in their surrounding environment of their school and are able to think about people living there and their social responsibilities (or occupations) through interviewing them.

### Specific Objectives

- (1) Children are able to explain the situations inside and outside of school based on their active research of people living there.
- (2) Children are able to differentiate “school and its surrounding environment” from “family” in terms of members and their social responsibilities and duties, compared to what they learnt in the study of “family.”
- (3) Children gain various skills in questioning, listening to, comprehending, arranging and presenting materials through such activities as interviewing people and asking questions.

### Lesson Planner

#### 1<sup>st</sup> period

The outline of a school is the main topic. Two issues: people in school and the school compound, will be discussed. The first issue includes the following:

- Who are in school? (e.g. Principal, teachers, students, working staff, etc.)
- How many people are in school?
- What do they do in school?

The second issue includes the following:

- What are in school? (e.g. Classrooms, flower garden, play ground, etc.)
- Where are these in the school compound?
- What shapes do these have?

In this first period, correct answers for the above issues are not necessarily required, but it is enough for children to guess these answers.

#### 2<sup>nd</sup> and 3<sup>rd</sup> periods

Knowing the structure of the school compound is the main topic. Through the observation of their school, children know the school structure in detail. The teacher divides children into some small groups and assigns each group to go to a certain place in the school compound to observe. Each group goes to the place and sketches the scenery including school buildings. After coming back to the classroom, children draw an illustration of the place observed in a big paper by group. Finally, the teacher combines all illustrations drawn by children and creates an illustration of the whole school compound. Then, children look at the illustration of school and understand the outline of the school structure.

#### 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> periods

The roles and duties of the school members, the principal, teachers, working staff as well as children themselves, are the main issues. Each school members have different roles and duties from others. For example, the principal of the school is

responsible to supervise all teachers, make final decisions on all issues relating to school, and create a school policy. Teachers are responsible for teaching children, preparing lessons, and giving children advice.

Through an interview, children get information of the activities of the school members. The children first make their daily schedules based on the information. Then children find the main roles and duties of the school members from their daily schedule.

**7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> periods**

The surrounding area of the school is the main topic. Like the previous lessons, the following two issues will be discussed in these periods of the lesson:

- What are there? (e.g. shops, parks, pagodas, etc.)
- What are people doing? (e.g. selling food, cleaning streets, etc.)

It is necessary for children to know the surrounding area of the school in order to discuss the above issues. The teacher conducts a field trip to understand the situation of the area around the school. Prior to a field trip, the teacher and children make it sure what they should do during a field trip and prepare for it. The preparation includes the following items:

- The purpose of a field trip
- The area to go (It is necessary to make it sure on a map)
- What should we observe?
- What should we know?
- What should we do to get necessary information?
- What questions should we ask people?

**11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup> periods**

In these periods of the lesson, children make a report based on the information gained during the field trip. The report includes the following issues:

- What kinds of people live in the surrounding area of the school?
- What roles and duties do they have?

In addition, children collect pictures and illustrations of people engaged in the same occupations which they found in the field trip from books, magazines and newspapers. Children stick these pictures and illustrations with explanations about their roles and duties on a big paper. After completing, children have presentations of their research papers in front of the class.

**Note:**

If you cannot conduct a field trip because of too many children in your class or other reasons, you can take other ways like below:

- To invites local people to the class and children listens to their stories,
- To prepare cards explaining various occupations in the surrounding area of the school and children study the situation of the surrounding area from information of the cards.

**Examples of Lesson Plan**

**1<sup>st</sup> to 14<sup>th</sup> Periods:**

**Specific Objectives**

- (1) Children are able to explain the situations inside and outside of school based on their active research of people living there.
- (2) Children are able to differentiate “school and its surrounding environment” from “family” in terms of members and their social responsibilities and duties, compared to what they learnt in the study of “family.”
- (3) Children gain various skills in questioning, listening to, comprehending, arranging and presenting material through such activities as interviewing people and asking questions.

**Teaching / Learning Materials**

- Small paper for a rough sketch
- Marker pens (if possible, several different colors)
- Large paper for drawing a part of the school compound
- Sheet for a daily schedule
- Planning sheet for interview (Teachers must prepare it.)
- Large paper for writing a daily schedule
- A planning sheet for a field trip (Teacher must prepare it.)
- Large paper for writing reports
- Pictures and illustrations of various occupations

**Teaching / Learning Procedure**

(1<sup>st</sup> Period)

| Learning Activities  | Duration (Min.) | Teaching/Learning Materials | Points to be noticed  |
|--|-----------------|-----------------------------|---|
| <p>A teacher asks students, “What are there in our school? Please tell me everything you can find.”</p> <p><b>The students express many things, such as school buildings, a flower garden, assembly room, etc.</b></p>   | 10              |                             | <p>The teacher lets the students think about school and accepts any answers. This part is important for motivating them to study this topic.</p>  |
| <p>The teacher discusses with the students the following issues:</p> <ul style="list-style-type: none"> <li>● Who are in school?</li> <li>● How many people are in school?</li> <li>● What do they do in school?</li> </ul> <p><b>The students express their ideas.</b></p> <p>The teacher discusses with the students the following issues:</p> | 10              |                             | <p>The teacher does not necessarily have to discuss the details of these issues. All the detail information can be gained during the following lessons.</p> <p>This first exploration of the school</p> |

|   |    |  |   |
|---|----|--|---|
| <ul style="list-style-type: none"> <li>● What are in school?</li> <li>● Where are these in the school compound?</li> <li>● What shapes do these have?</li> </ul> <p>The students express their ideas.</p> | 10 |  | compound aims that the students find “what are there in our school compound?” After exploration, the students make a simple map of the school compound. |
| The teacher announces that the students observe the school compound in the next period of lesson. Then the teacher divides them into small groups   | 5  |  | One group will be 6 to 8 students.  |

(2<sup>nd</sup> and 3<sup>rd</sup> Periods)

| Learning Activities   | Duration (Min.) | Teaching/Learning Materials   | Points to be noticed   |
|---|-----------------|---|--|
| <p>The teacher gives the students an instruction of the activity clearly.</p> <p>The teacher makes it sure that which group goes to where to observe.</p>   | 5               |   |  |
| <p><b>Each group goes to a decided place to observe and makes a rough sketch of the scenery.</b></p> <p><b>After observation, the students draw the scenery of the school compound based on their observation and rough sketches.</b></p> | 30<br><br>30    | <p>Paper for a rough sketch</p> <p>A piece of large paper</p> <p>Marker pens</p> <p>Large paper for drawing a part of the school compound</p> | It is better that the students write some information on the illustration (or map), such as “this is an old building.” “There are 5 classrooms in this building.” etc. |
| The teacher combines the drawings created by groups and makes a big illustration (or map) of the school compound.   | 5               |   |  |



(4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Period)

| Learning Activities  | Duration (Min.) | Teaching/Learning Materials              | Points to be noticed   |
|--|-----------------|--|--|
| The teacher asks the students, "What do you do in school?"   |                 |  |  |
| <b>The students express their activities in school.</b>  | 10              |  |  |
| The teacher makes a daily schedule of the students through discussion with them.   | 10              | Sheet for a daily schedule               |  |
| <b>The students prepare the interviewing activity to the principal, teachers and working staff. The preparation include the following items:</b> | 10              | Planning sheet for interview             | The teacher should inform the respective persons of the purpose of this activity, and ask them to give the students clear answers. |
| <ul style="list-style-type: none"> <li>● Which group interview who?</li> <li>● What questions do they ask?</li> </ul>                            |                 |  |  |
| <b>Based on their plan, the students conduct interview the respective persons by group.</b>  | 30              |  |  |
| <b>After the interview, the students make a daily schedule of the respective persons by group.</b>   | 30              | Large paper for writing a daily schedule |  |
| The students have a presentation by group.   | 15              |  |  |

(7<sup>th</sup> Period)

| Learning Activities   | Duration (Min.) | Teaching/Learning Materials     | Points to be noticed  |
|---|-----------------|---------------------------------|---|
| The teacher proposes to widen their vision more and to think about outside the school compound.   |                 |                                 | In this introduction part, it is not necessarily discuss the detailed information. It is more important for the students to have a question like "what is the situation in the surrounding area of the school?" |
| <b>The students think about the following issues:</b>   | 10              |                                 |   |
| <ul style="list-style-type: none"> <li>● What are in the surrounding area of the school?</li> <li>● What are people doing in the surrounding area of the school?</li> </ul> |                 |                                 |   |
| <b>The students prepare a field trip to the surrounding area of the school by group. The preparation includes the following items:</b>                                      | 20              | Planning sheet for a field trip |   |
| <ul style="list-style-type: none"> <li>● The purpose of a field trip</li> </ul>   |                 |                                 |   |

|  |   |  |  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>● The area to go</li> <li>● What should we observe?</li> <li>● What should we know?</li> <li>● What should we do to get necessary information?</li> <li>● What questions should we ask people?</li> </ul> |   |  |  |
| The teacher and the students confirm their plans of a field trip.  | 5 |  |  |

(8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> Periods)

| Learning Activities  | Duration (Min.) | Teaching/Learning Materials | Points to be noticed   |
|--|-----------------|-----------------------------|--|
| <p>The teacher takes groups of the students for a field trip.</p> <p>(Each group should be taken care of by at least one person, such as teachers and parents)</p> | 105             |                             | <p>Prior to this lesson, the teacher should inform possible interviewees of the purposes of this activity and ask their kind cooperation.</p> <p>Because there are several groups going to different places, the teacher can ask other teachers or parents to support this activity.</p> |

(11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup> Periods)

| Learning Activities  | Duration (Min.) | Teaching/Learning Materials   | Points to be noticed |
|--|-----------------|---|----------------------|
| The teacher gives the students a clear instruction for arranging the information gained during the field trip. | 10              |   |                      |
| <b>The students make a report including various pictures and illustrations by group.</b>                       | 100             | <p>Large paper for a report</p> <p>Pictures and illustrations of various occupation</p> |                      |
| Each group has a presentation.   | 30              |   |                      |

Assessment

**What are the key issues in this lesson?**

- Situation of our school compound
- The main roles of principal, teachers, working staff and students
- What are there in the surrounding area of our school?
- What are people living in the surrounding area doing?

**How do you assess the performance of children?**

● **Observing children’s performance**

In this lesson, various physical activities of children are prepared. Teachers observe carefully children’s performance through the activities and assess them. The teachers should assess children’s performance from both points of view: individual child’s performance and the performance of the group. The teachers can refer to the “Checklist of Children’s performance” and the “Checklist of Group Performance.”

● **Assessing the report**

At the end of the lesson, children prepare by group the reports about people living in the surrounding area of their school and their roles and responsibilities. Teachers can assess their performance through checking the reports. Before assessing the report, the teachers should make assessment points clear.

A sample of the assessment points of the report is shown below.

**Assessment Points on the Report**

| Checking Points  | Rating       |   |   |   |             |
|--|--------------|---|---|---|-------------|
|  | 5: Very good | 4 | 3 | 2 | 1: Very bad |
| <b>1. Structure of report</b>  |              |   |   |   |             |
| Does the report explain the issues clearly?  | 5            | 4 | 3 | 2 | 1           |
| Is the report easily understood by readers?  | 5            | 4 | 3 | 2 | 1           |
| <b>2. Contents of report</b>   |              |   |   |   |             |
| Is the report prepared based on a good field research                                  | 5            | 4 | 3 | 2 | 1           |
| Does the report explain people living in the surrounding area of their school clearly? | 5            | 4 | 3 | 2 | 1           |
| Does the report explain the roles of those people clearly?                             | 5            | 4 | 3 | 2 | 1           |



## CHAPTER 3: OUR VILLAGE AREAS

### Key Concept

Children understand the characteristics and functions of their village (or township). Children understand that the “school,” the “surrounding area of the school,” and the “village” have a larger variety of characteristics with more complicated functions, compared to the “family.” In addition, children compare the different characteristics of their village (or township) in the past to the present time.

### Learning Objectives

#### General Objectives

- (1) Children become interested in and deepen their understanding of their village (or township) by finding its characteristics and the lifestyle of the people living there, with using the prior knowledge learnt in the lessons on “our family,” and “our school.”
- (2) Children realize that each area of the village (or township) has its own function. They learn that each area is linked with all other areas through the process of making and reading simple maps of their village (or township).
- (3) Children understand the past situation of their village (or township) through observing old objects which were used commonly before, but are no longer used now. They think about the differences between the past and the present. In addition, children realize the rapid social changes caused by various development projects and foresee the future situation of their village (or township).

### Structure of This Chapter & Specific Objectives

#### <Lesson>

#### <Specific Objectives>

#### Lesson 6: Our Village and the Neighboring Areas

- (1) Children are able to explain the characteristics of each area in their village (or township), including the roles and responsibilities of people living there, by making simple village (or township) maps.
- (2) Children are able to explain clearly linkages between the areas by reading the maps which indicate the function of each area.
- (3) Children are able to image people’s lifestyle in the past and explain the changes between the past and the present. In addition, children are able to explain the advantages and disadvantages of various development projects.
- (4) Children are able to foresee the future situation of their village (or township) based on the previous knowledge learnt in the lessons.

### Key Points

#### ● Making a simple village map

In this topic, it is important for children to understand that various functions of their village are linked each other. For example, the area with many paddy fields supplies rice to another area where many rice mill factories are located. The rice mill factories produce rice products and supply these products to the markets. The markets sell these products to customers. The customers consume rice products. To understand this kind of linkage more clearly, it is significantly effective to make a map of village and to describe these relations using “arrows.”

As you know, various occupations in the surrounding area of school were taught in the previous chapter. The teacher did not necessarily have to let children understand the linkage among all those occupations. Children's understanding of characteristics spot-by-spot was fine at this moment. In this topic, however, a spatial approach is necessary for the teacher to let children understand a linkage among various areas.

● **Thinking about the past situation of the village**

This topic is the last topic in geographical field of study at grade 3. After finishing this topic, children will learn historical topics. To let children gain ability of having historical points of view, an issue of "the past situation of the village" will be dealt with in this topic. Some basic skills to know historical facts, for example, asking the elders, reading books, and finding old things, will be provided for children.

Flow of Teaching and Learning

(1<sup>st</sup> period)

**Introduction:**

Children observe an illustration showing a village and express what they find in the illustration.

**Lesson 6: Our Village and the Neighboring Areas  
(11 periods)**

(2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> periods)

Children make a simple map of their village by group.  
The following items are included in the map:

- Locations of various main items of the village  
(e.g. farm, factory, shop, school, residential area, forest, park, pagoda, etc.)
- Road conditions  
(e.g. wide or narrow, paved or not, etc.)

**Realization:**

Children know the outline of their village, such as where are what?

(5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> periods)

Children think what people in the each area are doing.  
(e.g. What are farmers in that area doing?)

Children research what people in the each area are doing.  
(e.g. Farmers working in that area are cultivating rice during April and November. The production of rice is usually sent to the rice mill factory. They are also working in the factory during December to March.)

Children interview people (parents) and ask what they are doing.

Children try to find out the characteristics and functions of the each area.

Children realize how the functions of the each area in their village are linked each other.

(9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> periods)

Children think about the situation of their village in the past.

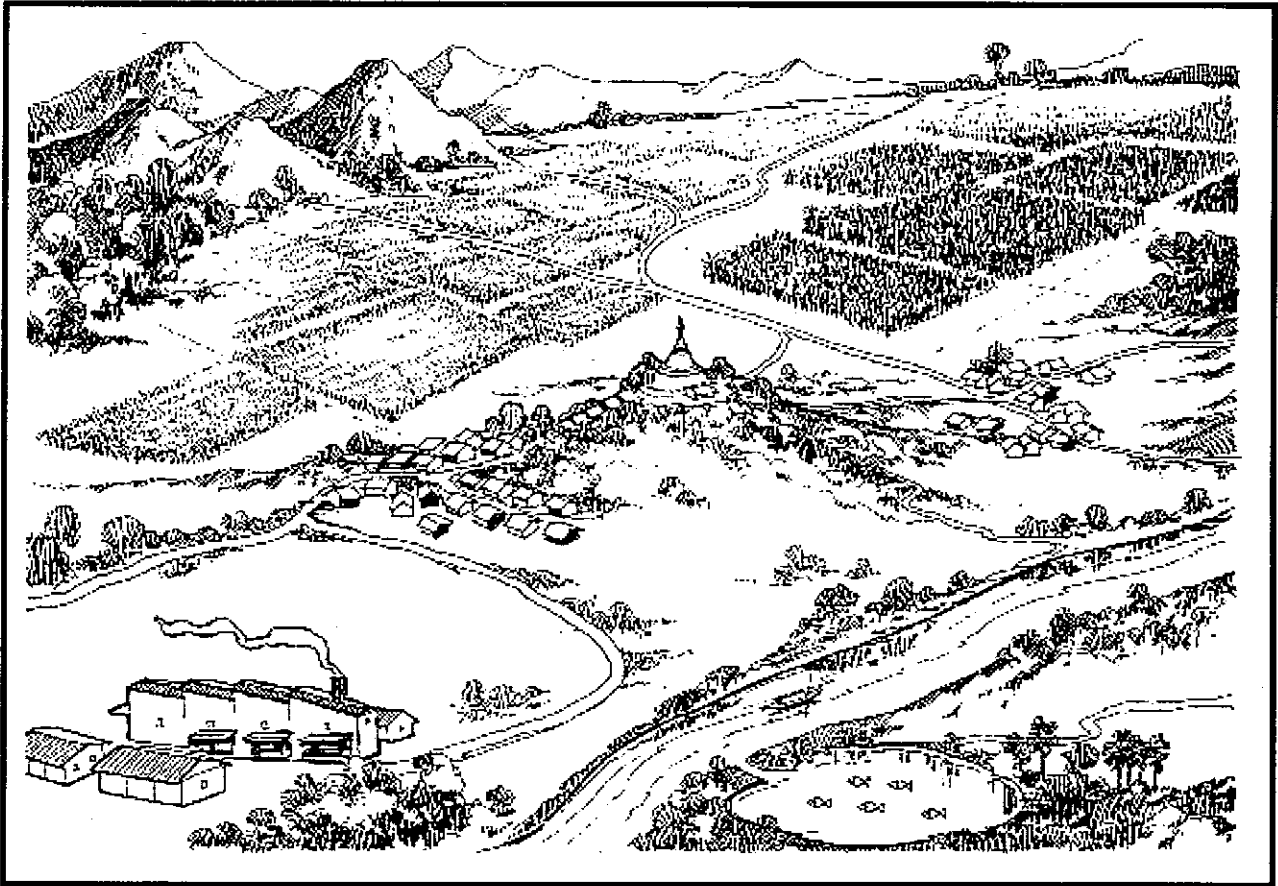
Children interview their grandparents, parents and the elders in their village.

Children foreseen the future situation of their village.

**Realization:**

There are various different activities in the village. These activities are conducted in a certain area of the village. These areas are related each other and supports the function of each area based on the give-and-take relationship.

Introduction of Chapter 3



**How to Start  
Teaching This  
Chapter**

A teacher shows students the illustration above and lets them express what they find in the illustration.

Observing the illustration and finding something may be an interesting activity for students. The teacher gives the students enough time to observe the illustration. All answers expressed by the students will be acceptable.

The teacher lets students have a good imagination and express their creative ideas such as what people in the illustration are doing.



## Lesson 6: Our Village and the Neighboring Areas

### General Objectives

- (1) Children become interested in and deepen their understanding of their village (or township) by finding its characteristics and the lifestyle of the people living there, with using the prior knowledge learnt in the lessons on “our family,” and “our school.”
- (2) Children realize that each area of the village (or township) has its own function. They learn that each area is linked with all other areas through the process of making and reading simple maps of their village (or township).
- (3) Children understand the past situation of their village (or township) through observing old objects which were used commonly before but are no longer used now. They think about the differences between the past and the present. In addition, children realize the rapid social changes caused by various development projects and foresee the future situation of their village (or township).

### Specific Objectives

- (1) Children are able to explain the characteristics of each area in their village (or township), including the roles and responsibilities of people living there, by making simple village (or township) maps.
- (2) Children are able to explain clearly linkages between the areas by reading the maps which indicate the function of each area.
- (3) Children are able to image people’s lifestyle in the past and explain the changes between the past and the present. In addition, children are able to explain the advantages and disadvantages of various development projects.
- (4) Children are able to foresee the future situation of their village (or township) based on the previous knowledge learnt in the lessons.

### Lesson Planner

**1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> periods** (\*See examples of lesson plan)

Making a simple map of village is the main topic. In the previous chapter, children learnt that people in the surrounding area of their school are engaged in various occupations and cooperate together. This chapter makes children’s eyes open more to see their village and the neighboring areas.

Children make a simple map of their village to know the outline of their village. A teacher prepares a blank map only with drawings of streets and the landmarks of the village. Children complete a village map by drawing farms, factories, shops, school, houses, forests, parks and pagodas. If possible, the teacher lets children indicate the conditions of the streets, such as wide or narrow, and paved or not. This activity is dependent upon children’s memories so that they may not draw all the places correctly. If some places are still blank, the teacher can help them to complete the map. However, it is not necessarily to draw a detailed map of the village. It is fine for children and a teacher to know where what is.

To make a map of the village, please concern the following issues:

- To make it clear where what are.
- Not to leave a blank part on the map (Because there is something in all places).

**5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> periods** (\*See examples of lesson plan)

Based on the map created by children, the teacher and children discuss what people are doing in the each place. For example, there are farmers in the paddy areas. They are cultivating rice. For another example, there are many sellers in the market. They are selling vegetables, clothes and daily goods.

After figuring out what people in each place are doing, children collect detailed information of the each activity by interviewing these people. In this activity, children can ask their parents about their works in detail because most of the parents are engaged in some works in the village. For example, parents of some children are engaged in farming. These children ask parents about the work of their parents in detail like that: "They are cultivating corn. They sow the field with corn on April and harvest it on October. They are very busy to take care of corn between April and October. However, they are working in factory to process corn during November to March." Each child collects such information. Children review the information and figure out the function and characteristics of the each place. For example, people cultivate corn on the field and the corn is carried to the factory area. After processing, corn is sold as a corn can in the market.

During this activity, children understand that each place is related each other and people working in the places cooperate together.

**9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> periods** (\*See examples of lesson plan)

The situation of village in the past is the main topic. How were people living in the past? The teacher discusses with children this issue.

First of all, children will have a discussion of old materials which were commonly used in the past but are not used any more. These old materials will be prepared by both the teacher and children. Children think about the way of usage of these old materials and then compare this with the current materials. It is important for children that what is different between the old materials and new materials and that in what points these new materials become more convenient.

After discussing these material issues, children try to discuss more issues of their village, such as transportation, communication system, etc. During this discussion, children should figure out what were changed and what impact these changes gave on their village.

### Examples of Lesson Plan

**1<sup>st</sup> to 8<sup>th</sup> Periods:**

**Specific Objectives**

- (1) Children are able to describe the characteristics of each area in their village (or township), including the roles and responsibilities of people living there, by making simple village (or township) maps.
- (2) Children are able to explain clearly linkages between the areas by reading the maps which indicate the function of each area.

**Teaching / Learning Materials**

- Blank cards
- A blank map only with the main streets and landmarks
- Large village maps only with roads and streets
- Parts of the map
- Questionnaire sheets

**Teaching / Learning Procedure**

(1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Periods)

| Learning Activities  | Duration (Min.)                                  | Teaching/Learning Materials | Points to be noticed   |
|--|--|-----------------------------|--|
| <p>A teacher asks the students, "What can you see in our village?"</p> <p><b>The students answer many different items, such as farms, factories, shops and schools.</b></p> <p>The teacher writes the names of these items on the cards and stick them on the blackboard.</p>  | 30   | Blank cards                 | The teacher lets the students express as many items as possible. |
| <p>The teacher shows the students a blank map of village and asks them again, "Where are these items in our village?"</p> <p><b>The students point out the places of the items and stick the name cards on the map.</b></p> <p>The teacher divides the students into some groups based on where they live and gives each group a part of the village map which the members of group may be familiar with.</p> <p><b>The students draw various items on the map by group.</b></p> <p><b>The teacher combines these parts of the map into one.</b></p> | 30<br><br><br><br><br><br><br><br><br><br><br>70 | A blank map                 |  |

|   |    |  |  |
|---|----|--|--|
| The teacher combines these parts of the map into one. | 10 |  |  |
|---|----|--|--|

(5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Periods)

| Learning Activities  | Duration (Min.)                        | Teaching/Learning Materials | Points to be noticed |
|--|--|-----------------------------|----------------------|
| <p>The teacher shows the village map created by the students and asks, “What do you think people in the village are engaged in?”</p> <p><b>The students express various occupations.</b></p>   | 30                                     |                             |                      |
| <p>The teacher assigns the students to research what these people are doing. The teacher asks, “Please ask your parents what they are doing.”</p> <p><b>(The students ask their parents at home.)</b></p> <p><b>The students have presentations.</b><br/><b>(The teacher writes this information on the village map.)</b></p> <p><b>After the presentation, children observe the village map and try to figure out the characteristics and functions of the each area.</b></p> <p><b>The students list their findings by group.</b><br/><b>The findings should include the following issues:</b></p> <ul style="list-style-type: none"> <li>● Characteristics of the village</li> <li>● Characteristics of each area</li> <li>● Functions of each area</li> <li>● Linkage among the various areas</li> </ul> | <p>5</p> <p>35</p> <p>15</p> <p>20</p> | Questionnaire sheet         |                      |
| <b>The students have presentation of their findings above.</b>   | 35                                     |                             |                      |

**9<sup>th</sup> and 11<sup>th</sup> Periods:**

**Specific Objectives**

(3) Children are able to image people’s lifestyle in the past and explain the changes between the past and the present. In addition, children are able to explain the advantages and disadvantages of various development projects.  
 (4) Children are able to foresee the future situation of their village (or township) based on the previous knowledge learnt in the lessons.

**Teaching / Learning Materials**

Old items, such as old coins, a bamboo pillow and a fishing cage  
 New items

**Teaching / Learning Procedure**

(9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Periods)

| Learning Activities  | Duration (Min.)               | Teaching/Learning Materials       | Points to be noticed   |
|--|-------------------------------|-----------------------------------|--|
| <p>The teacher and the students observe old items, which was used before but is not used now.</p> <p><b>The students discuss how these can be used?</b></p>  | 15                            | Old items                         | Real materials will be the best. However, an illustration is fine if a real material is not available. |
| <p>The teacher asks the students, “What replaced these items now?” and “What was changed by this replacement?”</p> <p>The teacher assigns the students to research the development of their village. The teacher asks the students, “Please ask your grandparents and parents as well as the elders of the village about the situation of our village in the past.”</p> <p><b>(The students research the past situation of their village by asking their grandparents, parents and the elders.)</b></p> <p><b>The students have presentations of their assignment.</b></p> <p><b>After presentations, the students discuss the impacts of the changes and the future situation of their village.</b></p> | <p>30</p> <p>30</p> <p>20</p> | <p>Old items</p> <p>New items</p> |  |
| <p>The teacher concludes the benefits of the changes and development of their village. In addition, the teacher touches upon some disadvantages of the changes of their village.</p>   | 10                            |                                   |  |

## Assessment

**What are the key issues in this lesson?**

- What are people in our village doing?
- What characteristics and functions does our village have?
- Each function of our village links to the other functions.
- Our village has been changed, compared to the past.

**How do you assess the performance of children?**● **Observing children's performance**

In this lesson, there are many group activities, such as making a village map, interviewing people, and finding characteristics of the village. During these activities, teachers observe their performance carefully both from individual children's performance and from group performance points of view. To assess children's performance through observation, the teachers can refer to the "Checklist of Children's Performance" and the "Checklist of Group Performance."

● **Essay assignment**

This lesson does not aim to request children to memorize a particular knowledge. It expects children to gain observation skill and thinking power through many activities. Specifically speaking, this lesson aims that children realize they are the member of the village and cooperate with the other people everyday. Children should find this fact through the study of this lesson.

Assigning children to write an essay is a good way to assess whether or not children learnt this fact during the lesson. To assess children's level of understanding correctly, teachers should make sure evaluation points before assessment. For example, teachers give children an essay title of "People in our village." In this case, the essay should include the following points: (1) What kinds of people are in our village? (2) What are they doing? (3) How do they cooperate each other? and (4) How do your family cooperate with the other people?

## Supplementary Study: Environmental Scenes

### Key Concept

Children understand various topographical features surrounding us. Children learn the terms for these topographical features and these characteristics.

### Learning Objectives General Objectives

(1) Children become interested in various topographical features. They come to understand the basic terms such as mountain, hill, valley, river, lake, bay, through observation of topographical models.

(2) Children understand the different functions of rivers, such as the function of the upper, the middle, and the lower reaches of a river through the picture story about "Mr. Stone."

### Specific Objectives

(1) Children are able to mention correctly the names of various topographical features, such as mountain, hill, valley, river, lake and bay.

(2) Children are able to explain the different functions of the upper, the middle, and the lower reaches of rivers.

### Key Point

#### ● Teaching not only terms of topographical features, but also the characteristics of these topographical features

Teaching only the terms of various topographical features is not interesting for children and does not give them any deep knowledge. In such a lesson, children may forget it quickly. In this lesson, a teacher should teach various topographical features with these characteristics. What kind of environment is there on the top of a mountain? What is the environment in coastal areas?

Through understanding of the characteristics of each topographical feature, children's knowledge of topographical features becomes deep.

### Lesson Planner

#### 1<sup>st</sup> and 2<sup>nd</sup> periods (\*See examples of lesson plan)

Knowing various topographical features: mountains, hills, valley, rivers, lakes, bays and seas, is the main topic. A topographical model should be prepared prior to this lesson and be shown to children. The children pick up different topographical features on the model and learn these characteristics with the names of them.

A topographical model is preferably made based on their native area. For example, if you are in Yangon Division, it is better to prepare a topographical model of the area including Yangon Division. The most of the Southern areas include various topographical features which should be dealt with in this lesson. However, the areas of Kachin, Sagaing, Chin, Shan and Kayah do not include the coastal topographical features. Therefore, teachers can make a topographical model of wider area, such as a model including the middle and the upper Myanmar.

#### 3<sup>rd</sup> and 4<sup>th</sup> periods (\*See examples of lesson plan)

Deepening the knowledge of topographical features is the main topic. Children understand what characteristics does each topographical feature have through this

lesson.

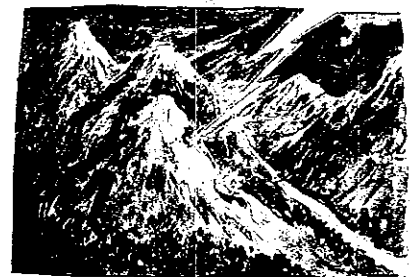
A teacher prepares a picture story which deals with the life of a stone. The outline of the story is:

(1) There was a big rock whose name was Mr. Stone. He lived high up on a steep mountain that was surrounded by many other large mountains. There were many trees living around him but no human beings ever came to his home. The weather changed all the time. Even though the sun was shining in the morning, by afternoon it could be very cold and raining. Nevertheless, Mr. Stone was happy here and enjoyed his life on the mountain.

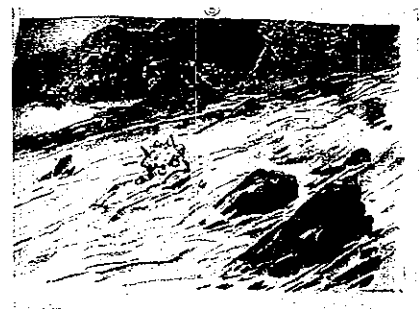


Mr. Stone was proud of his appearance. He had many spikes all over his head. This gave him a scary look. There were always many birds flying above him everyday. Mr. Stone disliked them as they were noisy and troublesome. However, thanks to his scary face, all the birds feared Mr. Stone and avoided him. His scary face full of spikes was his pride and joy!

(2) One day the sky was filled with unusually dark clouds. Mr. Stone knew a storm was coming. He had experienced many storms and he wasn't scared. However, this storm was the strongest storm he had ever seen. The wind blew hard and the rain flew into his face. Suddenly a huge lightning bolt hit the side of the mountain with a CRACK! Then another bolt hit... and then another one! Suddenly a bolt hit a huge tree that lived next to Mr. Stone. It fell with a loud crash right on top of him! Mr. Stone felt himself slipping on the wet mud around him. Suddenly he fell forward. He cried out but no one could hear him. He rolled over and over and over all the way down the mountain! As he tumbled down, his spikes broke off one by one. He was so proud of his spikes... but he could do nothing to stop his fall. Down and down and down he fell.



(3) Suddenly he hit something cold and wet. He felt himself sinking into it. Can you guess what Mr. Stone fell into? You're right! He fell all the way down the mountain into the large river below. Mr. Stone tried to climb out of the water but he river was moving too quickly and it pulled him along. Mr. Stone was helpless. The river roared in his ears and swept him farther and farther away from his beloved mountain home.





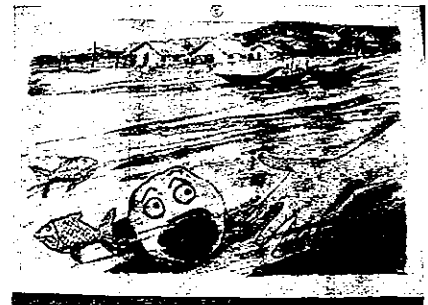
(4) Mr. Stone had been dragged down the river for many many months now. The river at first was fast and loud pushing him quickly downstream. However, gradually the river quieted down. The water was now no longer so cold and he moved slower and slower. He had also recently began to see strange creatures swimming in the water around him. These animals were quick swimmers and swam around his head everyday. Mr. Stone asked them, "What are you?". "Why we are fish!" they replied before again swimming away. Mr. Stone wondered why these fish weren't afraid of him.



The birds on his mountain home always feared him, yet these fish weren't scared at all! He looked at his face in the reflection of the water and suddenly realized, all his beautiful spikes were gone!! His skin was smooth and he didn't look scary at all! His spikes had broken off during his fall down the mountain as well as during his long trip down the river where he often hit against other hard rocks or tree roots. He felt sad and missed his once scary face.

As he was looking at himself in the water's reflection, he suddenly saw strange things moving on the river shores. Do you know what they were? Why they were human beings, the first ones Mr. Stone had ever seen. There were also a few houses made of wood and leaves and small children running around. Mr. Stone wanted to watch them more but suddenly the river's current swept him away.

(5) Mr. Stone woke up days later and was shocked to see both the number of fish in the river and the number of humans on the shore had greatly increased. But what surprised him most was seeing the humans floating on the river on long pieces of wood! A fish told him these pieces of wood were actually called "boats" and that the humans were trying to catch these fish to eat them. "What a strange thing to do!", thought Mr. Stone. Mr. Stone could never eat a fish!



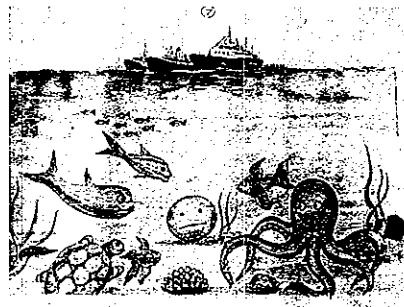
Then, one day as Mr. Stone was relaxing at the bottom of the river, there was a sudden splash near his head. Mr. Stone looked up in great surprise and saw something come crashing through the water straight towards him! He tried to yell and jump out of the way, but he couldn't move! As this huge thing came closer and closer he recognized it as one of those human being's hands... a huge hand with five long fingers! Mr. Stone thought this huge human hand was surely going to grab him and take him away, but to his surprise, it passed right over his head and instead grabbed a fish scooping it up into the boat. Mr. Stone tried to help the fish but before he could do anything, the river's current suddenly swept him away. He was on the move again.

(6) Months later Mr. Stone was still in the river. However, the current here was so weak, instead of rushing down the river, he only sank to the bottom where he would stay for days at a time. Around him the ground was flat. He couldn't see any mountains, not even small ones. He was told by a fish that this was a plain area where the river runs slow. Here, human children played easily in the shallow waters. Mr. Stone was even stepped on many times by them. Although he wanted to escape this area quickly, the river's current was too slow to move him.



The long journey had caused Mr. Stone to lose a lot of weight. As he was swept down the river, he hit against many hard things and with each hit, small pieces of him had broken off or were worn away. He was so much smaller than before and no one believed he had once been a big scary rock living on a great mountain. He felt sad and homesick and sometimes cried while sitting on the bottom of the river.

(7) A year had passed since that fateful storm caused him to fall. Mr. Stone had passed through many different areas and now found himself in another entirely different place. First of all, the water here tasted strange! It was so salty it made Mr. Stone's tongue feel funny and his eyes hurt. Also, there were far more animals here of different shapes



and sizes. He saw animals he had never seen before. And there were hundreds and hundreds of people on the large white sandy shores everyday. The boats here too were completely different. They were so big they reminded Mr. Stone of the mountain he once lived on. However, Mr. Stone was not big anymore like these ships or like the mountain he once knew. He was small small small and perfectly round. His skin was smooth and shiny and fish picked at him with their mouths. He knew now he would never return to his beloved mountain. His face would never be scary again. Although this made him sad, Mr. Stone finally accepted that his life had changed and that he could never return to the past. He could only look towards the future ahead of him. Mr. Stone took one final glance behind him towards his old home. He then turned around and looked out onto the huge deep blue ocean in front of him, took a big gulp of air, and swam in.

Through this picture story, children understand various characteristics of different areas: mountain, plain and coastal areas.

**5<sup>th</sup> period** (\*See examples of lesson Plan)

In this period of lesson, children go back to a topographical model again. Then children think about the each area again: mountain, plain and coastal areas, compared to the picture story. Which area does this story indicate? A teacher

set some typical points like Points A, B, C and D, prior to the lesson. Children link the each picture of the picture story with the points on the topographical model.

## Examples of Lesson Plan

### 1<sup>st</sup> to 2<sup>nd</sup> Periods:

**Specific Objectives**

(1) Children are able to mention correctly the names of various topographical features, such as mountain, hill, valley, river, lake and bay.

**Teaching / Learning Materials**

A topographical feature model (preferably a model of their own region)  
Stickers with names of various topographical features

**Teaching / Learning Procedure**

(1<sup>st</sup> and 2nd Periods)

| Learning Activities  | Duration (Min.) | Teaching/Learning Materials                           | Points to be noticed                               |
|--|-----------------|---|--|
| <p>A teacher shows a model of topographical feature and asks students, "What do you find on this model?"</p> <p><b>The students express their findings.</b></p>                        | 15              | Topographical feature model                           | A teacher lets them express their opinions freely. |
| <p>The teacher shows the students the name cards indicating various topographical features.</p> <p><b>The students stick the name cards on the respective places of the model.</b></p> | 40              | Stickers with names of various topographical features |  |
| <p>The teacher reviews each name of the topographical features on the model.</p>   | 15              |   |  |

### 3<sup>rd</sup> to 5<sup>th</sup> Periods:

**Specific Objectives**

(2) Children are able to explain the different functions of the upper, the middle, and the lower reaches of rivers.

**Teaching / Learning Materials**

A topographical feature model  
A picture story of "Mr. Stone"

**Teaching / Learning Procedure**

(3<sup>rd</sup> and 4<sup>th</sup> Periods)

| Learning Activities   | Duration (Min.) | Teaching/Learning Materials  | Points to be noticed   |
|---|-----------------|------------------------------|--|
| The teacher briefly reviews the names of various topographical features with using the model.   | 10              | Topographical feature model  |  |
| <p>The teacher tells the picture story of “Mr. Stone.”</p> <p><i>After the story, the students discuss the picture story. The discussion topics are:</i></p> <ul style="list-style-type: none"> <li>● <i>From where to where did Mr. Stone traveled?</i></li> <li>● <i>How long did Mr. Stone’s travel last?</i></li> <li>● <i>Why was Mr. Stone’s face changed so much?</i></li> <li>● <i>What kind of life did Mr. Stone have?</i></li> <li>● <i>How did the atmosphere surrounding Mr. Stone changed during his travel?</i></li> </ul> | 20<br>20        | Picture story of “Mr. Stone” | <p>During the story, the teacher can ask the students about some scenes.</p> <p>This discussion can be conducted by group.</p> |
| Each group has a presentation of their ideas of the questions above.  | 20              |                              |  |

(5<sup>th</sup> Period)

| Learning Activities  | Duration (Min.) | Teaching/Learning Materials  | Points to be noticed |
|--|-----------------|------------------------------|----------------------|
| The teacher shows pictures of the picture story of “Mr. Stone” and reviews a outline of the story with the students.   | 10              | Picture story of “Mr. Stone” |                      |
| <p>The teacher asks the students, “Which part does this picture indicate on the topographical feature model?”</p> <p><b>The students match the picture for a point on the model and name this place.</b></p> | 20              | Topographical feature model  |                      |
| The teacher reviews this lesson.   | 5               |                              |                      |

## Supplementary Study: Map of Myanmar Showing Historical Towns

|   |   |
|---|---|
| <b>Key Concept</b>                                      | Children know the historical towns which are important in the Myanmar history.  |
| <b>Learning Objectives</b><br><b>General Objectives</b> | Children check the names and locations of the main towns which are historically important and are dealt with in the following lessons of history, and become interested in the study of history.  |
| <b>Specific Objectives</b>                              | (1) Children are able to describe the names and locations of the main historical towns.<br>(2) Children are able to image the topographical features and geographical characteristics of the areas located the main historical towns, by reading a map and by using the knowledge gained from the prior study.  |
| <b>Lesson Planner</b>                                   | <b>1 period</b> (*See examples of lesson plan)<br>The location of the historical towns and their topographical characteristics are the main topic. First a teacher mentions names of the historical towns and children look for their locations on a map of Myanmar. After finding the locations, children think about topographical features of the place of these historical towns, such as mountain area, plan area, hill area, coastal area, etc. |

### Examples of Lesson Plan

|                                      |  |
|--------------------------------------|--|
| <b>Specific Objectives</b>           | (1) Children are able to describe the names and locations of the main historical towns.<br>(2) Children are able to image the topographical features and geographical characteristics of the areas located the main historical towns, by reading a map and by using the knowledge gained from the prior study. |
| <b>Teaching / Learning Materials</b> | A list of the historical towns (including Pyay, Bagan, Thaton, Inwa, Bago, Taungoo, Shwebo, Amanapura, Sagaing, Mandalay, Yangon, Danubyu, Panwar, Shinmaphyu Island, Dawei)<br>A map of Myanmar   |

**Teaching / Learning Procedure**

(1 period)

| Learning Activities  | Duration (Min.) | Teaching/Learning Materials  | Points to be noticed |
|--|-----------------|--|----------------------|
| A teacher divides students into some groups and distributes the list of the historical towns and a Myanmar map.<br><br>The teacher asks the students, "Please look for the locations of each towns on the map and mark the locations." | 5               | List of the historical towns<br><br>Myanmar map<br>(Topographical map should be used.) |                      |

**Supplementary Study: Map of Myanmar Showing Historical Towns**

|  |           |  |  |
|--|-----------|--|--|
| <p>The students look for the locations of the historical towns on the map by group.</p>  | <p>20</p> |  |  |
| <p>The students figure out the topographical characteristics of each location.<br/> <i>Ex.</i></p> <ul style="list-style-type: none"> <li>● <i>Mandalay is located on the flat area and is close to the river.</i></li> <li>● <i>Pyay is located on the bank of the river.</i></li> <li>● <i>Thaton is located in the southern part of Myanmar and is close to the coast.</i></li> </ul> | <p>5</p>  |  |  |
| <p>The teacher checks the group work of the students.</p>  | <p>5</p>  |  |  |





## CHAPTER 4: FAMOUS KINGS IN THE FIRST MYANMAR EMPIRE

### Key Concept

Children understand the achievements of King Anawrahta and King Kyansittha in the first Myanmar Empire, including ethnic unification, economic and military developments, and religious purification.

### Learning Objectives

#### General Objectives

- (1) Children become interested in how the first Myanmar Empire was established, by observing a map of Myanmar especially noting geographical factors surrounding Bagan.
- (2) Children understand how Kings Anawrahta and Kyansittha subjugated the land of Myanmar and established the peaceful empire through their various efforts.
- (3) Children become interested in Buddhism which is widely believed in Myanmar and realize that Buddhism was introduced to Myanmar in this era. Children think about how people's lifestyle was changed by the introduction of Buddhism.

### Structure of This Chapter & Specific Objectives

#### <Lessons>

#### <Specific Objectives>

#### Lesson 7:

##### King Anawrahta

- (1) Children are able to explain the reasons why the first Myanmar Empire was established in Bagan, by considering geographical characteristics.
- (2) Children become interested in King Anawrahta's efforts to build the first Empire and are able to explain the impact of his activities on the Empire.
- (3) Children are able to explain the social changes brought by the introduction of Theravada Buddhism, compared to the previous beliefs.

#### Lesson 8:

##### King Kyansittha

- (1) Children are able to explain the significance of King Kyansittha's marriage to the Mon princess by recalling the previous knowledge about the Mon's frequent aggressions against the Bamar.
- (2) Children are able to explain the reasons why many pagodas were built in Bagan during this era by considering about King Kyansittha's sincere advocacy of Theravada Buddhism.
- (3) Children are able to discuss the prosperity of the arts and the cultural heritage of Myanmar with great interest.

#### Lesson 9:

##### Great Son Rajakumar

Children are able to think about what kind of characteristics does a good person have through the study of Rajakumar's attitude and behavior and apply this knowledge to their everyday life.

### Key Points

#### ● Teaching the history of Myanmar, not a biography of a historical person

In the conventional way of teaching history, teachers teach a biography of a historical person. The teachers start teaching when and where the person was

born, then his qualification and his main activities. The activities during his life-time are usually the main issues of the lesson. The teachers usually list up his main activities one by one. Children spend most of time to memorize these activities. The greatest drawback of this way of teaching history is lacking a background of activities. A reason why he took such an action is missing. Therefore, children always have to memorize his activities without understanding the backgrounds.

On the other hand, a new way of teaching that is suggested in this Guide is to teach history through key persons. This way of teaching is based on the belief that history gives learners a clear view of even the current society and a criterion of their behaviors in that society. During lessons, teachers should deal with the social situation at the beginning. What were people feeling in this era? What were people living? What events were occurring? The teachers should make these issues clear first. Then the teachers and children should discuss the reasons why he took such an action under this social situation. The teacher can also discuss with children what options he had instead of such an action he took. Through discussion like this, children can learn various behaviors and actions of people under particular situations. Children can learn criteria of people's activities and apply this knowledge when they take a specific action. The real meaning of studying history is in this process.

● **Encouraging children to discuss and to express various ideas**

Many teachers and children have thought that studying history is to memorize various historical activities and events. In reality, this idea is biased and is not true. As mentioned above, during the study of history, teachers and children should try to find reasons why heroes took these actions and the impacts of these actions on the then society. In addition, it is important for children to think some optional actions of the heroes instead of a particular action they took. Therefore, there should be many discussions during the study of history. The teachers should prepare atmosphere to make children express their ideas and opinions freely.

In this chapter, there are some important issues to discuss in the class. Teachers should take enough time for these issues and let children express their unique and interesting ideas. The important issues are:

- (1) Why was Bagan chosen as the capital of the first Myanmar Empire?
- (2) What differences in religious worships and beliefs were there between before and after the reign of King Anawrahta?
- (3) What meaning was there in unification of the Mon?
- (4) Why were many pagodas and temples built in that era?

Flow of Teaching And Learning

**Lesson 7: King Anawrahta (8 periods)**

(1<sup>st</sup> and 2<sup>nd</sup> periods)

**The situation of the area before King Anawrahta:**  
 There were several town-based nations such as *Pyu* and *Mon* in the area of the current Myanmar. It is believed that the Bamar ancestors had lived in the northern part of the current Myanmar territory.

The Bamar started to move south and was settled in the area of Bagan.

Population in the area increased and the Bamar's civilization occurred.

Children think why the Burmese was settled in the area of Bagan.

(3<sup>rd</sup> to 8<sup>th</sup> periods)

**The Reign of King Anawrahta:**  
 King Anawrahta conducted three important activities during his reign:

- (1) Developing agriculture
- (2) Strengthening military force
- (3) Invading the Mon Kingdom and introducing Theravada Buddhism

Expanding his territory

The Bagan Empire was developed politically, economically and culturally.

Children think what differences in religious worships and beliefs were there between before and after the reign of King Anawrahta?

**Lesson 8: King Kyansittha (6 periods)**

(1<sup>st</sup> and 2<sup>nd</sup> periods)

**After the Reign of King Anawrahta:**  
 The Bagan Empire became weak during the reign of King Saw Lu who was a successor of King Anawrahta. At the same time, the Mon recovered their power and often threatened the Bagan Empire.

**The Reign of King Kyansittha (I):**  
 The most important achievement of King Kyansittha is unification of the Mon Kingdom with the Bagan Empire through his marriage with the Mon princess.

The Bagan Empire could successfully reduce threats of the Mon and established a peaceful situation.

Children think what meaning was there in unification of the Mon?

(3<sup>rd</sup> to 5<sup>th</sup> periods)

**The Reign of King Kyansittha (II):**  
 King Kyansittha conducted two important activities:

- (1) Developing agriculture
- (2) Disseminating the Theravada Buddhism

Many pagodas and temples were built across the area of Bagan.

The Bagan Empire was highly developed, and had the most peaceful and flourished period.

Children think the reasons why many pagodas and temples were built?

(6<sup>th</sup> period)

As a conclusion of this lesson, children write a short essay about the Bagan Empire. The essay topic will be "How was the Bagan Empire established and how was it flourished for more than 100 years?"

**Lesson 9: Great Son Rajakumar (2 periods)**

(1<sup>st</sup> and 2<sup>nd</sup> periods)

**Rajakumar's attitude and behavior:**

- Rajakumar's goodness of heart and goodwill toward his father, King Kyansittha.

Children think why Rajakumar was called great son?

## Lesson 7: King Anawrahta

### General Objectives

- (1) Children become interested in how the first Myanmar Empire was established, by observing a map of Myanmar especially noting geographical factors surrounding Bagan.
- (2) Children understand how Kings Anawrahta and Kyansittha subjugated the land of Myanmar and established the peaceful empire through their various efforts.
- (3) Children become interested in Buddhism which is widely believed in Myanmar and realize that Buddhism was introduced to Myanmar in this era. Children think about how people's lifestyle was changed by the introduction of Buddhism.

### Specific Objectives

- (1) Children are able to explain the reasons why the first Myanmar Empire was established in Bagan, by considering geographical characteristics.
- (2) Children become interested in King Anawrahta's efforts to build the first Empire and are able to explain the impact of his activities in the Empire.
- (3) Children are able to explain the social changes brought by the introduction of Theravada Buddhism, compared to the previous beliefs.

### Lesson Planner

#### 1<sup>st</sup> and 2<sup>nd</sup> periods (\*See examples of lesson plan)

The situation in the area of the current Myanmar territory before the reign of King Anawrahta is the main issue in this period of lesson. A teacher discusses with children the following two topics:

- What situation was there in the area of the current Myanmar territory?
- Why was the Burmese settled in the area of Bagan?

Concerning the first issue, the teacher should touch upon town-based nations like *Pyu* and *Mon*. The town-based nations were small, but various economic activities were conducted inside sometimes by using currency. The town-based nation of *Pyu* was developed on the basin of the Ayeyarwady River and the nation of *Mon* was in the Gulf of Martaban. The teacher should show the locations of these small nations on a map.

Concerning the second issue, the teacher should discuss with children and find out the reasons for the Bamar settlement in the area of Bagan. Currently the area of Bagan is known as a significant hot and dry area. It is difficult for people to live in the area of Bagan. Therefore, it is natural for children to have a question why the Bamar was settled in this area. The teacher should solve this question during the lessons.

The area of Bagan is the place where two big rivers: the Ayeyarwady River and the Chindwin River, go together. It is also the place where the Ayeyarwady River bends sharply. These geographical conditions made this place a center of river trading with the neighboring areas. These geographical characters also brought the area of Bagan enough amount of water resource and fertile soil carried by frequent floods of the rivers. Therefore, the Bamar who lived in the northern parts of Myanmar did not necessarily move further south. The teacher uses a map to show these geographical conditions in the areas of Bagan and lets children

find out the answer of the question.

**3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> periods** (\*See examples of lesson plan)

King Anawrahta conducted three important activities during his reign:

- Developing agriculture,
- Strengthening military force,
- Invading the Mon Kingdom and introducing Theravada Buddhism.

In these periods of the lesson, the first and second issues are dealt with. Because King Anawrahta united many small town-based nations into the Bagan Empire, population of the Empire became significantly large. To take care of a large population, securing food is the crucial issue. King Anawrahta intensively reclaimed land and constructed many canals and reservoirs to increase food production. Once succeeding securing food, more people came to the area of Bagan to pursue their new lives. The population of the Bagan Empire grew and grew. In this situation, King Anawrahta could organize a strong military by recruiting these people and ended up expanding his territory through uniting more small nations scattering across the areas outside the Bagan Empire.

The teacher should discuss with children King Anawrahta's activities and the background of these activities. It is necessary to use a map of Myanmar for the discussions.

**6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> periods** (\*See examples of lesson plan)

The third issue, invading the Mon Kingdom and introducing Theravada Buddhism, is the main topic of these periods of lesson.

Before the introduction of Theravada Buddhism, people in the Bagan Empire widely worshiped *dragons* and *Aei Gyi*. They deeply believed in superstitions, *occults and biases* and this belief was the people's code of conduct. At that time, King Anawrahta was paying attention to the Mon Kingdom that culturally flourished at that era. In the Mon Kingdom, Theravada Buddhism was widely believed. King Anawrahta thought that the key of nation's prosperity is Theravada Buddhism. The king occupied the Mon Kingdom and introduced Theravada Buddhism to the Bagan Empire.

The teacher should discuss the worships of *dragons* and *Aei Gyi* and touch upon the characteristics of these beliefs, which King Anawrahta thought. At the same time, the teacher should deal with Theravada Buddhism and the characteristics of this belief, which King Anawrahta also thought.

## Examples of Lesson Plan

**1<sup>st</sup> and 2<sup>nd</sup> Period:****Specific Objectives**

(1) Children are able to explain the reasons why the first Myanmar Empire was established in Bagan, by considering geographical characteristics.

**Teaching / Learning Materials**

Photos, postcards, illustrations of Bagan  
A map of Myanmar

**Teaching / Learning Procedure**(1<sup>st</sup> and 2<sup>nd</sup> Periods)

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials                 | Points to be noticed  |
|--|-----------------|--|---|
| <p>A teacher asks students, “Why does everyone know Bagan?” and “What do you know about Bagan?”</p> <p><b>The students express their opinions.</b></p>   | 15              | Photos, postcards and illustrations of Bagan | This part is to motivate students to study the first Myanmar Empire. The teacher stimulates the students’ motivation using various photos and illustrations of Bagan.   |
| <p>The teacher explains that there were some small town-based nations like <i>Pyu</i> and <i>Mon</i> in the basin of the Ayeyarwady River and in the basin of the Sittoung and the Thanlwin Rivers, respectively. However, these town-based nations were disappeared later (They might have been destroyed by a strong power coming from the outside). Bamar came down this area and was settled later. The teacher asks, “Why was the Bamar settled in the area of Bagan?”</p> <p><b>The students think about the reason of the Bamar settlement in the area of Bagan, observing a map.</b></p> <p><i>&lt;Ans.&gt; The area of Bagan is the place where two big rivers: the Ayeyarwady River and the Chindwin River, go together. It is also the place where the Ayeyarwady River bends sharply. These geographical conditions made this place a center of river trading with the neighboring areas. These geographical characters also brought the area of Bagan enough amount of water resource and fertile</i></p> | 20<br><br>30    | Myanmar map                                  | It is important for students to find that there are many rivers connecting in the area. Once the students find this fact, the teacher explains that Bagan was the center of river trade and it had fertile soil which was |

**CHAPTER 4: FAMOUS KINGS IN THE FIRST MYANMAR EMPIRE**

|   |   |  |                                   |
|---|---|--|-----------------------------------|
| <i>soil carried by frequent floods of the Rivers. Therefore, the Bamar who lived in the northern parts of Myanmar did not necessarily move further south.</i> |   |  | important to develop agriculture. |
| The teacher touches upon the appearance of King Anawrahta in this area, which is the next topic.  | 5 |  |                                   |

**3<sup>rd</sup> to 5<sup>th</sup> Periods:**

**Specific Objectives**


(2) Children become interested in King Anawrahta's efforts to build the first Empire and are able to explain the impact of his activities on the Empire.

**Teaching / Learning Materials**

A picture of King Anawrahta  
A map of Myanmar

**Teaching / Learning Procedure**

(3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Periods)

| Learning Activities   | Duration (Min.) | Teaching/ Learning Materials  | Points to be noticed   |
|---|-----------------|---|--|
| <p>The teacher shows the students a picture of King Anawrahta and asks, "What impression do you have on King Anawrahta?"</p> <p>The students discuss their impression on King Anawrahta, based on his picture.</p>  | 15              | Picture of King Anawrahta<br> | The teacher lets the students express their impression on the King Anawrahta freely. |
| <p>The teacher explains that King Anawrahta united many town-based nations and established the first Myanmar Empire with a wide territory and huge population.</p> <p>The teacher asks, "What do you think was the most important concern of King Anawrahta to maintain and develop the first Myanmar Empire?"</p> <p>The students think about concerns of the King.<br/>&lt;Ans.&gt; <i>Securing food was one of the most important issues to maintain and develop the first Myanmar</i></p> | 5<br><br>20     |   | This issue is the first effort of the King.  |

|  |    |             |  |
|--|----|-------------|--|
| <p><i>Empire. To secure enough food, King Anawrahta reclaimed land with constructing irrigation systems around the area of Bagan.</i></p>  |    |             |  |
| <p>The teacher explains that King Anawrahta had an ambition of expanding his territory. The teacher asks, "What action should King Anawrahta take to expand the territory of the Bagan Empire?"</p>  | 5  |             | This issue is the second effort of the King.   |
| <p><b>The students think what actions King Anawrahta took to expand the territory of the Bagan Empire.</b><br/> <i>&lt;Ans.&gt; King Anawrahta should have established a strong military to fight against enemies surrounding the Empire. He expanded his territory north close to Nanshou, west close to Rakhine and south close to Gulf of Martaban.</i></p>   | 20 | Myanmar map | The teacher uses a map to show the expansion of his territory.   |
| <p>The teacher tells about another ambition of King Anawrahta:<br/> <i>Although the Bagan Empire led by King Anawrahta was widely expanded and the population largely increased, King Anawrahta was not satisfied with the development of the Empire. At that time, the Mon Kingdom highly flourished culturally and economically. King Anawrahta thought that he should have learnt something new from the Mon Kingdom to develop the Bagan Empire. King Anawrahta ended up attacking the Mon kingdom, captured many Mon people including the Mon King Manuha, and brought them to Bagan.</i></p> | 10 |             | This issue is the third effort of King Anawrahta. This issue will be discussed in detail in the following periods of lesson. |
| <p>The teacher asks, "What did the attack of the Bagan Empire on the Mon Kingdom meant?"</p> <p><b>The students think about the meaning of the attack on the Mon Kingdom</b><br/> <i>&lt;Ans.&gt; King Anawrahta though that the key to development of the Mon Kingdom was the Theravada Buddhism which was widely believed by the Mon people. After capturing the Mon kingdom, King Anawrahta immediately introduced the Theravada Buddhism to his Empire.</i></p>  | 20 |             |  |
| <p>The teacher gives the students an assignment to look up the Theravada Buddhism by the next lesson.</p>  | 10 |             | The students can ask their parents about the Theravada Buddhism.   |



**6<sup>th</sup> to 8<sup>th</sup> Periods:**

**Specific Objectives**

(3) Children are able to explain the social changes brought by the introduction of Theravada Buddhism, compared to the previous beliefs.

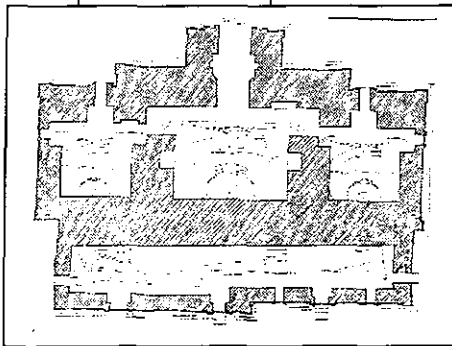
**Teaching / Learning Materials**

An illustration of the *Aei Gyi* and *dragon* worships  
 An illustration of worship of Theravada Buddhism  
 (A picture of King Manuha's pagoda)

**Teaching / Learning Procedure**

(6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Periods)

| Learning Activities  | Duration (Min.)     | Teaching/ Learning Materials  | Points to be noticed   |
|--|---------------------|---|--|
| <p>The teacher reviews the previous lesson: King Anawrahta attacked the Mon kingdom and captured many people including the Mon King Manuha.</p> <p>The teacher can touch upon King Manuha's feeling after captured by King Anawrahta and brought to Bagan with using a picture of King Manuha's pagoda in Bagan.</p> | <p>10</p> <p>15</p> | <p>A picture of King Manuha's pagoda</p>                              | <p>This issue is not the main stream. Therefore, the teacher touches upon it when he has time.</p>   |
| <p>The teacher explains that people in the Bagan Empire worshiped <i>Aei Gyi</i> and <i>dragon</i> before introduction of the Theravada Buddhism. The teacher shows illustrations of worshipping <i>Aei Gyi</i> and <i>dragon</i> and asks the following questions:</p>  | <p>20</p>           | <p>Illustrations of the <i>Aei Gyi</i> and <i>dragon</i> worships</p> | <p>The teacher should let the students understand that these primitive worships were thought magical and bewitching by King Anawrahta and he wanted to destroy these worships.</p> |



|  |                              |  |   |
|--|------------------------------|--|---|
| <ul style="list-style-type: none"> <li>● What are people in the illustrations doing?</li> <li>● What did people in the Bagan Empire feel about these worships?</li> <li>● What did King Anawrahta think about these worships?</li> <li>● What did King Anawrahta want to do?</li> </ul> <p><b>The students discuss the issues above.</b></p> <p>The teacher explains that King Anawrahta introduced the Theravada Buddhism to the Bagan Empire after capturing the Mon Kingdom. This new worship was disseminated quickly across the Empire.</p> <p>The teacher asks the students, “What are people praying in front of the Buddha image?”</p> <p><b>The students express their opinions.</b><br/> <i>&lt;Ans.&gt; They are praying in front of the Buddha image to have a better life in the next generation.</i></p> | <p>30</p> <p>5</p> <p>20</p> | <p>Illustration of worship of the Theravada Buddhism</p> | <p>The teacher lets the students understand the Buddhism teaching (reincarnation and promotion of good behavior and deed to have a better life in the next generation) through thinking what people pray in front of the image of Buddha.</p> |
| <p>The teacher touches upon an issue that pagodas were built with influence of the Theravada Buddhism.</p>   | <p>5</p>                     |  | <p>This issue will be discussed in detail in the next lesson.</p>   |



**Assessment**

Please see the item of “Assessment” in lesson 9.

|                                  |
|----------------------------------|
| <b>Lesson 8: King Kyansittha</b> |
|----------------------------------|

**General Objectives**

- (1) Children become interested in how the first Myanmar Empire was established, by observing a map of Myanmar especially noting geographical factors surrounding Bagan.
- (2) Children understand how Kings Anawrahta and Kyansittha subjugated the land of Myanmar and established the peaceful empire through their various efforts.
- (3) Children become interested in Buddhism which is widely believed in Myanmar and realize that Buddhism was introduced to Myanmar in this era. Children think about how people's lifestyle was changed by the introduction of Buddhism.

**Specific Objectives**

- (1) Children are able to explain the significance of King Kyansittha's marriage to the Mon princess by recalling the previous knowledge about the Mon's frequent aggressions against the Bamar.
- (2) Children are able to explain the reasons why many pagodas were built in Bagan during this era by considering about King Kyansittha's sincere advocacy of Theravada Buddhism.
- (3) Children are able to discuss the prosperity of the arts and the cultural heritage of Myanmar with great interest.

**Lesson Planner****1<sup>st</sup> and 2<sup>nd</sup> periods** (\*See examples of lesson plan)

The lesson starts from the situation of the Empire after King Anawrahta. Although the Bagan Empire highly flourished during the reign of King Anawrahta, it suddenly lost its power and became weak during the reign of King Saw Lu, a son of King Anawrahta and his successor. At the same time, the Mon recovered his power in the south and started to threaten the Bagan Empire. The Bagan Empire temporarily faced a national crisis.

After King Saw Lu passed away, Kyansittha sat on the throne who served under two Kings: King Anawrahta and King Saw Lu. The most important event carried out by King Kyansittha was to unite the Mon Kingdom with the Bagan Empire through his marriage with a Mon princess. Since then, the Bagan Empire had never been threatened by the Mon and created a peaceful nation.

A teacher should discuss with children this unification effort with the Mon carried out by King Kyansittha. The teacher proceed this part of the lesson in the following step:

- (1) The first Myanmar Empire was often threatened by the Mon Kingdom. What actions can be considered to prevent or reduce the threat of the Mon? Various ideas to prevent the threat of the Mon will be listed up.
- (2) What action will be the best among the various options listed up? One best action will be chosen.
- (3) The teacher explains the action carried out by King Kyansittha.
- (4) Children compare the action they chose as the best with the action of King Kyansittha.

**3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> periods** (\*See examples of lesson plan)

Besides unification of the Mon, King Kyansittha conducted two important things:

- Development of agriculture by various irrigation systems,
- Dissemination of the Theravada Buddhism across the Empire.

In these periods of the lesson, dissemination of the Theravada Buddhism is the main topic.

During the reign of King Kyansittha, Theravada Buddhism widely spread across the Empire and was believed in by many people. Theravada Buddhism teaches that all people will be saved through faith of the Buddhism and a regular prayer. Even after people die, their souls are still alive and are enter other bodies of creatures. If you do good things when you are alive, your souls enter a better creature than the previous one. It means that you can have a better life in the next life. It is called *reincarnation*. People deeply believing in this teaching built many pagodas to pursue their better life.

The teacher should discuss with children this issue. It is significantly important for children to find out an answer of “why many pagodas were built in Bagan during this period?” by themselves.

Secondly, the Buddhism culture and arts highly developed during this era is the topic to discuss in the class. The Ananda stupa built by King Kyansittha is famous for its great appearance, and beautiful and detailed interiors. Although there are many pagodas and temples in Bagan most of which were built during the Bagan Empire, these are classified into some types. According to this classification, style and size of the pagodas and temples are different from group to group. As time passes, the style of them became sophisticated step by step.

The teacher shows children various pictures of pagodas whose style and size are different and lets them realize the development of the Buddhism culture. In addition, the teacher should show some pictures of interiors of the Pagodas, such as the painting, the Buddha image and decorations.

**6<sup>th</sup> period** (\*See examples of Lesson plan)

In this period of lesson, children write a short essay about the Bagan Empire. Based on the knowledge and facts learnt from the previous lessons, children develop their ideas of the Bagan Empire and formulate their opinion.

The topic of essay will be “How was the Bagan Empire established and how was it flourished for more than 100 years?”

## Examples of Lesson Plan


**1<sup>st</sup> and 2<sup>nd</sup> Periods:****Specific Objectives**


(1) Children are able to explain the significance of King Kyansittha's marriage to the Mon princess by recalling the previous knowledge about the Mon's frequent aggressions against the Bamar.

**Teaching / Learning Materials**

A picture of King Kyansittha  
A picture of the Mon princess Khin Oo

**Teaching / Learning Procedure**(1<sup>st</sup> Period)

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials  | Points to be noticed   |
|--|-----------------|---|--|
| A teacher explains the situation of the Bagan Empire after the reign of King Anawrahta:<br><i>King's son, Saw Lu, succeeded to the throne. However, his power was not strong enough and the Mon, who recovered its power, often threatened the Bagan Empire.</i>   | 10              |   | This explanation is important because the Mon's recovery was the main concern of the following King Kyansittha.                              |
| The teacher introduces King Kyansittha with showing his picture and asks the students, "What impression do you have on King Kyansittha?"<br><br><b>The students express their opinions.</b>  | 15              | Picture of King Kyansittha<br><br> |  |
| The teacher discuss with the students the most important thing for King Kyansittha to develop the Bagan Empire:<br><i>To prevent the threat of the Mon.</i><br><br>The teacher asks, "What actions can be considered to prevent the threat of the Mon?"<br><br><b>The students think about this issue and express their ideas.</b> | 20              |   | This is one of the main parts of this lesson. The teacher should give the students enough time to discuss by group or to think individually. |

|   |                     |  |  |
|---|---------------------|--|--|
| <p>The teacher asks, "What action will be the most effective?"</p> <p><b>The students choose one actions which will be the most effective for prevention of the threat of the Mon.</b></p> <p>The teacher explains the action carried out by King Kyansittha to prevent the threat of the Mon.<br/> <i>&lt;Ans.&gt; King Kyansittha married the Mon princess to make a good relationship with the Mon.</i></p> <p><b>The students compare the action they chose with the action of King Kyansittha.</b></p> | <p>15</p> <p>10</p> | <p>Picture of the Mon princess, Khin Oo</p>  | <p>The teacher lets the students realize that this action carried out by King Kyansittha is the most peaceful and the most certain solution to prevent the threat of the Mon, and that King Kyansittha was a thoughtful and clever king.</p> |
| <p>The teacher explains that King Kyansittha let his daughter marriage the Mon prince. His grandson (Alaungsithu) would have succeeded to the throne after King Kyansittha.</p>   | <p>5</p>            |  |  |

**3<sup>rd</sup> to 5<sup>th</sup> Periods:**

**Specific Objectives**

- (2) Children are able to explain the reasons why many pagodas were built in Bagan during this era by considering about King Kyansittha's sincere advocacy of Theravada Buddhism.
- (3) Children are able to discuss the prosperity of the arts and the cultural heritage of Myanmar with great interest.

**Teaching / Learning Materials**

- A map of Myanmar
- A picture of Bagan with many pagodas and temples
- An illustration of worship of the Theravada Buddhism
- A picture of Anandar Pagoda
- Pictures of pagodas with different styles
- Pictures of the interiors of pagoda

**Teaching / Learning Procedure**

(3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Periods)

| Learning Activities  | Duration (Min.)  | Teaching/ Learning Materials   | Points to be noticed   |
|--|--|--|--|
| <p>The teacher tells the students, "Besides unification of the Mon, King Kyansittha conducted two important things: (1) Development of agriculture, and (2) Dissemination of the Theravada Buddhism.</p>   | 5  |  |  |
| <p>The teacher briefly explains the first effort of King Kyansittha: Developing agriculture.</p> <p><b>The students look at a Myanmar map and check irrigation systems developed during that era.</b></p> <p>The teacher explains the second effort of King Kyansittha: Dissemination of the Theravada Buddhism.</p> <p><i>&lt;Example&gt; King Kyansittha promoted the belief of the Theravada Buddhism and it was immediately spread across the Empire. Kings and high ranks in the Bagan Empire built pagodas one after another. There are currently 4,000 pagodas in Bagan.</i></p> <p>The teacher asks, "Why kings and high ranks built pagodas one after another at that time?"</p> <p><b>The students discuss this issue by group.</b></p> <p><i>&lt;Ans.&gt; Based on the teaching of the Theravada Buddhism, kings and high ranks were willing to donate their fortunes to temples and to build pagodas with their expectation of better lives in the next life.</i></p> <p>The teacher explains arts and cultural heritage of Myanmar. The teacher shows the students a picture of Anandar Pagoda built by King Kyansittha and explains characteristics of the building style.</p> <p>The teacher shows the other pictures of pagodas whose styles were different</p> <p><b>The students discuss the development of the Pagodas.</b></p> <p>The teacher shows pictures of the interiors of pagodas.</p> <p><b>The students appreciate these arts in pagodas and realize the development of the Buddhism culture during that era.</b></p> | <p>10</p> <p>10</p> <p>20</p> <p>25</p> <p>10</p> <p>15</p> <p>5</p> | <p>Myanmar map</p> <p>Picture of Bagan with many pagodas and temples</p> <p>Illustration of worship of the Theravada Buddhism</p> <p>Picture of Anandar Pagoda</p> <p>Pictures of pagodas with different styles</p> <p>Pictures of the interiors of pagoda</p> | <p>Like the previous lesson, the teacher shows a Myanmar map to check canals, dams and lakes as a part of the effort of King Kyansittha.</p> <p>This is one of the most important issues of this lesson. It is important for students to find out the answer of this question by themselves.</p> |

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|  |   |  |  |
|--|---|--|--|
| <p>The teacher touches upon an issue of the cost and the period for building a pagoda</p> <p><b>The students realize that the cost and period for building a pagoda were huge.</b></p> | 5 |  | This part is related to the next lesson, |
|--|---|--|--|

(6<sup>th</sup> Period)

| <b>Learning Activities</b>  | <b>Duration (Min.)</b> | <b>Teaching/ Learning Materials</b> | <b>Points to be noticed</b> |
|---|------------------------|-------------------------------------|-----------------------------|
| <p><b>Children write a short essay about the Bagan Empire.</b></p> <p><b>The essay topic will be “<i>How was the Bagan Empire established and how was it flourished for more than 100 years.</i>”</b></p> | 35                     |                                     |                             |

(Optional Activity)

After writing an essay, students can present their ideas in front of class. This can make students have strong motivation to learn.

**Assessment**

*Please see the item of “Assessment” in lesson 9.*



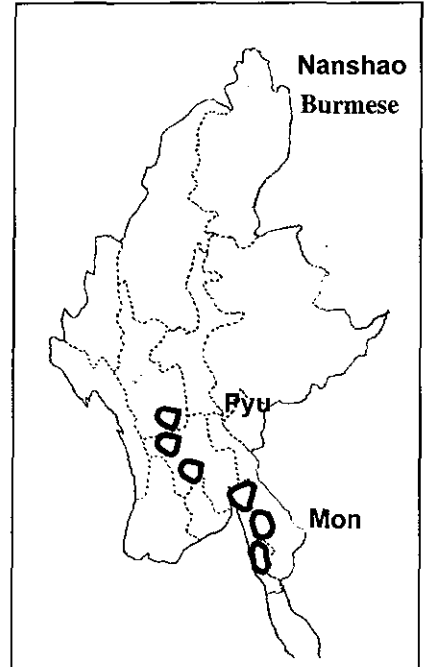
**Let's Get More Ideas**

**Myanmar Map of the ancient period (Before the ninth century)**

Before the Bagan Empire, there were several town-based nations established by Pyu and Mon around the current Myanmar territory. Even now the ruins of these town-based nations can be observed in the country.

**How much cost was spent to build a pagoda?**

In the era of the Bagan Empire, the Theravada Buddhism was introduced and was highly developed in the area. Following the development of the Theravada Buddhism, the kings and high ranks built pagodas one after another. During the era of the Bagan Empire, it is estimated that approximately 445,000 pagodas were built around the area. To build pagodas, a huge amount of money (silver was used as money at that time) was spent for it. Please refer to the following table, which shows the cost of building a pagoda.



**Comparison of Various Prices**

| Samples          | Cost (Kurapuya silver) |
|------------------|------------------------|
| Pagoda 1         | 10,000                 |
| Pagoda 2         | 6,000                  |
| Land (1 ha)      | 14                     |
| Slave (1 person) | 30                     |
| Rice (100 litre) | 1                      |

## Lesson 9: Great Son Rajakumar

### General Objectives

- (1) Children become interested in understanding how the first Myanmar Empire was established by observing a map of Myanmar especially noting geographical factors surrounding Bagan.
- (2) Children understand how Kings Anawrahta and Kyansittha subjugated the land of Myanmar and established a peaceful empire through their various efforts.
- (3) Children become interested in Buddhism which is widely believed in Myanmar and realize that Buddhism was introduced to Myanmar in this era. Children think about how people's lifestyle was changed by the introduction of Buddhism.

### Specific Objective

Children are able to think what kind of characteristics a good person has through the study of Rajakumar's attitude and behavior and apply this knowledge to their everyday life.

### Lesson Planner

#### 1<sup>st</sup> and 2<sup>nd</sup> periods

The goodwill and goodness of Rajakumar is the main point of this lesson. Rajakumar was a son between King Kyansittha and his wife Thambula (or Queen U Hsauk Pan). Rajakumar was a good son. He did many things for his father, King Kyansittha as follows:

- Casing a golden image of Lord Buddha
- Building the Gubyaukkyee pagoda in Myinkabar
- Recording all events of King Kyansittha on stones.

Rajakumar donated jewels and ornaments and three villages of slaves to cast a golden image of Lord Buddha for his father. This attitude means his loyalty and respect to his father.

The teacher tells children about this story and lets them discuss the following issues:

- How did King Kyansittha reward Thambula and his son Rajakumar?
- How did Rajakumar repay his indebtedness to his parents?
- How was the acknowledgement of indebtedness to his parents put on record?
- How will you repay your indebtedness to your parents?

If the teacher has time, it is better for children to have a presentation of their ideas.

### Assessment

This assessment covers all the contents of Chapter 4. In this chapter, teachers can assess children's performance comprehensively.

#### What are the key issues in this chapter?

- Why was the first Myanmar empire developed in Bagan area?
- What did King Anawrahta conduct for development of the empire?
- What impact was brought by the introduction of the Theravada Buddhism?
- Why did King Kyansittha unite the Mon with the first Myanmar Empire?

#### How do you assess the performance of children?

- **Observing children's performance**

It is important for teachers to check children's attitude and behavior when the teachers assess children's performance. During classes, the teachers should observe children carefully and assess their performance correctly. To assess children's performance, the teachers can refer to the "**Checklist of Children's**

Performance.”

● **Small quiz**

In this chapter, there are many important issues, which children should keep in mind. Therefore, teachers can check how much knowledge children kept in mind by using a small quiz. The scores of each child can be a part of the assessment tools, but must not be the level of each child’s study performance. Because the purpose of the small quiz is to recall the important issues to children and to confirm whether their understanding was correct.

A sample quiz will be shown as below.

**Sample Quiz**

**Q1: The map below shows Myanmar. Read the following questions and answer these.**

- (1) Mention the name of place where the first Myanmar empire was established and draw a mark (●) on that place on the map.
- (2) Why did our ancestors choose this place as a center of the empire?



**Q2: King Anawrahta introduced the Theravada Buddhism to the empire. Before introduction of the Theravada Buddhism, people in the empire believed dragons and Aei Gyi. What are different between the Theravada Buddhism and these primitive beliefs?**



**Q3: There are still many pagodas in this area. During the era of the first Myanmar empire, kings and high ranks competed to build pagodas as many as possible. Why do you think people built many pagodas in that time? Choose the most appropriate reason and answer its alphabet.**

- (a) People were very rich and built many pagodas to live.
- (b) People believed that building pagodas would make their future better.
- (c) People wanted to decorate the empire with golden pagodas to show people living in the other areas.
- (d) There are many architectures in this area and they always competed to build beautiful pagodas.

**Q4: Right after Kyansittha sat on the throne, he married with the Mon princess. He had a reason to choose the Mon princess to get marriage. Why did King Kyansittha choose her?**

**Model answers:**

*Q1: (1) Bagan, To omit the place, (2) This area was convenient for transportation because of the Ayeyarwady and Chindwin rivers. In addition, the area was fertile because of frequent flood of the rivers.*

*Q2: The Theravada Buddhism teaches that all people can be saved through belief in the Buddha and through good deeds. On the other hand, the primitive beliefs such as nats and Aei Gyi were based on magical powers and forced people do physical pains to save themselves.*

*Q3: (b)*

*Q4: In that era, the Mon was the most powerful and flourished empire. The Bamar had always faced with difficulty because of the Mon. So, the King thought that the marriage with the Mon princess to create a tight relation with the Mon was the best way to develop the Myanmar empire peacefully.*

## CHAPTER 5: STRONG KING IN THE SECOND MYANMAR EMPIRE

### Key Concept

Children understand characteristics of the second Myanmar Empire, such as military force, national policy on different ethnic groups, economic development and religious events.

### Learning Objectives

#### General Objectives

(1) By using a map, children can know that the territorial unification of the second Myanmar Empire encompassed from Lower Myanmar to Upper Myanmar and to Shan State including Vientiane, Changmai, and Manipur. In addition, children think about the reasons why such a wide area could have been unified in a short period. Also children understand that the introduction of firearms changed the way of fighting a war and it also made such rapid unifications possible.

(2) Children discuss why the second Myanmar Empire was so eager to unify the surrounding areas. Through analyzing the system and structure of the Empire, children realize that the food supply from the unified areas was significantly important for the Empire to increase the population.

(3) Children understand the second Myanmar Empire as a highly prosperous nation through the studying of Baying Naung's efforts at developing the economy and religion

(4) Children first confirm the transfer of the capital from Bago to Inwa on a map and think about the reasons why this capital transfer made the Empire weak by recalling previous knowledge learnt from Chapter 4.

### Structure of This Chapter & Specific Objectives

#### <Lessons>

#### <Specific Objectives>

#### Lesson 10: King Baying Naung

(1) Children check the territorial unification of the second Myanmar Empire visually on a map and are able to explain the significance of firearms which made rapid territorial unification possible.

(2) Children are able to explain that the territorial unification was significantly important for the Empire to show its power and to secure a food supply from the unified areas aiming to foster a rapid population increase.

(3) Children are able to discuss and think about the impact of Baying Naung's economic development efforts on society, such as promoting trade and standardizing measurements of weight.

(4) Children are able to explain Baying Naung's religious development efforts.

(5) Children are able to think about the economic and political changes after the capital of the Empire was transferred from Bago to Inwa and realize that the transfer of the capital caused the collapse of the Empire.

### Key Points

- Explaining clearly kings' efforts to expansion of the territory with using a map

One of the most important issues of this lesson is that Kings of the second

Myanmar Empire made their efforts to largely expand the territory including the neighboring countries, such as Siam (Thailand). The territory of the second Myanmar Empire became significantly wider than one of the first Myanmar Empire. A teacher should not mention only the names of places which were newly gained, but should try to let students visually understand the expansion of the territory of the Empire. It is interesting to look for how far it is from the then-capital, Bago, to each area which was conquered, in order to let the students understand the hard effort for expanding the territory.

● **Letting children understand the meaning behind the historical facts**

The pleasure of learning history is to find real meanings behind the historical facts. In this lesson, there are three issues to let students think deeply about real meanings behind the facts:

(1) Why did King Baying Naung frequently fight against enemies?

During the reign of King Baying Naung, battles frequent occurred. Why did King Baying Naung fight against enemies so often? This is an important issue of this lesson because the main characteristic of the second Myanmar Empire was frequent military campaign to surrounding areas. To expand the territory of the Empire is only a superficial answer and does not pick any real meaning. The real meaning is to secure necessary goods, such as food and consumer commodity. The more areas the Empire occupies, the more goods can be secured through gifts from the occupied people. The teacher should discuss with children and let children find the real meaning of expanding territory.

(2) Move of the capital

After King Baying Naung passed away, the capital of the Empire was moved from Bago to Inwa. This political event is also one of the reasons for collapsing the Empire. What meaning did this political event have? At that time, the ethnic Mon always showed their strong power and often gave the Myanmar Empires difficulties. As long as the capital of the Empire was Bago, the ethnic Myanmar could have given a pressure on the Mon. However, after the capital was moved to Inwa, the strong political pressure could not reach the Mon. This allowed the Mon to recover its power and to threaten the second Myanmar Empire. The teacher should discuss with children this issue.

Flow of Teaching and Learning

**Lesson 10: King Baying Naung (8 periods)**

(1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> periods)

**The situation of the area before the second Myanmar Empire:**  
 Different ethnic groups lived in different areas:

- Inwa area (Ethnic Shan)
- Bago area (Ethnic Mon)
- Taungoo area (Bamar)

**The second Myanmar Empire before King Baying Naung:**  
 Minkyinyo established the second Myanmar Empire in 1486 and sat on the throne.

↓

His son, Tabinshwehti sat on the throne as the second king and united the Lower Myanmar (Bago, Mawlamyaing, Dawei, Patheingyi and Pyaw) with the Empire.

(Story of the **Battle of Naung-yoe**)

Children should understand this territorial unification visually with using a map.

Children understand the changes of way of battles from the previous era, such as usage of firearms.

(4<sup>th</sup> and 5<sup>th</sup> periods)

**The reign of King Baying Naung (I):**  
 King Baying Naung organized a strong military force and conducted strong military campaigns.

↓

**Unification of the Upper Myanmar**  
 King Baying Naung united the Upper Myanmar (Inwa and Moechnyin) with the Empire.

↓

**Establishment of the large-scaled Empire**  
 King Baying Naung united the following areas with the Empire.

- Shan Mountainous Area
- Vientiane
- Chaing Mai, Sukhothai and Ayutthaya
- Manipur

Children should understand this territorial unification visually with using a map.

Children understand reasons why the second Myanmar Empire had continuously to expand its territory.

(6<sup>th</sup> and 7<sup>th</sup> periods)

**The reign of King Baying Naung (II):**  
 King Baying Naung made efforts for development of economy and religion.

**Economic development**

- Promoting a trade
- Standardizing measurements of weight

**Religious development**

- Building the Mahazedi pagoda
- Donating many monasteries
- Banning sacrificing animals

(8<sup>th</sup> period)

**After the reign of King Baying Naung:**  
 After King Baying Naung's death, the capital of the second Myanmar Empire was moved to Inwa from Bago. Since then, the power of the second Myanmar Empire became weak and ended up collapse.

Children understand what it would have meant for the Empire.

|                                     |
|-------------------------------------|
| <b>Lesson 10: King Baying Naung</b> |
|-------------------------------------|

**General Objectives**

- (1) By using a map, children can know that the territorial unification of the second Myanmar Empire encompassed from Lower Myanmar to Upper Myanmar and to Shan State including Vientiane, Changmai, and Manipur. In addition, children think about the reasons why such a wide area could be unified in a short period. Also children understand that the introduction of firearms changed the way of fighting a war and it also made such rapid unifications possible.
- (2) Children discuss why the second Myanmar Empire was so eager to unify the surrounding areas. Through analyzing the system and structure of the Empire, children realize that the food supply from the unified areas was significantly important for the Empire to increase the population.
- (3) Children understand the second Myanmar Empire as a highly prosperous nation through the studying of Baying Naung's efforts at developing the economy and religion.
- (4) Children first confirm the transfer of the capital from Bago to Inwa on a map and think about the reasons why this capital transfer made the Empire weak by recalling previous knowledge learnt from Chapter 4.

**Specific Objectives**

- (1) Children check the territorial unification of the second Myanmar Empire visually on a map and are able to explain the significance of firearms which made rapid territorial unification possible.
- (2) Children are able to explain that the territorial unification was significantly important for the Empire to show its power and to secure a food supply from the unified areas aiming to foster a rapid population increase.
- (3) Children are able to discuss and think about the impact of Baying Naung's economic development efforts on society, such as promoting trade and standardizing measurements of weight.
- (4) Children are able to explain Baying Naung's religious development efforts.
- (5) Children are able to think about the economic and political changes after the capital of the Empire was transferred from Bago to Inwa and realize that the transfer of the capital caused the collapse of the Empire.

**Lesson Planner****1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> periods** (\*See examples of lesson plan)

The situation of Myanmar before the reign of King Baying Naung is the main topic of these periods of the lesson. After collapse of the first Myanmar Empire, there were some small nations ruled by different ethnic groups in the area of the current Myanmar territory. Ethnic Shan ruled the area of Inwa and ethnic Mon occupied the area of Bago. The Bamar lived in the area of Taungoo. In 1486, Minkyinyo established the second Myanmar Empire and became the first king of this new Empire. After his death, his son, Tabinshwehti succeeded to the throne and united ethnic Mon and other small ethnic groups with the Empire by conducting strong military campaigns. King Tabinshwehti occupied most of the Lower Myanmar.

The teacher explains the territorial expansion carried out by King Tabinshwehti with using a map and lets children understand it visually. Especially it is important for children to realize that most of the areas of the Lower Myanmar became the territory of the second Myanmar Empire by this time. In addition,



the teacher should discuss with children what made it possible that the second Myanmar Empire largely expanded its territory for a short time. It is the introduction of firearms from Portugal. At this period, trade with foreign countries became popular and many goods were imported through Bago via Patheingyi and Siliam. Firearms were also brought at this period. Usage of firearms changed the traditional way of battle and allowed the second Myanmar Empire to win battles easier. In the lessons, the teacher shows a picture of Baying Naung and lets children find that his military was holding guns on their arms. The teacher should tell children about a story of the "Battle of Naung-yoe" as a part of the process of territory expansion.

**4<sup>th</sup> and 5<sup>th</sup> periods** (\*See examples of lesson plan)

The situation in the reign of King Baying Naung will be discussed. During his reign, King Baying Naung conducted three important things: (1) Territorial expansion, (2) Economic development, and (3) Religious development. In this period, the first issue, territorial expansion, is the main topic.

After the death of King Tabinshwehti, King Baying Naung, who was serving as a military commander under the king, succeeded to the throne and became the third king of the second Myanmar Empire. He organized a strong military and united the Upper Myanmar where ethnic Shan was powerful. Following this event, he went on an expedition west by crossing the Salween River and east by crossing the Chin Mountains. King Baying Naung ended up uniting Vientiane, Chaing Mai, Sukhothai, Ayutthaya and Manipur with the Empire.

The teacher explains this territorial expansion visually with using a map as same as the previous lessons. In addition, the teacher should discuss with children an issue of "Why did the second Myanmar Empire attempt to expand its territory so eagerly?" Because strong military campaigns aiming at rapid territory expansion is the most important event of the second Myanmar Empire, a discussion on this issue can make children find out characteristics of structure and system of the Empire. The answer of this question is as follows:

*There are two reasons to be considered; one is the political reason and another is the economic reason. In terms of the political reason, the Empire had to show its strong power to the neighboring areas. In terms of the economic reasons, in the second Myanmar Empire, Bago became a center of politics and economy and was highly prospering. Many people came to Bago to enjoy economic prosperity. Because most people in Bago were merchants who dealt with exchanging commodities and were not engaged into food production, food in the area of Bago became short. The more population in Bago increased, the more food was needed. At that time, food of the Empire depended upon gifts sent from the various regions under its rule. Therefore, the Empire had to gain new territory to secure more food.*

**6<sup>th</sup> and 7<sup>th</sup> periods** (\*See examples of lesson plan)

The other two issues carried out by King Baying Naung, economic development and religious development, are the main topics in this period of lesson. King Baying Naung standardized measurements of weight. This could make trade and

commodities transaction highly developed. The teacher should discuss with children the issue, "Why did standardizing measurements of weight promote trade and commodity transaction?"

In religious development, King Baying Naung banned sacrificing animals. This is unique event at that time. Based on this event, it may be interesting for children to discuss personality of King Baying Naung.

**8<sup>th</sup> period** (*\*See examples of lesson plan*)

The situation after King Baying Naung will be discussed. Although the second Myanmar Empire showed a strong military power and united a large territory never seen before, the Empire started to decrease its prosperity and obviously showed a decline of the power. The move of its capital to Inwa from Bago was a start of a decline of the Empire. For the Bamar, the move of the capital to the Upper Myanmar meant the recovery of the ancient empire. However, in the reality, it meant that the Myanmar Empire put ethnic Mon out of its rule, who was settled the Lower Myanmar and had frequently threatened the Bamar. As a result, the move of the capital to Inwa allowed the Mon to recover their power. The second Myanmar Empire was attacked by the Mon.

**Examples of Lesson Plan**

**1<sup>st</sup> to 5<sup>th</sup> Periods:**

**Specific Objectives**

- (1) Children check the territorial unification of the second Myanmar Empire visually on a map and are able to explain the significant of firearms which made rapid territorial unification possible.
- (2) Children are able to explain that the territorial unification was significantly important for the Empire to show its power and to secure a food supply from the unified areas aiming to foster a rapid population increase.

**Teaching / Learning Materials**



- A map of Myanmar (including the neighboring countries)
- A picture of King Tabinshwehti
- A picture of the Battle of Naung-yoe
- A picture of King Baying Naung
- A map showing Bago, Pathein, Siliam with the Yangon River
- Illustrations showing the food security of the Empire depending upon gifts from the surrounding areas

**Teaching / Learning Procedure**

(1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Periods)

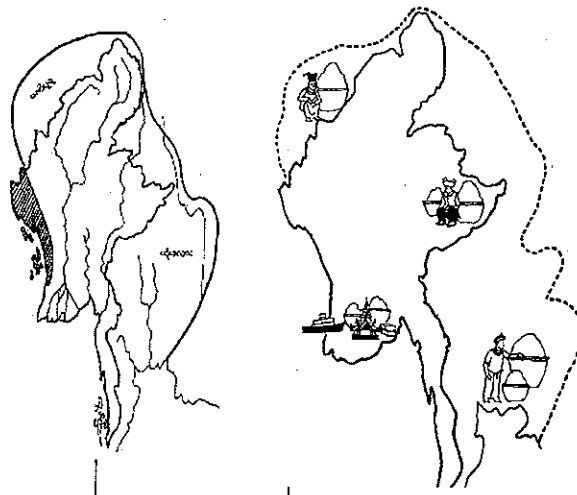
| Learning Activities   | Duration (Min.) | Teaching/ Learning Materials   | Points to be noticed   |
|---|-----------------|--|--|
| <p>A teacher explains the situation after collapse of the first Myanmar Empire with using a map:<br/> <i>Ethnic Shan became active in the Upper Myanmar, and ethnic Mon recovered their power in the Lower Myanmar. The Bamar settling the Upper Myanmar fled and moved to Taungoo. At this time, there were three main powers in Myanmar: Inwa (Ethnic Shan), Bago (Ethnic Mon) and Taungoo (Bamar).</i></p> | 20              | Myanmar map  | <p>The teacher should use a map of Myanmar to let the students understand the situation visually.</p>                              |
| <p>The teacher explains the appearance of King Tabinshwehti and expansion of the territory with telling the story of the Battle of Naung-yoe led by Baying Naung:<br/> <i>Baying Naung first attacked the Mon capital Bago and united it with the Myanmar Empire. Then he entered other towns, such as Mawlamyaing, Dawei, Pathein and Pyay.</i></p>  | 25              | <p>Picture of King Tabinshwehti</p> <p>Myanmar map</p> <p>Picture of the Battle of Naung-yoe</p> | <p>The teacher also should use a map of Myanmar to let the students understand the steps for expanding his territory visually.</p> |



|   |           |  |  |
|---|-----------|--|--|
| <p>The students find that King Tabinshwehti ruled most of the Lower Myanmar through Baying Naung's strong military.</p>   | <p>20</p> |  |    |
| <p>The teacher explains that Baying Naung became the King after King Tabinshwehti.</p>  |           |  |  |
| <p>The teacher shows the students a picture of King Baying Naung, and asks, "What impression do you have on King Baying Naung?"</p>   |           |  |  |
| <p><b>The students express their impression on King Baying Naung.</b></p>   | <p>20</p> | <p>Picture of King Baying Naung</p>                                |  |
| <p>The teacher asks again with showing the picture of King Baying Naung, "What differences do you find in his picture from the pictures of King Anawrahta and King Kyansittha?"</p>   | <p>10</p> |  |  |
| <p><b>The students express their opinions.</b><br/> <i>&lt;Ans.&gt; Baying Naung's military is holding firearms under their arms.</i></p> <p>The teacher explains that the second Myanmar Empire could win battles and one of the major reasons why the Empire won is the usage of firearms imported from Portugal.</p> |           | <p>Map showing Bago, Pathein, and Siliam with the Yangon River</p> |  |
| <p>The teacher reviews that the second Myanmar Empire united most areas of the Lower Myanmar with the Empire before the reign of King Baying Naung.</p>   | <p>10</p> | <p>Myanmar map</p>   |  |

(4<sup>th</sup> and 5<sup>th</sup> Periods)

| Learning Activities  | Duration (Min.)     | Teaching/ Learning Materials | Points to be noticed  |
|--|---------------------|------------------------------|---|
| <p>The teacher explains that Baying Naung, a military commander, succeeded to the throne after the death of King Tabinshwehti.</p>   | 10                  |                              | <p>The teacher lets the students understand that Baying Naung's military effort under King Tabinshwehti allowed him to be a king.</p>   |
| <p>The teacher explains territorial unification efforts carried out by King Baying Naung:<br/> <i>&lt;Example&gt; King Baying Naung entered Inwa and Moehnyin and united the Upper Myanmar where ethnic Shan was powerful. Following this event, he went on an expedition west by crossing the Salween River and east by crossing the Chin Mountains. King Baying Naung ended up uniting Vientiane, Chaing Mai, Sukhothai, Ayutthaya and Manipur with the Empire.</i></p> <p><b>The students understand this territorial expansion visually using a map.</b></p> <p>The teacher asks the students, "Why did the second Myanmar Empire attempt to expand its territory intensively?"</p> <p><b>The students think about this issue.</b><br/> <i>&lt;Ans.&gt; There are two reasons to be considered; one is the political reason and another is the economic reason. In terms of the political reason, the Empire had to show its strong power to the neighboring areas. In terms of the economic reasons, in the second Myanmar Empire, Bago became a center of politics and economy and was highly prospering. Many people came to Bago to enjoy economic prosperity. Because most people in Bago were merchants who dealt with exchanging commodities and were not engaged into food production, food in the area of Bago became short. The more population in Bago increased, the more food was needed. At that time, food of the Empire depended upon gifts sent from the various regions under its rule. Therefore, the Empire had to gain new territory to secure more food.</i></p> | <p>20</p> <p>30</p> | <p>Myanmar map</p>           | <p>The teacher should use a map of Myanmar to let the students understand the situation visually.</p> <p>The teacher lets the students express their opinions freely. Because this question is difficult, whether or not the students can find a right answer does not matter. Letting the students think and try to find answers is important.</p> |

|  |           |   |
|--|-----------|---|
| <p>The teacher explains the reason why the second Myanmar Empire attempted to expand its territory aggressively.</p> <p><i>&lt;Example&gt; In the second Myanmar Empire, Bago became a center of politics and economy and was highly prospering. Many people came to Bago to enjoy economic prosperity. Because most people in Bago were merchants who dealt with exchanging commodities and were not engaged into food production, food in the area of Bago became short. The more population in Bago increased, the more food was needed. At that time, food of the Empire depended upon gifts sent from the various regions under its rule. Therefore, the Empire had to gain new territory through battles to secure more food</i></p> | <p>10</p> | <p>Illustrations</p>  |
|--|-----------|---|

**6<sup>th</sup> to 8<sup>th</sup> Periods:**

**Specific Objectives**

- (3) Children are able to discuss and think about the impact of Baying Naung’s economic development efforts on society, such as promoting trade and standardizing measurements of weight.
- (4) Children are able to explain Baying Naung’s religious development efforts.
- (5) Children are able to think about the economic and political changes after the capital of the Empire was transferred from Bago to Inwa and realize that transfer of the capital caused the collapse of the Empire.

**Teaching / Learning Materials**

- Paper-cutouts of various goods
- A picture of the Mahazedi Pagoda

**Teaching / Learning Procedure**

(6<sup>th</sup> and 7<sup>th</sup> Periods)

| Learning Activities   | Duration (Min.) | Teaching/ Learning Materials  | Points to be noticed  |
|---|-----------------|-------------------------------|---|
| <p>The teacher explains the other two efforts of King Baying Naung: development of economy and religion.</p>  | <p>5</p>        |                               |   |
| <p>The teacher explains the economic activity in that period:</p> <p><i>&lt;Example&gt; At this period, all the trade commodities were carried to Bago via Pathein and Siliam. Jewelry, fragrant wood, big bottle called the Martaban bottle, preserving drinking water, food and oil were the main</i></p> | <p>25</p>       | <p>Paper-cutouts of goods</p> | <p>It may be interesting for students to learn exporting goods and imported goods using small paper-cutouts of these goods.</p> |

|  |    |                                |   |
|--|----|--------------------------------|---|
| <p><i>exporting goods of the Empire and many unique goods including firearms was imported in exchange with these commodities.</i></p> <p>The teacher explains that traders had a difficulty in exchanging commodities at that time, because they used different measurements of weight. The teacher asks, “How do you think this difficulty should be solved?”</p> <p><b>The students express their ideas.</b><br/> <i>&lt;Ans.&gt; Standardizing measurements of weight</i></p> | 10 |                                |   |
| <p>The teacher explains that King Baying Naung built the Mahazedi Pagoda and donated many monasteries.</p>   | 10 | Picture of the Mahazedi Pagoda |   |
| <p>The teacher explains that King Baying Naung banned the <i>nats</i> worships and promoted the Theravada Buddhism. In addition, he banned sacrificing animals.</p>  | 10 |                                |   |
| <p><b>The students discuss the characteristics and personality of King Baying Naung.</b></p>   | 10 | Picture of King Baying Naung   | The students express their impression on King Baying Naung freely and compare these with the first impressions discussing in the second period of lesson. |

(8<sup>th</sup> Period)

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed   |
|--|-----------------|------------------------------|--|
| <p>The teacher explains that the second Myanmar Empire lost its power significantly after King Baying Naung passed away.</p>   | 5               |                              |  |
| <p>The teacher asks the students to help them find a reason for the Empire’s losing the power, “What situation was there during the reign of King Baying Naung?”</p> <p><b>The students express their opinions.</b><br/> <i>&lt;Ans.&gt; During the reign of King Baying Naung, there were many battles across the Empire and outside of the Empire.</i></p> | 5               | Myanmar map                  | This is an important part. The teacher gives the students enough time to discuss and to find |

|  |    |  |          |
|--|----|--|----------|
| <p>The teacher explains that many people joined army and went to the battle fields. Therefore, many lands were left and went to ruin. Severe shortage of food occurred in the capital.</p>   | 5  |  | answers. |
| <p>The teacher explains that the capital of the Empire was moved from Bago to Inwa later and this event declined the power of the Empire. The teacher asks, "Why did the move of the capital to Inwa decline the power of the Empire?"</p>   | 5  |  |          |
| <p><b>The students think about this question.</b><br/> <i>&lt;Ans.&gt; This event had two important meanings: (1) The end of unification policy with the Mon. Therefore, the Mon would recover its power and threaten the Empire later. (2) The end of the foreign trade. Therefore, the Empire would not develop more economically.</i></p> | 10 |  |          |
| <p>The teacher explains that the second Myanmar Empire became weaker and weaker and ended up being destroyed by the Mon.</p>   | 5  |  |          |

**Assessment**

**What are the key issues in this lesson?**

- Why did kings often conduct strong military campaigns?
- Why did such a strong empire break down?

**How do you assess the performance of children?**

● **Observing children’s performance**

In this lesson, there are many historically important issues. Teachers prepare many discussion times of children to motivate children and to deepen their levels of understanding. During discussions, the teachers can assess children through observation. The teachers can refer to the “**Checklist of Children’s Performance.**”

● **Small quiz**

A small quiz is very effective to know how much children understood classes. This can be used as a part of the evaluation of children’s performance, but this cannot be used as the only measurement of children’s performance. Therefore, the result of the quiz should be considered with the result of observation assessment.

A sample quiz is shown below.



Sample Quiz

**Q1:** The second Myanmar empire (King Baying Naung) often conducted military campaign to the surrounding area. Then, the empire could largely expand its territory. The following maps show the territory of the empire. Choose the most appropriate map showing the territory at the era of King Baying Naung.

(1)



(2)



(3)



(4)



**Q2:** Why King Baying Naung frequently conducted military campaign to the surrounding area? Write your ideas about this.

**Q3:** During the reign of King Baying Naung, the second Myanmar empire showed a strong power and highly flourished. However, the empire broke down after King Baying Naung passed away. Why did such a strong empire lost its power and break down quickly?

**Model answers:**

*Q1: (3)*

*Q2: In this time, population of the empire largely increased. The empire had to secure food and the other necessary goods. To secure these goods, it was necessary to unite new territories with the empire. The more areas the empire unites, the more goods can be secured.*

*Q3: There are two possible reasons. The first reason is that the military service was the huge burden for the people in the empire. Many people tried to escape this service and left the empire. Some of them hesitantly joined the military and died during battles. As a result, the population largely decreased in the region. The second reason is that the Mon recovered its power and threatened the empire after the capital was moved to Inwa from Bago. The empire could not control the Mon and finally broke down.*

