Key Concept	Children are able to understand what "colony" means and how the "British annexation of Myanmar" changed Myanmar by learning about the social situation and people's life under the British colonialism.				
Learning Objectives General Objectives	 (1) Children have a great interest in the history of our country during the moder era. Children realize the meaning of colonization and of the loss of autonom through the study of the Myanmar-British Wars. (2) Through an analysis of the social structure under British colonialism, childred think about people's feeling about and attitude toward colonial policy an understand how people's dissatisfaction gradually developed into nationalism. (3) Through the study of the regional resistance against British colonialism is Kaya, Kachin, Chin and Shan States, children understand how patriotic and ant colonialism would have become strong and later develop into nationalism even is remote areas. 				
Structure of	<lessons></lessons>	<specific objectives=""></specific>			
This Chapter &					
Specific Objectives	Lesson 8:				
	British Occupation	 (1) Recalling the previous lessons on General Maha Bandola (Lesson 12 at grade three), children are able to discuss the goals of British imperialism and the purpose of its aggressive approach in Myanmar. (2) Children are able to explain the direct causes of the third Myanmar-British War through an analysis of King Thibaw's attitude and behavior as compared to King Mindon, (3) By using illustrations, children are able to discuss people's confusion and agony under the new social system led by the British colonial government through the deep understanding of the difference between the traditional governing rule and the new rule. 			
	Regional Resistances	 By using illustrations and stories, children are able to describe the leadership of Saw La Paw and his battle against the British (Kayah resistance). By using illustrations and stories, children are able 			
		to describe the leadership of Bo Po Saw and his battle against the British (Kachin Resistance).(3) By using illustrations and stories, children are able to describe the leadership of Kyum Bi and his battle against the British (Chin resistance).			
		 (4) By using illustrations and stories, children are able to describe the leadership of U Aung Myat and his battle against the British (Shan resistance). (5) Children are able to discuss the fact that people's dissatisfaction with British colonialism caused various regional resistances and that these actions developed into the large scale nationalist movement. 			

Key Points

• Teaching the History of Myanmar, not a biography of a historical person

In the conventional way of teaching history, teachers tend to teach a biography of a historical person. Teachers start teaching when and where he was born, then his qualification and his main activities. The activities of him during his lifetime are usually the main issues of the lesson. 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? Teachers should make these issues clear first. Then teachers and children should discuss the reasons why he took such an action under this social situation. 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. Teachers should prepare atmosphere to make children express their ideas and opinions freely.

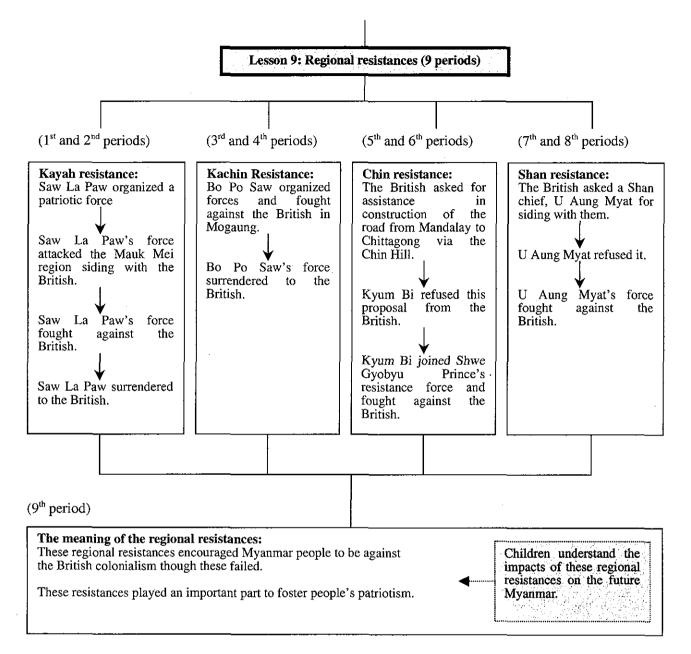
• Letting children understand the difference between "Autonomy" and "Colony"

The most important task of a teacher in this chapter is to let children understand what is different between an "autonomous state" and a "colony." After it failed in the Myanmar-British War, Myanmar became a colony of the British and the era of flourished Myanmar Empire ended. What was changed after the British colonization of Myanmar? The teacher should take specific examples, such as the changes of social systems and people's life to explain this issue. If children fully understand what "colony" means, the issue of regional resistances will be easily understood.

• Appreciating patriotic spirit of the Myanmar nationals in various regions

Children can appreciate four stories about anti-British movement. A teacher tells about these stories vividly with using illustrations and lets children understand strong patriotic spirits of the Myanmar nationals. After finishing the lessons, children discuss these four stories to exchange their feelings and opinions.

Flow of Teaching and Learning Lesson 8: British Occupation (7 periods) (1st period) The British imperialism and the annexation of Myanmar: In 1700s, many European nations were expanded their territory (Imperialism). Children understand the The British also was eager to expand its territory and to colonize the new lands. colonial territory by the British at that era. Four main reasons for the British occupation of Myanmar: (1) To secure their safety along the eastern border of the British India Children understand reasons for the British (Because the Indochina peninsula was occupied by the French), (2) To gain various natural resources in Myanmar, such as teak wood and gems, occupation of Myanmar. (3) To gain a new market for the British products, and The reasons (2) and (3) (4) To gain more production of rice for exporting to the other British colonial regions. were taught at Grade 3. The tension between Myanmar and the British was high. (2nd period) The first Myanmar-British War (1824-26): Two incidents: Myanmar attempted to collect the fee from the commercial ships navigating the Nat River. The British invaded the Shinmaphyu Island on the Nat River. Myanmar surrendered to the British and lost the territory of Rakhine and Thanintharyi (The Yandabo Treaty). Children review the The second Myanmar-British War (1852): incidents triggered the Incidents: Myanmar captured two commercial ships owned by the British. two-time Wars and results of these Wars. Myanmar surrendered to the British and lost the territory of the Lower Myanmar. (3rd and 4th periods) The third Myanmar-British War (1885-86): Two incidents: Myanmar approached France. The British company (The Bombay-Burma Trading Company) Children understand the Myanmar fined the company. over-extracted teak wood, direct causes of the third Myanmar-British War and its result. Myanmar surrendered to the British and became a colony of the British. King Thibaw was captured and was sent to Bombay, India. (5th, 6th and 7th periods) The situation under the British colonialism: Under the British colonialism, new systems were started and the traditional social situation was broken: (1) Government ruled by people to government ruled by law, Children understand the situations (2) Religious country to the country taking religious neutrality social and (3) A separate governing system of the mountainous regions (Kachin, people's life under the Shan and Chin) from the central region British colonialism. People complained about these new systems and the British colonialism.



	Lesson 8: British Occupation
General Objectives	 (1) Children have a great interest in the history of our country during the modern era. Children realize the meaning of colonization and of the loss of autonomy through the study of the Myanmar-British Wars. (2) Through an analysis of the social structure under British colonialism, children think about people's feeling about and attitude toward colonial policy and understand how people's dissatisfaction gradually developed into nationalism.
Specific Objectives	 (1) Recalling the previous lessons on General Maha Bandola (Lesson 12 at grade three), children are able to discuss the goals of British imperialism and the purpose of its aggressive approach in Myanmar. (2) Children are able to explain the direct causes of the third Myanmar-British War through an analysis of King Thibaw's attitude and behavior as compared to King Mindon. (3) By using illustrations, children are able to discuss people's confusion and agony under the new social system led by the British colonial government through the deep understanding of the difference between the traditional governing rule and the new rule.
Lesson Planner	1 st period (*See examples of lesson plan) The British imperialism (or colonialism) is the main topic. This issue was already discussed in lesson 12: General Maha Bandola at Grade 3. In this lesson, it should be reviewed to make it sure the reasons why the British approached Myanmar so aggressively.
	In the 18 th century, the European countries were highly developed through the Industrial Revolution and became capable of producing various industrial goods, from cloth and shoes to weapons and vessels. These countries manufactured many products day by day. To produce more, they needed more materials. In addition, they had to sell products. Domestically it was already difficult to do these because of limited natural resources and a limited size of market. They had an only way to overcome these difficulties, which is territorial expansion for looking for additional natural resources and wider markets. Not only Britain but also France, the Netherlands, Spain and Portugal competed to expand their territories at that time.
	In addition, the British wanted to occupy Myanmar aiming to secure their safety along the eastern border of the British India, to gain various natural resources in

along the eastern border of the British India, to gain various natural resources in Myanmar, such as teak wood and gems, to gain a new market for the British products, and to gain more production of rice for exporting to the other British colonial regions.

A teacher explains these two issues with using maps and illustrations: the imperialism and the purpose of the British occupation of Myanmar. The teacher should make an effort to let children understand then world situation of the 18^{th} century.

2nd period (*See examples of lesson plan)

The first and second Myanmar-British Wars are the main topic. These two Wars were already discussed in lesson 12: General Maha Bandola and lesson 13: Bo Myat Tun at Grade 3. Here the teacher reviews these Wars briefly, especially with focusing the causes and the results of the Wars.

During the reign of King Botaw (the 6th king), Myanmar united Rakhine with the Myanmar Empire. Following this event, Myanmar threatened Manipur during the reign of King Bagyidaw (the 7th king). These events heightened a tension between Myanmar and the British immediately. One day Myanmar attempted to collect the fee from all commercial ships navigating the Nat River. The British refused it. In addition, the British invaded the Shinmaphyu Island on the Nat River. Myanmar started to fight against the British. Although Myanmar forces fought bravely, it surrendered to the British with modern weapons and machinery. As a result, Myanmar gave the British the territory of Rakhine and Thanintharyi (the Yandabo Treaty)

After King Bagyidaw passed away, Tharyarwaddy and Pagan sat on the thrones. Both of them refused the Yandabo Treaty and made the British upset. A relation between Myanmar and the British became worse and worse. One day Myanmar captured two commercial ships owned by the British and arrested the captains because of they broke rules. The second Myanmar-British War started. Myanmar lost this War again and gave up the territory of the Lower Myanmar.

The teacher should discuss with children these two Wars with using Q & A method. The teacher tries to let children recall these issues.

3rd and 4th periods (*See examples of lesson plan)

The third Myanmar-British War is the main topic. After the second Myanmar-British War, Myanmar had a serious damage. Loss of the coastline brought Myanmar severe economic difficulties and isolation from the world. King Mindon attempted many efforts to maintain the Myanmar Empire. However, the third Myanmar-British War occurred after King Mindon passed away. King Thibaw, the successor of King Mindon, approached France to effect a commercial This event made the British aggressive, who wanted to influence their treaty. power over Myanmar. In the same time, it was found that the British company (the Bombay-Burma Trading Company: BBTC) over-extracted teak wood from Myanmar. Myanmar attempted to fine the company. The British refused it and started to attack Myanmar. As a result, Myanmar surrendered to the British and King Thibaw and Queen Su Phaya Latt were arrested and lost its independence. sent to Bambay, India. This incident has remained as a trauma of Myanmar for a long time.

The teacher should discuss with children the third Myanmar-British Empire. Especially, direct causes and results of the War will be focused during discussion.

5th, 6th and 7th periods (*See examples of lesson plan)

The situation under the British rule is the main topic. After colonizing Myanmar, the British colonial government discontinued old systems and established new

rules. Myanmar people were depressed and suffered because the new rules totally denied the traditions of Myanmar. The oppression of the people would be developed into large-scaled resistance across the county.

Under the British colonialism, the following three changes were conducted in Myanmar:

(1) Government ruled by people to government rule by law

In Myanmar, kings traditionally ruled the country. Under the king, there were many personnel who locally ruled. These local rulers were usually people who were highly familiar with the local area and had direct relationships with local people. They were locally powerful in each area.

However, the central government appointed officers to rule local areas under the new system. These newly appointed people were not familiar with the locality and did not have any relations with the area. Local people could not trust such outsiders.

(2) Religious country to the country taking religious neutrality

In Myanmar, all kings deeply believed in the Buddhism. It was said that kings who do not believe the Buddhism were not real leaders in Myanmar. The religion was tightly related to national policy and people's life. However, the religion was completely separated from the national policy under the new rule. The new leader (the British officer) was not a religious person. This situation could not be accepted among people in Myanmar.

(3) A separate governing system of the mountainous regions from the central region

Under the British rule, the central and the lower Myanmar was directly governed by the British colonial government. On the other hand, the British colonial government allowed the mountainous regions: Shan, Chin and Kachin, to administer their areas by themselves under agreement of the British as a ruling power of Myanmar. Therefore, it can be said that these mountainous regions were ruled by the British indirectly. The reason of this governing system is that the British wanted to save cost of managing the colonized Myanmar.

This separate governing system let Aung San to hold the Panlon conference to ask for these ethnic groups to join Myanmar.

The teacher should discuss with children these new systems under the British colonialism and let them understand that people in Myanmar significantly suffered from these.

	Examples of Lesson Plan
1 st to 4 th Periods:	
Specific Objectives	 (1) Recalling the previous lessons on General Maha Bandola (Lesson 12 at grade three), children are able to discuss the goals of British imperialism and the purpose of its aggressive approach in Myanmar. (2) Children are able to explain the direct causes of the third Myanmar-British War through an analysis of King Thibaw's attitude and behavior as compared to King Mindon.
Teaching / Learning Materials	World map A map of Myanmar An illustrated map showing occupied territories after the first Myanmar-British War An illustrated map showing occupied territories after the second Myanmar- British War A picture of King Thibaw
Teaching / Learning Procedure	

(1st Period: Refer to the lesson plans in lesson 12: General Maha Bandola, at Grade 3)

Learning Activities	Duration (Min.)	Teaching/ Learning Materíals	Points to be noticed
A teacher explains the European imperialism in 1700s. <example> The European countries were highly developed and were capable of producing various industrial goods, from cloth and shoes to weapons and vessels. These countries manufactured many products day by day. To produce more, they needed more materials. In addition, they had to sell products. Domestically it was already difficult to do these. Therefore, they were expanding their territory to get materials and to gain new markets for their products. Not only Britain but also France, the Netherlands, Spain and Portugal were the imperialistic countries at that time.</example>	5	World map	This part is a review of study at Grade 3. A teacher lets students understand the imperialism at that time.
The teacher explains that the British already colonized the neighboring country, India and the British watched for a chance to occupy Myanmar. The teacher asks, "Why did the British want to occupy Myanmar?" The students think about this issue.	5	Myanmar map	This part is also a review of study at Grade 3.

<ans.> The British wanted to gain various natural resources in Myanmar and to get new markets for their productions.</ans.>			
The teacher adds two other reasons. <example> The British wanted to secure their safety along the eastern border of the British India and to gain more production of rice for exporting to the other British colonial regions.</example>	15		
The teacher mentions that the tension between Myanmar and the British was high	5		

(2nd Period)

(2 nd Period) Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
A teacher shows two illustrated maps drawing the occupied territories by the British after the first War and after the second War, and asks, "What are these?"		Illustration maps	This part is a review of study at Grade 3.
Students think about two maps.	5		
		7	
 The teacher lets the students recall the knowledge of the Myanmar-British Wars which were learnt at Grade 3. The teacher asks four questions: (1) "What was the direct cause of the first Myanmar-British Wars?" (2) "What was the result of the first Myanmar-British war?" (3) "What was the direct cause of the second Myanmar-British war?" 			Because the students already learnt these issues, the teacher tries to let them find the answers by themselves as much as possible. The teacher can help them by giving hints if they

(4) "What was the result of the second Myanmar- British war?"The students discuss these issues by group and prepare answers.	20	cannot recall these.
The teacher collects the answers and explains these issues.	10	In terms of the first question, the teacher explains the other three reasons because the students learnt only one reason at Grade 3.

(3rd and 4th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher shows an illustrated map showing the British occupation of the Lower Myanmar and the coastal regions and ask the students, "What was the situation of Myanmar at that time?" The students realize that the British occupied half part of the country and Myanmar was on the edge of collapse.	5	Illustrated maps showing the British occupation	
The teacher explains briefly the efforts of King Mindon to maintain the Myanmar Empire. <example> King Mindon realized that Myanmar could not win under the situation which was undeveloped. He first sent diplomats to foreign countries to make a diplomatic ties and sent youths to learn modern technology. He tried to modernize his Empire.</example>	5		This part is also a review of study leant at Grade 3. The teacher reviews it briefly.
The teacher explains the situation during the reign of King Thibaw, the successor of King Mindon: <example> Even though King Thibaw made his effort to maintain the Empire, the aggressive British invasion could not be stopped. The teacher explains the direct cause of the third</example>		Picture of King Thibaw	
Myanmar-British War: <example> One day, the conflict between Myanmar and the British occurred over teak trade. Myanmar claimed that the British (The Bombay-Burma Trading Company: BBTC) doctored the declaration of an</example>			

amount of teak cut. Then Myanmar fined the British for the violation. This conflict ended up developing into the third Myanmar-British War.	
The teacher explains the result of the third Myanmar- British War. <example> Myanmar surrendered to the British and lost whole country. Since then, Myanmar has become a colony of the British. The teacher asks, "What does "colony" mean?</example>	This question does not necessarily require answers. This is a preview of the following lessons. The answer of this will be clear during the following lessons.

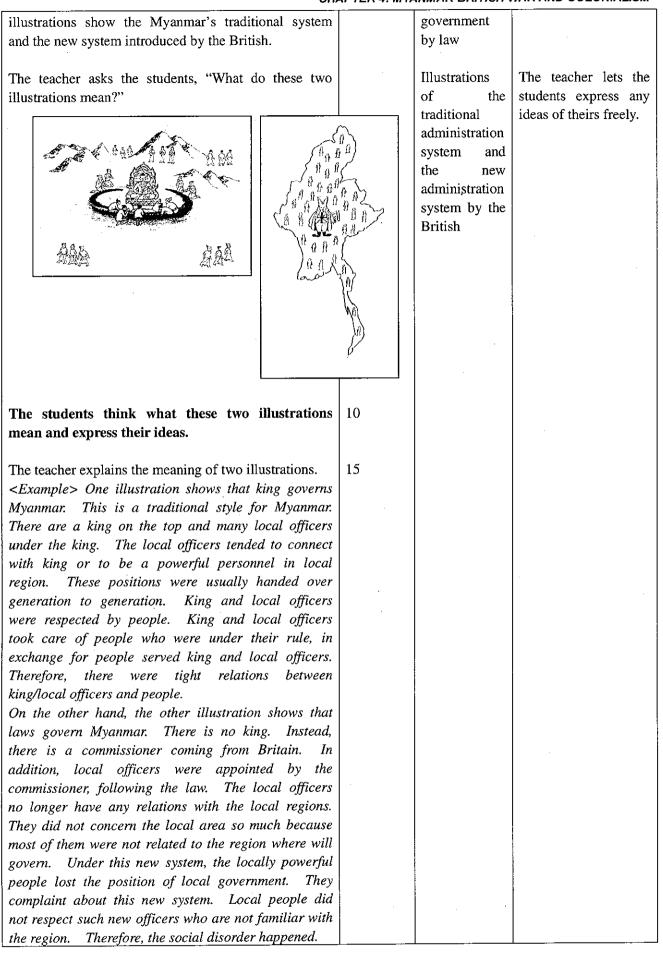
5th to 7th Periods:

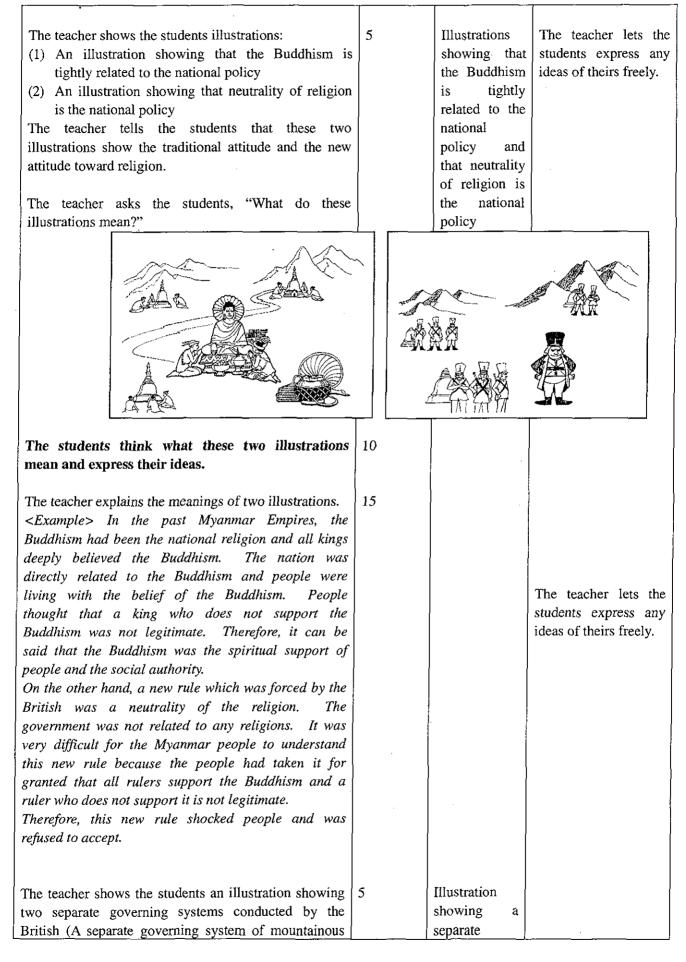
Specific Objectives	(3) By using illustrations, children are able to discuss people's confusion and agony under the new social system led by the British colonial government through the deep understanding of the difference between the traditional governing rule and the new rule.
Teaching / Learning Materials	An illustration showing the government by king An illustration showing the government by law An illustration showing that the Buddhism is tightly related to the national policy An illustration showing neutrality of religion is the national policy Illustration showing a separate governing system of mountainous regions from the central region
Teaching / Learning	

Teaching / Learning Procedure

(5th, 6th and 7th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher mentions, "After occupying Myanmar, the British changed a lot of things. However, these new things were not accepted by people in Myanmar because these were completely against the tradition. People's complaints became bigger and bigger day by day."	5		The teacher lets the students have a question of "what were changed after the British occupation of Myanmar?"
 The teacher shows the students two illustrations: (1) An illustration showing government ruled by people (king and related personnel), (2) An illustration showing government ruled by law, The teacher tells the students that these two 	5	Illustrations showing the government by king and the	





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regions from the central region).		governing	
		system of	
The teacher asks the students, "What does it mean?"		mountainous	
		regions from	
The students think what this illustration means and	10	the central	
express their ideas.		region	
The teacher explains the meaning of this illustration.	15		
<i>Example Under the British rule, the central and the</i>		50	
lower Myanmar was directly governed by the British		6 11	
colonial government. On the other hand, the British		Strate Strate	
colonial government allowed the mountainous regions:		I Teles	AR I
Shan, Chin and Kachin, to administer their areas by			
themselves under agreement of the British as a ruling			
power of Myanmar. Therefore, it can be said that			
these mountainous regions were ruled by the British		A 6 9 91	
indirectly.		lanar 3	2))))
binni certy.			K I I
The teacher asks the students, "What were people in			
Myanmar feeling about these new rules by the			
British?"			\mathcal{V}
Diffish:		L	
The students discuss this issue.	10		
The teacher explains that these new systems forced by			
the British suffered people in Myanmar. However,			
people in Myanmar had no ways to refuse these			
systems because Myanmar became a colony of the			
British.			
The teacher asks the students, "What does "colony"			
mean?"			
The students think about the meaning of "colony"	5		It is fine if the
and express their ideas.	-		students answer that
			"colony" does not
The teacher concludes: Under these new systems,	5		have any rights to
people's complaint would become bigger and bigger	5		decide and has to
day by day. This complaint would bring the anti-			obey the orders of the
			owner.
British resistance in many places.			UWHUI.

Assessment

What are the key issues in this lesson?

- The British imperialism and colonial policy in the South Asia
- The first and second Myanmar-British wars
- The third Myanmar-British war
- Myanmar under the British colonialism

How do you assess the performance of children?

• Observing children's performance

A teacher observe children carefully throughout classes and assess their performance. The observation points can be referred to the "Checklist of Children's Performance."

• Essay assignment

In this lesson, there are many important issues. Most of the issues are abstract and are difficult for children to understand the concept of these. A written test may not be an effective way to check children's level of understanding of the issues because it can only measure how much children memorized issues. Therefore, a teacher can assign children to write short essays to check whether they understand the issues. This essay assignment should consist of several topics such as the imperialism, the Myanmar-British wars, and people's life under the British colonialism. Prior to assessment of children's level of understanding, the teacher has to make sure the criteria of assessment

Sample essay questions and the criteria of assessment are shown below.

Sample Essay Questions and Their Criteria

Topic 1: Why have the European countries tried to occupy the foreign countries since 1700s?

<Criteria> Whether children understand that the imperialism was based on the European countries' egoism: Their endless pursuit of natural resources and new markets?

Topic 2: Why did Myanmar-British Wars occur?

<Criteria> Whether children understand the direct reasons and the indirect reasons separately? Especially the indirect reasons are more important here.

Topic 3: Myanmar was colonized in 1986. Under the British colonialism, Myanmar had many changes in the social system. What kinds of changes were occurred and what were people feel under the new systems?

<Criteria> Whether children understand the three main changes of the social system? Especially whether children understand the concept of the changes of "government ruled by people to government ruled by law" and of "religious country to the country taking religious neutrality" clearly?

	Lesson 9: Regional Resistances
General Objective	(3) Through the study of the regional resistance against British colonialism in Kaya, Kachin, Chin and Shan States, children understand how patriotic and anti- colonialism would have become strong and later develop into nationalism even in remote areas.
Specific Objectives	 By using illustrations and stories, children are able to describe the leadership of Saw La Paw and his battle against the British (Kayah resistance). By using illustrations and stories, children are able to describe the leadership of Bo Po Saw and his battle against the British (Kachin Resistance). By using illustrations and stories, children are able to describe the leadership of Kyum Bi and his battle against the British (Chin resistance). By using illustrations and stories, children are able to describe the leadership of U Aung Myat and his battle against the British (Shan resistance). Children are able to discuss the fact that people's dissatisfaction with British colonialism caused various regional resistances and that these actions developed into the large scale nationalist movement.
Lesson Planner	1 st and 2 nd periods (*See examples of lesson plan) The Kayah resistance against the British led by Saw La Paw is the main topic. A teacher discusses with children why Saw La Paw and his patriotic people fought against the British and how they fought against them.
	3rd and 4th periods The Kachin resistance against the British led by Bo Po Saw is the main topic. A teacher discusses with children how Bo Po Saw's forces attacked Mogaung where the British were stationed and the ruthlessness of the British in defeating revolution of the Kachin nationals.
	5 th and 6 th periods The Chin resistance against the British is the main topic. A teacher discusses with children what the Captain Yates did to threaten the Tarsun Chins and how Kyawn Bi defied the British by not giving into their demands.
	7 th and 8 th periods The Shan resistance against the British is the main topic. A teacher discusses with children how the British try to organize the great Wun Tho chief, how two battles of Hman Kin and Kyine Khwin hills were, and why the resistance forces were able to keep up their mission for five years despite the unmatched arms with the British force.
	9 th period (*See examples of lesson plans) The effect and impact of these regional resistances on future Myanmar are the main topic. Although these regional resistances failed, these attempts strengthened Myanmar people's patriotic spirit and played an important part to create a strong nationalism movement in the future.

	Examples of Lesson Plan
1 st and 2 nd Periods:	
Specific Objectives	(1) By using illustrations and stories, children are able to describe the leadership of Saw La Paw and his battle against the British (Kayah resistance).
Teaching / Learning Materials	An illustration of Saw La Paw A picture story of the Kayah resistance against the British
Teaching / Learning	

Teaching / Learning Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
A teacher explains that people in Myanmar were depressed by the new rules under the British colonialism and people rose up to resist the British rules.	5		
The teacher explains that people in Kayah rose up to resist the British rules.	5		
The teacher shows a picture of Saw La Paw with explanation that he was a leader of the Kayah resistance and asks students, "What impression do you have on Saw La Paw?" The students express their impressions on Saw La Paw.	15	Picture of Saw La Paw	
The teacher tells a story of the Kayah resistance against the British with using a picture story.	30	A picture story of the	
The teacher asks the students the following two questions: (1) Why did Saw La Paw and his patriotic people fight against the British?		Kayah resistance against the British	
(2) How did Saw La paw's force fight against the British?			

The students discuss these issues.		This discussion can be conducted by group.
The students have presentations of their opinions.	15	

3rd and 4th Periods:

Specific Objectives

Teaching / Learning Materials

Teaching / Learning Procedure

5th and 6th Periods:

Specific Objectives

Teaching / Learning Materials

Teaching / Learning Procedure

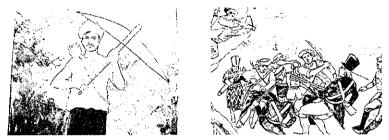
7th and 8th Periods:

Specific Objectives

(2) By using illustrations and stories, children are able to describe the leadership of Bo Po Saw and his battle against the British (Kachin Resistance).

An illustration of Bo Po Saw A picture story of the Kachin resistance against the British

Omitted



(3) By using illustrations and stories, children are able to describe the leadership of Kyum Bi and his battle against the British (Chin resistance).

An illustration of Kyum Bi A picture story of the Chin resistance against the British

Omitted





(4) By using illustrations and stories, children are able to describe the leadership of U Aung Myat and his battle against the British (Shan resistance).

Teaching / Learning Materials An illustration of U Aung Myat A picture story of the Shan resistance against the British

Illustrations of the four regional resistances

Teaching / Learning Procedure

Omitted

Specific Objectives

9th Period:

(5) Children are able to discuss the fact that dissatisfaction with British colonialism caused various regional resistance and that these actions developed into the large scale nationalist movement.

Teaching / Learning Materials

Teaching / Learning Procedure

(9th Period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher shows illustrations of the four regional resistances and asks the students, "What regional resistance(s) did you have a strong impression on?" The students answer the most impressive regional resistance. The teacher divides the students into four groups based on their answers: Group for the Kayah resistance, group for the Kachin resistance, group for the Chin resistance and group for the Shan resistance.		Illustrations of the four regional resistances	
The teacher asks each group, "What were these people fighting against the British feeling?" Each group discusses this issue and has a presentation of their group ideas.	20		Ideas of all the groups should be the same: For example, people loved Myanmar and wanted to recover their country from the British.

			l
The teacher concludes.	10		
<example> People fighting against the British loved</example>			
their country and wanted to recover it from the British.			l
This spirit of loving Myanmar continued and became			l
bigger and bigger.			

Assessment

What are the key issues of this lesson?

• People's patriotism against the British colonialism

How do you assess the performance of children?

• Essay assignment

In this lesson, a teacher can assign children to write an short essay about the patriotism of people in various regions. This lesson deals with people's resistances in four different regions: Kayah, Kachin, Chin, and Shan. Although the location is different each other, these resistances have the same basis that is people's strong minds against the British colonialism. The teacher should assess whether children understand this point. An usual written test cannot measure this point.

Sample essay questions and the criteria of assessment are shown below.

Sample Essay Questions and Their Criteria

Topic 1: What regional resistance was the most impressive for you? Choose one regional resistance and mention about reasons for choosing it.

<Criteria> Whether the reasons children mentioned are based on deep analysis of the regional resistance?

Topic 2: What were people feeling during fights against the British in the four regional resistances?

<Criteria> Whether children understand that these resistances came from people's patriotic mind?

CHAPTER 5: EMERGENCE OF NATIONALISM

Key Concept

Learning Objectives General Objectives Children understand how nationalism began and how people in Myanmar fought against British colonialism and Japanese fascism.

(1) Children understand that Buddhism was the only spiritual support for people who suffered from the British colonial government. By using a map and checking the location, children understand that various religious organizations were established in different places with the strong approval of the people.

(2) Children realize that these religious organizations gradually became the political organizations strongly opposed to British colonialism.

(3) Children deepen their understanding of the people's agony under British colonialism through the study of the resolutions from the YMBA conference (later reorganized into GCBA) led by U Chit Hlaing.

(4) Children realize the farmer's situation and their agony under British colonialism and understand the reasons why poor farmers without any weapons fought against the British military who were equipped with modern weapons through the discussion of the farmers' revolution led by Saya San.

(5) By thinking about the social situation at that time, children understand how the *Dawbama-Asi-Ayoung* was established, why its members, such as Aung San, first had a cooperative attitude towards Japanese fascism, and why they later changed their attitude into being against it.

(6) Children understand people's agony under the occupation of Japanese fascism and the gradual rise of the anti-fascist movement among the people. Based on the understanding of these facts, children realize that the anti-fascist organization, *Pasa Para*, which initiated strong opposition to Japanese fascism, was organized and led by Aung San.

&	<lessons></lessons>	<specific objectives=""></specific>
x tives	Lesson 10:	
	Rising the Nationalism	 (1) Children are able to explain the reasons why various Buddhist organizations were established during this era through the activities of checking the locations of these organizations on a map. (2) Children are able to explain how the religious organizations such as YMBA (later GCBA) came to take part in political issues through the understanding of their activities and assertions.
	Lesson 11:	
	Farmers' Revolution	 (1) Children are able to describe farmers' difficulties such as forced labor and huge financial debts to reclaim the Lower Myanmar under the British colonial policy. Children are also able to explain the gradual accumulation of their dissatisfaction with the British colonial government. (2) Children are able to discuss the meaning of the magical behaviors taken by Saya San, who bravely fought against the British colonial military which was
		equipped with modern weapons, and think about the

Structure of This Chapter & Specific Objectives

5-1

reasons why many farmers were attracted to his power.

(3) Children are able to explain that the farmers' revolution was not only a fight between the British colonial military and ordinal Myanmar farmers, but that it was the origin of the nationalist movement of Myanmar which was later developed into the large scale movement led by Aung San.

Lesson 12: Resistance Against the Japanese Fascism

(1) By using illustrations and pictures, children are

able to explain that *Dawbama-Asi-Ayoung* was established by youth who had strong patriot, anticolonial, and nationalistic spirits and who had unique and peculiar characteristics relative to the traditions of that era. Children are also able to explain that this organization grew powerful gradually.

(2) Children are able to explain the reasons why the *Dawbama-Asi-Ayoung* approached the Japanese who would later become the enemy of Myanmar through thinking about the social situation in that era and the feelings of the members of the *Dawbama-Asi-Ayoung*.

(3) Children are able to explain that the situation under Japanese fascism was almost the same as that under British colonialism but became worth, by taking specific examples.

(4) Through the story of Colonel Ba Htoo, children are able to explain that the *Dawbama-Asi-Ayoung* gradually developed strong characteristics of antifascism and was developed into the stronger political organization, *Pasa Para*, and that the *Pasa Para* bravely fought against Japanese fascism.

Supplementary Study: U Shwe Zan Aung

udy:Children are able to describe the social activities of Ushwe Zan Aung and his contribution to the country.

• Letting children understand how the nationalism sprang up

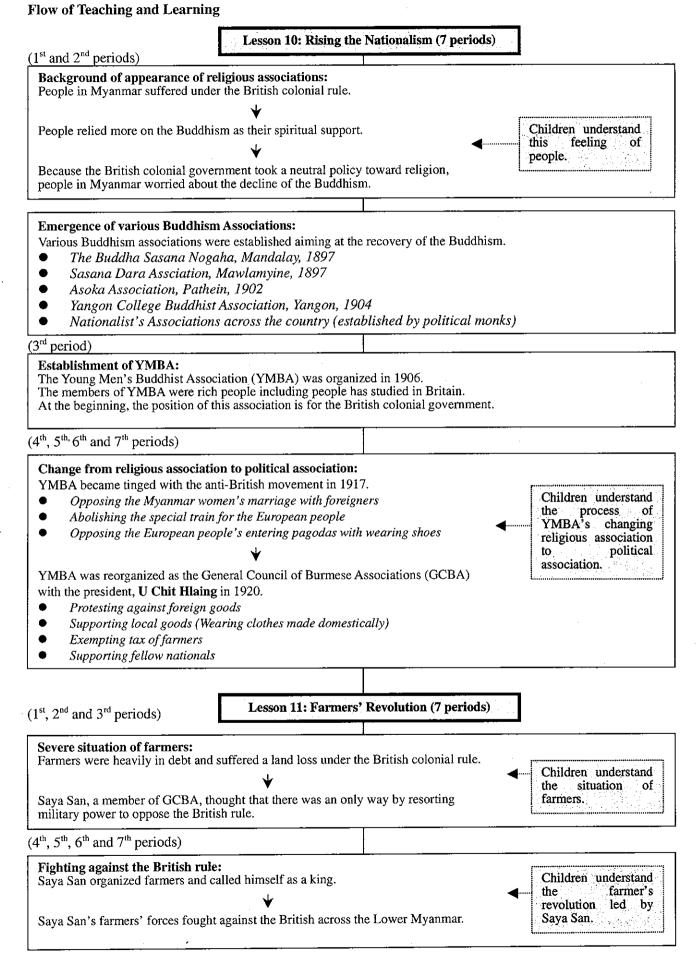
In this chapter, the nationalism movement is the main issue. A teacher should explain clearly why the nationalism sprang up and how it was developed. In order to understand Myanmar's nationalism, it is significantly necessary to understand the then social situation. The teacher should discuss with the children the process of establishing the Buddhism associations and the background that the association changed to a political organization. In addition, the teacher should take enough time to teach the farmers' revolution, the first large-scaled anti-British movement of the ordinal people. The children can learn the then real situation of the ordinal people, especially farmers, through this lesson.

Making it clear that the British colonialism and the Japanese fascism

The chapter may make children confused because two powers, the British colonialism and the Japanese fascism, appeared at the same time. In addition,

Key Points

Myanmar first allied with the Japanese fascism but later fought against it. The teacher should explain it clearly not to let them confused.



(1 st period)	
Establishment of a strong nationalist organization: After split of GCBA and decline of its power, the Dawbama-Asi-Ayoung was newly established by patriotic intellectual youths. Aung San also joined the Dawbama-Asi-Ayoung. The Dawbama-Asi-Ayoung strongly opposed against the British.	
2 nd and 3 rd periods)	
Cooperation with the Japanese fascism: Japan was also watching for occupying Myanmar. However, the British occur for the Japanese. Japan thought that Japan would fight against the British with us ↓ 30 patriotic youths of the Dawbama-Asi-Ayoung, including Aung San, joined the to fight against the British.	sing Myanmar patriotism.
\checkmark	
Burma Independence Army (BIA) was established under the Japanese support to fi	ight against the British.
	ight against the British.
 ✓ Burma Independence Army (BIA) was established under the Japanese support to find the period. 4th period) Situation under the Japanese fascism and the appearance of anti-fascist mover Under the Japanese fascism, people in Myanmar severely suffered from economic recession, shortage of goods, and forced labors. ✓ The anti-fascism movement became popular and the Anti-Fascist People's Liberal Union (AFPFL) was founded. 	
4 th period) Situation under the Japanese fascism and the appearance of anti-fascist mover Under the Japanese fascism, people in Myanmar severely suffered from economic recession, shortage of goods, and forced labors. ↓ The anti-fascism movement became popular and the Anti-Fascist People's	ment: ← Children understand the situation of people under the
4 th period) Situation under the Japanese fascism and the appearance of anti-fascist mover Under the Japanese fascism, people in Myanmar severely suffered from economic recession, shortage of goods, and forced labors. ↓ The anti-fascism movement became popular and the Anti-Fascist People's Liberal Union (AFPFL) was founded.	Ment: Children understand the situation of people under the Japanese fascism.
4 th period) Situation under the Japanese fascism and the appearance of anti-fascist movel Under the Japanese fascism, people in Myanmar severely suffered from economic recession, shortage of goods, and forced labors. ✓ The anti-fascism movement became popular and the Anti-Fascist People's Liberal Union (AFPFL) was founded. 5 th , 6 th and 7 th periods) Fight against the Japanese fascism and recovery of the British colonialism: The Anti-Fascist People's Liberal Union (AFPFL) strictly opposed the Japanese fascism	Ment: Children understand the situation of people under the Japanese fascism.

	Lesson 10: Rising the Nationalism
General Objectives	 (1) Children understand that Buddhism was the only spiritual support for people who suffered from the British colonial government. By using a map and checking the location, children understand that various religious organizations were established in different places with the strong approval of the people. (2) Children realize that these religious organizations gradually became the political organizations strongly opposed to British colonialism. (3) Children deepen their understanding of the people's agony under British colonialism through the study of the resolutions from the YMBA conference (later reorganized into GCBA) led by U Chit Hlaing.
Specific Objectives	 (1) Children are able to explain the reasons why various Buddhist organizations were established during this era through the activities of checking the locations of these organizations on a map. (2) Children are able to explain how the religious organizations such as YMBA (later GCBA) came to take part in political issues through the understanding of their activities and assertions.
Lesson Planner	 1st and 2nd periods (*See examples of lesson plan) The background of emergence of various Buddhism associations is the main topic in these periods of lesson. Under the British colonial rule, every tradition of Myanmar, such as the administration system and the religious issue, were totally denied and were replaced by new systems and new ways of thinking. People in Myanmar were highly depressed by this treatment of the British. People had an only way to help themselves in this situation, which is a belief in the Buddhism. At the same time, monks were also damaged by the new rule of British. Because of the neutral policy toward religion, monks totally lost their social power. They also worried about the decline of the Buddhism in the county. In this situation, religious associations were founded aiming at the recovery of the Buddhism across the country. The Buddha Sasana Nogaha (established in Mandalay, 1897), Sasana Dara Association, (established in Mawlamyine, 1897), Asoka Association (established in Pathein, 1902), and Yangon College Buddhist Association (established in Yangon, 1904) were the main associations. In addition, the Nationalist Association was founded across the country by Buddhism associations were established at that time and their impacts on the society. Here the teacher touches upon four main Buddhism associations. These names are not important to memorize, but knowing these associations across the country is the purpose of it. 3rd period (*See examples of lesson plan) The most important Buddhism association, YMBA (The Young Men's Buddhist Association) is the main topic. What kinds of people did YMBA consist of? What ideology did YMBA have? These two are the most important issues to discuss in this period of lesson.

CHAPTER 5: EMERGENCE OF NATIONALISM

The members of YMBA were mostly people from a rich family. YMBA included many people who had studied in Britain. Because most of them were for the British culture and enjoyed various benefits under the British rule, the members of YMBA always took a position of admiring Britain and accepting then-society. However, they changed their positions little by little later.

The teacher should discuss with children two issues above.

4th, 5th, 6th, and 7th periods (*See examples of lesson plan)

The change from religious association to political association is the main topic. As discussed in the previous lesson, YMBA was formally an association which took a positive position on the British colonial government. However, after 10 years later of the establishment, YMBA became tinged with the anti-British movement. In the fifth conference of YMBA in 1917, YMBA first adopted the plans which were against the British colonialism. For example, opposing the Myanmar women's marriage with foreigners, abolishing the special train for the European people, and opposing the European people's entering pagodas with wearing shoes.

Then, YMBA was reorganized as GCBA, which showed stringer political position against the British colonialism. U Chit Hlaing was selected as the president and increased his voice of nationalism.

The teacher discusses with children the YMBA's change from religious association to political association through behavior and attitude of U Chit Haing.

Examples of Lesson Plan				
1 st and 2 nd Periods:				
Specific Objectives	(1) Children are able to explain the reasons why various Buddhist organizations were established during this era through the activities of checking the locations of these organizations on a map.			
Teaching / Learning Materials	An illustration of the traditional administration system and the new one Illustrations showing that the Buddhism is tightly related to the policy and neutrality of religion is the national policy A list of Buddhism associations (including the Buddha Sasana Nogaha, Mandalay, 1897, the Asoka Association, Pathein, 1902, the Sasana Dara Association, Mawlamyine, 1897, the Yangon College Buddhist Association, Yangon, 1904, and the <i>Young Men's Buddhist</i> Association, Yangon, 1906) A map of Myanmar Stickers			
Teaching / Learning				

Procedure

(1st and 2nd Periods)

Learning Activities	Duration	Teaching/	Points to be noticed
	(Min.)	Learning	
		Materials	
A teacher asks students, "What was changed under the		Illustration	
British rule?"		of the	
		traditional	
The students remember two changes learnt in the	15	administratio	
previous lessons.		n system and	
<ans.></ans.>		the new one	
(1) A change from government ruled by people to			
government ruled by law,		Illustrations	
(1) A change from the religious country to the country		showing that	
taking religious neutrality.		the	
		Buddhism is	
The teacher asks, "What did people feel under the		tightly	
policy that religious neutrality is the national policy?"		related to the	
		policy and	
The students express their opinions.	15	neutrality of	
		religion is	
		the national	
		policy	
The teacher explains the appearance of various	15		
Buddhism associations:			
<example> Under the British colonialism, people</example>			

CHAPTER 5: EMERGENCE OF NATIONALISM

suffered from adopting new social systems. Especially, the British rule that did not concern the Buddhism to govern shocked people and gave them a severe mental damage. In this situation, people who worried about a decline of the Buddhism in the future started to establish associations to protect the Buddhism.			
 The teacher gives the students a list of the Buddhism associations established at that time. <example> The list includes the following associations:</example> The Buddha Sasana Nogaha, Mandalay, 1897 Asoka Association, Pathein, 1902 Sasana Dara Association, Mawlamyine, 1897 Yangon College Buddhist Association, Yangon, 1904 	5	List of the Buddhism associations	
The students check the location of the associations above and put a sticker on the location by group.	15	Myanmar map	
The students present their works by group.	5		

3rd to 7th Periods:

Specific Objectives	(2) Children are able to explain how the religious organizations such as YMBA (later GCBA) came to take part in political issues through the understanding of their activities and assetions.
Teaching / Learning Materials Teaching / Learning	An illustration showing that the British and the European are entering a pagoda with wearing shoes An illustration showing that the British and the European are enjoying traveling in a compartment of train Illustrations showing prohibitions of marriage with foreigners, the special compartments of train for the Europeans, and entering pagodas with shoes A picture of U Chit Hlaing An illustration showing protesting against foreign goods and supporting local goods An illustration showing exempting tax of farmers An illustration showing supporting fellow nationals
Procedure	

CHAPTER 5: EMERGENCE OF NATIONALISM

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher explains that the Young Men's Buddhist Association (YMBA) was established in Yangon, 1906.	5		
The teacher introduces some characteristics of YMBA. <examples> Most of the members of YMBA came from rich families. They had high positions in the government. In addition, some members were people with experience of study in Britain.</examples>	10		
The teacher asks students, "What did the members of YMBA think about the British?" The students think about this issue.	15		Based on the information of composing members of YMBA, the
Ans.> Most members of YMBA originally did not show strong opposition against the British because they were usually economically rich and took the high social positions even under the British colonial government.			students think about this question.
The teacher explains the characteristics of YMBA. <example> YMBA's original position was not the opposition against the British colonial government. The conference started with the British anthem and ended with the pray for the British King's health and longevity when it was first established.</example>	5		

(4th, 5th, 6th and 7th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher reviews the characteristics of YMBA at the beginning of its establishment.	15		
The teacher explains that the members of YMBA became tinged with the anti-British movement step by step, because the British and the European people were very rule.	15		
 The teacher shows two illustrations as follows: An illustration showing that the British and the 	5	Illustrations	

(3rd Period)

European are entering a pagoda with wearing shoes,

• An illustration showing that the British and the European are enjoying traveling in a comfortable compartment of train, though local people are getting in the crowded and dirty compartment.



The students observe the illustrations and express 24 bad behaviors and attitudes of the British.

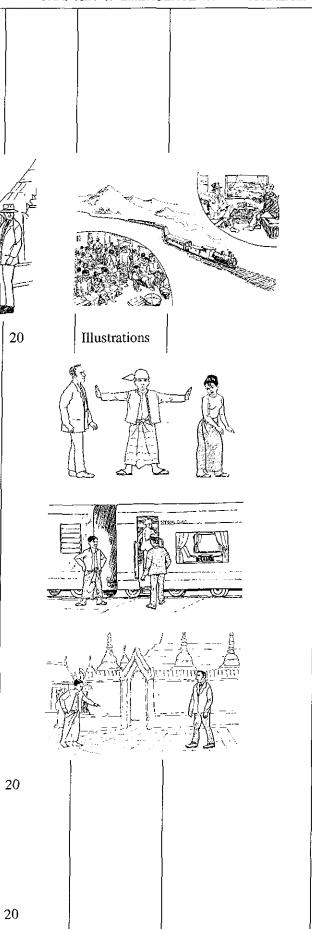
The teacher explains that such attitudes of the British made the Buddhism associations upset and YMBA decided the following things at the conference of Pinmana. The teacher shows three illustrations and asks, "What do these illustrations mean?"

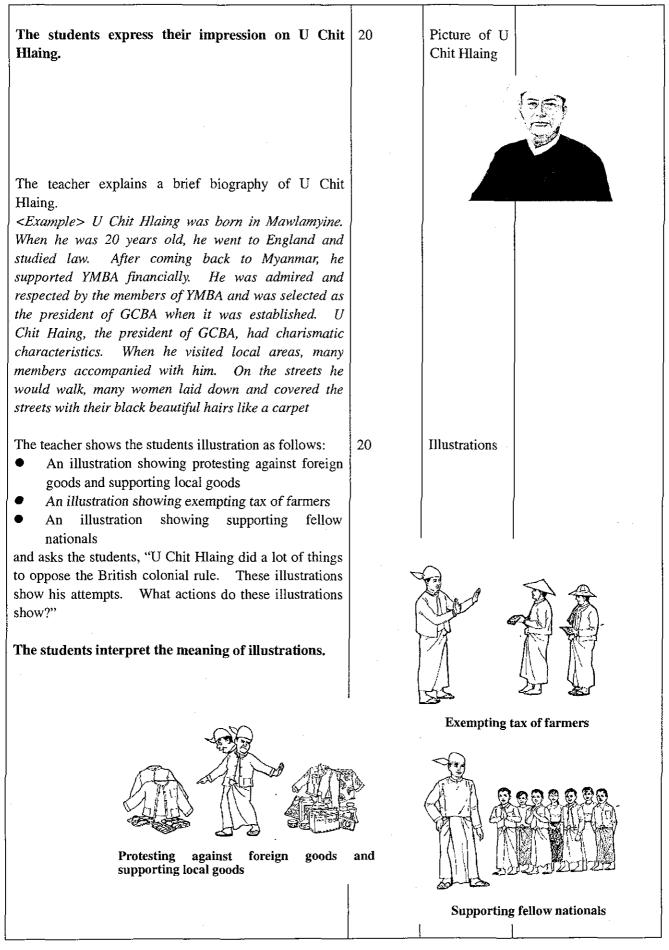
- To prohibit Myanmar women's marriage with foreigner,
- To prohibit the special compartments of train for the European people,
- To prohibit the European people wearing shoes in pagodas

The students interpret the meanings of three 24 illustrations.

The teacher explains that YMBA became a politically stronger organization and renamed as GCBA. U Chit Hlaing became the president of GCBA.

The teacher shows a picture of U Chit Hlaing and asks, ² "What impression do you have on U Chit Hlaing?"





The teacher concludes that this anti-British movement became bigger and bigger in Myanmar.	5	

Assessment

Assessment of children in this lesson will be conducted with the proceeding lesson, "Farmer's Revolution" together. Please see the assessment section of the Lesson 11.

Lesson 11: Farmers' Revolution

General Objective (4) Children realize the farmer's situation and their agony under British colonialism and understand the reasons why poor farmers without any weapons fought against the British military who were equipped with modern weapons through the discussion of the farmers' revolution led by Saya San.

Specific Objectives

(1) Children are able to describe farmers' difficulties such as forced labor and huge financial debts to reclaim the Lower Myanmar under the British colonial policy. Children are also able to explain the gradual accumulation of their dissatisfaction with the British colonial government.

(2) Children are able to discuss the meaning of the magical behaviors taken by Saya San, who bravely fought against the British colonial military which was equipped with modern weapons, and think about the reasons why many farmers were attracted to his power.

(3) Children are able to explain that the farmers' revolution was not only a fight between the British colonial military and ordinal Myanmar farmers, but that it was the origin of the nationalist movement of Myanmar which was later developed into the large scale movement led by Aung San.

Lesson Planner

1st and 2nd periods (*See examples of lesson plan)

The situation of farmers' life under the British colonial rule is the main topic. After occupying whole Myanmar as a colony, the British started to develop the Lower Myanmar to achieve one of their original purposes for Myanmar's colonization: To gain more production of rice for exporting to the other British colonial regions. To develop the Lower Myanmar, especially the delta region, more labor forces and farmers were needed in the Lower Myanmar. The British transferred many farmers to the Lower Myanmar from the Upper Myanmar. In addition, the British brought many Indians to the Lower Myanmar to reclaim lands in the areas. Therefore, population in the Lower Myanmar increased rapidly at this period.

To reclaim and develop lands widely, huge amount of budget was needed. Even though the British colonial government spent some amounts of budget for this reclamation, there was still severe shortage of money. The British colonial government forced farmers to lend money from the Indian money lenders called "*Chetia*." The farmers mortgaged their lands in exchange for lending money. As a result, most of the lands as a mortgage were confiscated because the farmers could not pay back money with a high interest. Many farmers in the Lower Myanmar lost their lands and became poor peasants. Farmers were facing a seriously difficult situation in this period.

A teacher should let children understand clearly the situation in the Lower Myanmar and the condition of the farmers living in this area. What were the farmers losing their lands and becoming peasant think of under the British rule? It is significantly important for children to have a clear image of farmers' feeling at this time. 3rd period (*See examples of lesson plan)

Saya San, who was a member of GCBA and would lead the farmers' revolution, is an issue to discuss.

Saya San was born in Shwebo. He joined GCBA and took a moderate position toward the British colonialism at the beginning. However, Saya San became more radical and insisted on Myanmar's independence with using military forces. In 1928, he officially visited rural areas and research the real situation of farmers. He submitted his research report of farmers, which described difficulties of the farmers under the British rule and suggested to using a military force against the British for solving this severe situation. However, his suggestion was not accepted by GCBA. Saya San decided to leave GCBA and to fight against the British by himself.

The teacher should discuss with children Saya San's action before he organized the farmers' revolution. It is unique that Saya San was not a farmer, but a governmental official. However, he deeply understood farmers' difficult situations and sincerely concerned the future of Myanmar. Children should understand Saya San's feeling and the background of the farmers' revolution led by him.

4th, 5th and 6th periods (*See examples of lesson plan)

The farmers' revolution is the main topic. This fight against the British is significantly strange and unique. The strangeness and uniqueness of this revolution should be discussed during the lesson.

After his proposal was not accepted by GCBA, Saya San secretly started to organize the secret group, Garuda Atin. Garuda is a mythological bird who eats dragons being equivalent to Britain. People believed that Garuda was a symbol of victory and people with the tattoo of Garuda became immortal. Saya San included a strong meaning of the victory over the British colonialism in this name. Therefore, this secret group immediately spread around the country and many branches were established. Saya San prepared a rebellion underground. Saya San asked a fortuneteller to set a date and sat on the throne on that day following the ceremonial events such as drinking lump of magic alloy and having the tattoo of Garuda. Then he built a palace on the Bago mountain and gathered peasant soldiers. All the soldiers got the tattoo of Garuda, and received a charm and a spell. Before the fighting, Saya San prayed and declared the fight against the British in front of many soldiers. On December 22, 1930, Saya San rebelled against the British. His soldiers attacked the heads of village local government officers and polices. This rebellion spread soon across the country, especially in the Lower Myanmar. The number of Saya San's soldiers was approximately 1,500 with only swords and spears. On the other hand, the British force ended up consisting of more than 10,000 soldiers all of who were holding modern weapons including firearms.

The teacher should discuss with children a series of ceremony and fight against the British with using some illustrations. Children must be interested in Saya San's farmers' revolution and actively discuss this topic each other.

7th period (*See examples of lesson plan)

In this last period of the lesson, the result of the farmers' revolution is the main topic. Compared the British army with Saya San's force, it was obvious that there was a huge gap between their skills and technique of fighting. Saya San's temporary force could not compete with the British army. As a result, Saya San's revolution failed and he was arrested by the British colonial government. However, this rebellion played an important role in the Myanmar history. This was the first event which local people sprang up and fought against the British in order to change their situations and to let the British leave from Myanmar. This mind of nationalism and patriotism was handed over the next generation whose leader was Aung San.

The teacher should let children realize impact of this revolution on Myanmar's history.

	Examples of Lesson Plan
1 st to 3 rd Periods:	
Specific Objectives	(1) Children are able to describe farmer' difficulties such as forced labor and huge financial debts to reclaim the Lower Myanmar under the British colonial policy. Children are also able to explain the gradual accumulation of their dissatisfaction with the British colonial government.
Teaching / Learning Materials	A map of Myanmar (including the neighboring countries) Graph of population increase in the Lower Myanmar during 1800s to 1900s Graph of changes of the number of land owners and peasants during 1900s A picture of Saya San
Teaching / Learning	

Procedure

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
 The teacher reviews the reasons of the British occupation of Myanmar: (1) To secure the safety along the eastern border of the British India, (1) To gain various natural resources in Myanmar, (1) To gain a new market for the British products, and (1) To gain more production of rice for exporting to the other British colonial regions. The teacher explains that the reason of (4) will be the main issue of this lesson. 	15	Myanmar map	It is better that students answer these four reasons.
The teacher explains that the British tried to develop the Lower Myanmar to increase rice production. <example> The British colonial government transferred many farmers to the Lower Myanmar from the Upper Myanmar to secure enough labor force for reclamation. However, there was still shortage of labor force. Then the British government brought many Indian to the Lower Myanmar. The students realize that many farmers were transferred to the Lower Myanmar.</example>	15 5	Graph of population increase in the Lower Myanmar (See "Let's Get More Ideas")	Besides listening to the explanation, the teacher lets the students read the graph.
The teacher explains the appearance of the Indian money lender, Chetia. < <u>Example> To reclamation of the land in the Lower</u>	15	Graph of changes of the number of	

	······		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Myanmar, huge amount of budget was needed. The British colonial government spent only a part of the budget. Therefore, most farmers had severe shortage of budget. Then some Indian money lenders appeared. They lent the Myanmar farmers money with high interest rate, approximately 25% annually. In exchange of the money, the land was mortgaged. As a result, many farmers could not return the money and their lands were confiscated by the Indian money		land owners and peasants (See "Let's Get More Ideas")	
lenders. During this period, many farmers became peasants.	15		
The students realize the downfall of many farmers to peasants and think about the meaning of it. <ans.> A land owner has his own farm land. Therefore, he is economically secured because of his land as fortune. On the other hand, a peasant does not have his own land and works in farms of land owners. They are often treated like slave and are forced to work hard with small amount of payment. Peasant is usually one of the poorest people in the society.</ans.>	15		
The students realize that complaints of the farmers who lost their lands became bigger and bigger day by day.			
The teacher asks the students, "What would you do if you were a peasant under this situation? Please think about it at home"	5		This question is related to the following lessons. The teacher lets the students think about it at home.

(3rd period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher shows the students a picture of Saya San, and asks, "What impression do you have on him?" The students express their impression on him.	10	Picture of Saya San	

The teacher explains a brief biography of Saya San.	10		
<example> Saya San was born in Shwebo. He</example>			
joined GCBA and took a moderate position toward the			
British colonialism at the beginning. However, Saya			
San became more radical and insisted on Myanmar's			
independence with using military forces. In 1928, he			
officially visited rural areas and research the real		Į	
situation of farmers. He submitted his research			
report of farmers, which described difficulties of the			
farmers under the British rule and suggested to using a			
military force against the British for solving this severe			
situation. However, his suggestion was not accepted			
by GCBA.			
The teacher asks the students, "What do you think			
Saya San thought about after GCBA refused his			
suggestion?"			
The students think about this issue.			
Ans.> Saya San decided to leave GCBA and to fight	10		
against the British by himself.	10		
		{	
The teacher explains that Saya San quit GCBA and	5		This part is directly
prepared to fight against the British.			connected to the
			following parts.
		<u> </u>	

4th, 5th, 6th and 7th Periods:

Specific Objectives	 (2) Children are able to discuss the meaning of the magical behaviors taken by Saya San, who bravely fought against the British colonial military which was equipped with modern weapons, and think about the reasons why many farmers were attracted to his power. (3) Children are able to explain that the farmers' revolution was not only a fight between the British colonial military and ordinal Myanmar farmers, but that it was the origin of the nationalist movement of Myanmar which was later developed into the large scale movement led by Aung San.
Teaching / Learning Materials	An illustration of soldiers led by Saya San An illustration of the British military force Illustrations showing Saya San's magical behaviors including pictures of garuda and naga and pictures of Saya San's sitting on the throne and his declaration of the rebellion. An illustration of Saya San's revolution A table showing the number of deaths and wounded both Saya San's soldiers and the British force

Teaching / Learning Procedure

 $(4^{th}, 5^{th} \text{ and } 6^{th} \text{ Periods})$

(4 th , 5 th and 6 th Periods)	D 4		D - t -
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher reviews the situation of farmers under the British rule and asks the students, "What would you do if you were a peasant under this situation?" The students express their ideas freely.	20		The students already thought this question at home. Therefore, the teacher lets the students answer and express various different pinions.
The teacher explains the process of Saya San's organizing farmers. <example> Saya San encouraged farmers to fight against the British colonialism. However, they did not have any skills and techniques of fighting. In addition, they did not have any modern weapons besides swords and spears. On the other hand, the British army installed modern weapons including firearms and was well-trained. It was obvious that farmers could not compete with the British army.</example>	20	Illustrations of the soldiers led by Saya San and the British military force	
Saya San's soldiers			British army
The teacher asks, "Why did Saya San and farmers decided to fight against the British even though a gap of their power was obvious?"	20		
The students express their ideas. <ans.> Farmers trusted Saya San's magical power and totally believed their victory over the British.</ans.>	30		This question may be difficult to answer. If no student answers, the teacher can explain.
The teacher explains the magical behaviors of Saya San. <example> Saya San secretly organized the secret group, Garuda Atin. This secret group immediately spread around the country and many branches were established. Saya San prepared a</example>		Illustrations of Saya San's magical behaviors	The teacher explains these magical behaviors of Saya San with illustrations. The meaning of Garuda

rebellion underground. Saya San asked a should be explained fortuneteller to set a date and sat on the throne on here with using a that day following the ceremonial events such as Myanmar traditional drinking lump of magic alloy and having a tattoo of beliefs. Garuda. Then he built a palace on the Bago mountain and gathered peasant soldiers. All the soldiers got a tattoo of Garuda, and received a charm and a spell. Before the fighting, Saya San prayed and declared the fight against the British in front of many soldiers. The teacher explains Saya San's rebellion. 15 Illustration <Example> On December 22, 1930, Saya San rebelled of Saya against the British. His soldiers attacked the heads San's of village local government officers and polices. This revolution rebellion spread soon across the country, especially in the Lower Myanmar. The number of Saya San's soldiers was approximately 1,500. On the other hand, the British force ended up consisting of more than 10,000 soldiers. The students realize the huge difference in scale between Saya San's soldiers and the British force.

(7th Period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher asks the students "How long do you think the rebellion of Saya San lasted?" and "Which side do you think had a victory?"			To motivate the students to study the lesson, the teacher lets as many students as possible
The students guess these answers freely.	10	 	answer.
The teacher evolution the new lt of Same South what it as	15	T-11.	- -
The teacher explains the result of Saya San's rebellion. <example> The British colonial government</example>	15	Table showing the	
underestimated this rebellion at the beginning because		number of	
of their poor military preparations. The British		deaths and	
colonial government first sent police force to suppress		wounded	
it. However, the British ended up dispatching 8,000		both in Saya	
soldiers and then adding 3,600 soldiers from India,		San's	
because rebellions appeared from place to place. The		soldiers and	
fighting lasted for 16 months. Finally the British		the British	

colonial government arrested the leaders of Saya San's forces including Saya San himself (total number of arrested:8,300). Among them, 350 people were judged guilty. Seventy eight people were executed and 272 people were sent to the Andaman Islands. Saya San was executed The students understand the bravery of Saya San and his soldiers.	"Let's Get More Ideas")
The students discuss what effect Saya San's rebellion brought in the Myanmar history. <ans.> This revolution was the first event which local people sprang up and fought against the British in order to change their situations and to let the British leave from Myanmar. This mind of nationalism and patriotism was handed over the next generation whose leader was Aung San.</ans.>	

Assessment

This assessment covers lesson 10 and lesson 11.

What are the key issues in these lessons?

- Establishment of various religious organizations
- The change of the religious organization into political organizations
- Farmers' revolution led by Saya San's magical power

How do you assess the performance of children?

• Observing children's performance

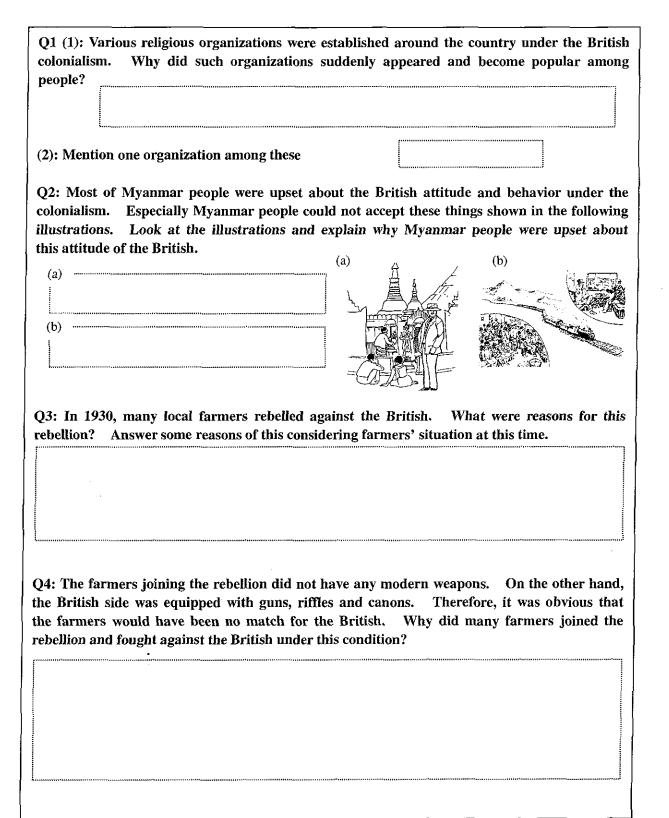
In these lessons, "Rising the nationalism" and "Farmers' revolution," there are many activities in which children interpret the meaning by observing illustrations and statistical data. A teacher can assess children's attitude and behavior during the activities through observation. The observation points can be referred to the "Checklist of children's performance."

• Small quiz

Besides observation, it is also important for teachers to check children's level of understanding of the contents, especially when there are important issues to be understood in the lesson. How much children understood the contents cannot be measured by the method of observation.

A sample quiz is shown below. The teacher can refer this sample to make an original quiz.

Sample Quiz



Model answers:

Q1 (1): The British colonial government took the neutral policy on religion as well as the other new governing systems which have brought a huge shock to Myanmar people. Under this situation, only religion made people relieved. Many people around the country tried to establish religious organizations to save themselves.

Q1 (2): For example, YMBA or GCBA

Q 2: (a) Pagoda is the sacred place. It does not allow people to enter with wearing shoes. However, the British people entered with wearing shoes. This attitude insulted Myanmar people and the cultural tradition. (b) While traveling, the British used luxurious compartments of train, which did not allow Myanmar people to use. This discriminated against Myanmar people.

Q3: Under the British colonialism, farmers were forced to work harder to produce more rice. Most of the farmers were forced to reclaim new land in the Lower Myanmar. This reclamation needed huge budget, but the government could not provide it. Farmers had to prepare the money for it by renting from "Chetia." As a result, the farmers lost their lands because of confiscation in exchange of the money. Farmers became poorer and poorer, and complaints against the British government became bigger and bigger.

Q4: Farmers had now way to survive under the poor situation. They wanted to overcome their miserable condition. At this time, Saya San appeared and called them to fight against the British. Even though the farmers knew their poor equipments for fighting, but Saya San's magical power helped them join the rebellion. Once they were excited, they thought only fighting against the British without thinking about their defeat.

Let's Get More Ideas

Rapid population increase in the Lower Burma

The British colonial government tried to develop paddy fields in the Lower Burma to produce more rice. The British government transferred many farmers from the Upper Burma to the Lower Burma to secure enough labor forces for development of the Lower Burma's agriculture. However, there was still shortage of labor forces in spite of transference of huge number of farmers from the Upper Burma. The British government brought Indians to the Lower Burma.

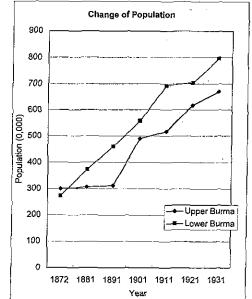
The graph shows the rapid increase of population in the Lower Myanmar between 1972 and 1931.

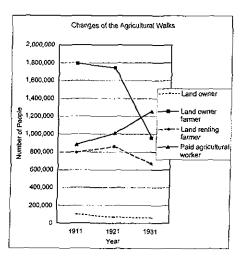
Rapid decrease of land owned farmers and rapid increase of peasants

To develop the Lower Burma's agriculture, huge amount of budget was needed. The British government used the Indian money lender, *Chetia*, to secure the development budget. These money lenders lent the Burmese farmers money with high interest (approximately 25% per year). In exchange of the money, the land was mortgaged by the money lenders. As a result, many farmers could not return the money to the Indian money lenders and their lands were automatically confiscated by the money lenders.

Result of the Saya San's rebellion

On October, 1930, Saya San has prepared the rebellion against the British. He acceded to the throne called "*Tsupannaga-Galwin-Rajya* (Golden Galoun)," drank a lump of magic alloy and had tattoos. He also built his palace on the hill of "*Alaungtaung*" and established his own military groups called "*Galoun*." All those military members





had tattoos which was believed to gain eternal energy, and received charms with an incantation ceremony. This series of his events was immediately informed all Burmese across the country, but no British knew it.

On December 22, 1930, Saya San rebelled against the British. His military attacked heads of village, local governmental officers and polices. This rebellion soon spread across the country, especially the Lower Burma. Saya San's military consisted mainly of farmers and its number was approximately 1,500. They did not have any modern weapons but swords and wooden bars. Although the British government first sent the police to suppress these rebellions, it used modern military forces (more than 10,000 personnel).

After June 1931, Saya San's military groups started to lose their power, and Saya San was arrested by the British government on August.

Saya San was later executed. Before execution, he left a message "You can execute me. But our strong mind cannot disappear. Even after my death, we can resist the fierce British."

	Dead	Wounded	Sub-Total	Arrested
The British side	50	88	138	
Saya San's side	N.A.	N.A.	3,000	8,300

Lesson 12: Resistance Against the Japanese Fascism			
General Objectives	 (5) By thinking about the social situation at that time, children understand how the <i>Dawbama-Asi-Ayoung</i> was established, why its members, such as Aung San, first had a cooperative attitude towards Japanese fascism, and why they later changed their attitude into being against it. (6) Children understand people's agony under the occupation of Japanese fascism and the gradual rise of the anti-fascist movement among the people. Based on the understanding of these facts, children realize that the anti-fascist organization, <i>Pasa Para</i>, which initiated strong opposition to Japanese fascism, was organized and led by Aung San. 		
Specific Objective	 By using illustrations and pictures, children are able to explain that Dawbama-Asi-Ayoung was established by youth who had strong patriot, anti-colonial, and nationalistic spirits and who had unique and peculiar characteristics relative to the traditions of that era. Children are also able to explain that this organization grew powerful gradually. Children are able to explain the reasons why the Dawbama-Asi-Ayoung approached the Japanese who would later become the enemy of Myanmar through thinking about the social situation in that era and the feelings of the members of the Dawbama-Asi-Ayoung. Children are able to explain that the situation under Japanese fascism was almost the same as that under British colonialism but became worth, by taking specific examples. Through the story of Colonel Ba Htoo, children are able to explain that the Dawbama-Asi-Ayoung gradually developed strong characteristics of anti-fascism and was developed into the stronger political organization, AFPFL, and that the Pasa Para bravely fought against Japanese fascism. 		
Lesson Planner	 1st period (*See examples of lesson plan) In this first period the teacher deals with the nationalistic association, the Dawbama-Asi-Ayoung (or Thakhin party). This association was established at the beginning of 1930s by some youths who held a strong patriotic spirit. The members expressed their strong feelings of patriotism, nationalism and anti-colonialism. This feeling was accepted by many people who were suffering under the British occupation. The number of the members of this association increased year by year and became the strongest political organization in Myanmar. A teacher lets children understand the feeling of the members with explanations of various characteristics of this association. For example, the member called each other Thakhin (whose meaning is an owner) someone. They made song for the association, called the Dawbama song and became popular across the country. They wore 1920s-traditional hand-made clothes made of rough cloth and walked in geta (or clogs). 2nd and 3rd periods (*See examples of lesson plan) In these periods of the lesson, the teacher discusses the process of Myanmar's allying with the Japanese fascism. It is necessary to explain that Myanmar's desire and the Japan's benefit occasionally went together at that time. Myanmar wanted a strong support from foreign countries to gain its independence. Japan wanted to 		

close the so-called Burma Road, which was the main route for supplying commodities to China, to have a victory against China.

At that time, the British colonial government stated to hunt for Aung San because he was a leading member of the Dawbama-Asi-Ayoung and strongly criticized the British colonialism. Aung San and some followers of him secretly left Myanmar to escape the hunt by the British colonial government. Japan took this situation as a great chance. A Japanese military officer met Aung San and his followers in Amoi, where they hided themselves from the British and sent to Japan. In addition, more members of the Dawbama-Asi-Ayoung was sent to Japan and received five month-military training under the Japanese military force. There were 30 members. They were called the "Thirty Comrades." After coming back to Myanmar, they organized a military force, the Burma Independence Army (BIA), with the Japanese support. The number of the soldiers was only 200 at the beginning, but it increased day by day and ended up 30,000 soldiers. BIA with the Japanese military fought against the British force and had a victory after a five month-battle.

Although Myanmar expected the independence of the country, the Japanese military controlled Myanmar after the victory over the British. As a result, nothing changed, but the ruler was changed from Britain to Japan.

The teacher should let children understand the reasons why Myanmar allied with the Japanese fascism and its process.

4th period (*See examples of lesson plan)

The Japanese occupation of Myanmar is the main issue in this period of lesson. Instead of the British, the Japanese military occupied Myanmar in 1942. Under the Japanese fascism, people's life was not changed but became worse. Because of suspending foreign trade, there was a severe shortage of consumer goods. Following shortage of goods, the price of the commodity increased rapidly. In addition, the attack from the Allies frequently suffered the people in Myanmar. Furthermore, the Japanese military forced Myanmar locals to work in construction of the Thai-Burma railway.

The teacher explains these situations step by step and lets the children understand that the people's life was not improved at all and there was nothing changed in their situation after Japan occupied Myanmar. People's feeling pursuing Myanmar's independence was becoming stronger and stronger.

5th and 6th periods (*See examples of lesson plan)

Myanmar's resistance against the Japanese fascism is the main topic. It is necessary to touch upon the Anti-Fascist People's Liberal Union (AFPFL) and the Burma People's Army (former Burma Independence Army: BIA) in order to understand the resistance against the Japanese fascism.

People in Myanmar realized that their situation became worse under the Japanese fascism. They started to oppose the Japanese fascism, but could not fight against Japan, because the Japanese military had strong forces. However, Myanmar started preparing the battle against the Japanese fascism step by step. For example, the

members of the Dawbama-Asi-Ayoung established the Anti-Fascist People's Liberal Union (AFPFL) by uniting several small anti-fascist groups including the Burma People's Amy led by Aung San (the former BIA).

After occupying Myanmar, the Japanese military attacked Manipul (the Imphal attack), which was under the British rule. However, the Japanese military lost this battle and then the Japanese military power decreased under the recovered British force with the Allied supports. At that time, the Anti-Fascist People's Liberal Union (AFPFL) decided to fight against the Japanese military force. The Japanese military completely lost this battle.

The teacher should discuss with children these issues with using easily understandable words and some illustrations.

7th period (*See examples of lesson plan)

Colonel Ba Htoo is the main topic. He joined BIA and fought against the British colonialism. Then, he fought against the Japanese fascism with Aung San. In this period of the lesson, the situation in this era will be observed through a story of Colonel Ba Htoo. A teacher tells a story of him and lets children discuss the following topics:

How did Ba Htoo joined the army?

How did Colonel Ba Htoo fight against the Japanese fascism?

How was Colonel Ba Htoo honored?

After discussion, a presentation can be prepared.

Examples of Lesson Plan

1st to 3rd Periods:	
Specific Objectives	 By using illustrations and pictures, children are able to explain that Dawbama-Asi-Ayoung was established by youth who had strong patriot, anti-colonial, and nationalistic spirits and who had unique and peculiar characteristics relative to the traditions of that era. Children are also able to explain that this organization grew powerful gradually. Children are able to explain the reasons why the Dawbama-Asi-Ayoung approached the Japanese who would later become the enemy of Myanmar through thinking about the social situation in that era and the feelings of the members of the Dawbama-Asi-Ayoung.
Teaching / Learning Materials	An illustration of the sign of the Dawbama-Asi-Ayoun (or Thakhin) A song of the Dawbama-Asi-Ayoung Portraits of the members of the Dawbama-Asi-Ayoung (including Bataun, Re Maung, Aung San, and Framyaing) A world map Pictures of the "Thirty comrades"
Teaching / Learning Procedure	

(1st Period)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
A teacher shows an illustration of the sign of the <i>Dawbama-Asi-Ayoung</i> and asks, "What is this?" The teacher asks again "What do you think the illustration mean?"		Illustration of the sign of Dawbama- Asi-Ayoung	
The students think about the meaning of the illustration.	5		To motivate the students, the teacher lets them express their ideas as much as possible.
A teacher explains the illustration: Under the British colonialism, people's patriotic spirit became stronger and stronger. In this situation a few youths organized an association called the Dawbama- Asi-Ayoung. This association immediately became popular across the country and many people joined it. This was the emblem of this association. This emblem shows that we, Myanmar, bravely walk on our own land.	5		Sec.

The teacher explains the characteristics of the 20 and radical anti-British Dawbama-Asi-Ayoung movement led by this.

<Example>

This association was characterized by strong nationalism, patriotism and anti-colonialism same as Saya San's rebellion group, but it was not tinged by religion,

- The association recruited many youths including • university students,
- The association composed their own song,
- "Thakhin The members called each other someone."
- The members wore the 1820s-traditional handmade clothes and walked in "geta or clogs."

The students understand the characteristics and the aim of the Dawbama-Asi-Ayoung.

Dawbama-Asi-Ayoung the members of the Dawbama-Asi-Ayoung

Song of the

The students realize that Aung San was Portraits of a member of the Dawbam-Asi-Ayoung through observation of the portraits of the members.



The students think what the British colonial government felt about the <i>Dawbam-Asi-Ayoung</i> .	5	The British colonial government cannot ignore this movement
		and later attempted to crack it down.

(2nd and 3rd Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Following the previous lesson, the teacher explains that the British colonial government attempted to crack down on the <i>Dawbama-Asi-Ayoung</i> and arrested many members of it.			

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The teacher asks the students, "What actions do you think the <i>Dawbama-Asi-Ayoung</i> took under this situation?"	10		If this question is difficult, the teacher gives the students hints.
The students think what actions the Dawbama-Asi- Ayoung took. <ans.> Some members of the Dawbama-Asi-Ayoung escaped to the neighboring countries. The Dawbama-Asi-Ayoung wanted a strong support from foreign countries, such as China, Russia and Japan.</ans.>	10		China, Russia and Japan first appear here. The teacher explains their locations on a map and their militarily strong
The teacher explains the situation outside of Myanmar: <example> At that time, the Japanese military attempted to invade Myanmar, but the target of the Japanese military was the British colonialism occupied Myanmar for the time being. The Dawbama-Asi- Ayoung allied with the Japanese military.</example>	10	World map	power at that time.
Then the teacher asks the students, "Why did the Dawbama-Asi-Ayoung ally with the Japanese military?"			The teacher lets the students understand that Myanmar allied
The students think about the benefits of the Myanmar side gaining from the alliance with Japan and realize that both parties had the same objective of kicking the British colonialism out of Myanmar.	10		with Japan because they had the same purpose.
The teacher explains the condition of Myanmar after allying with Japan: <example> Some members of the Dawbama-Asi- Ayoung went to Japan and received five month-military training under the Japanese military force. There</example>	15	Picture of the "Thirty comrades"	
were 30 members. They were called the "Thirty comrades." After coming back to Myanmar, they organized a military, the Burma Independence Army (BIA) with the Japanese support. The number of the soldiers was only 200 at the beginning, but it increased day by day and ended up 30,000 soldiers. BIA with the Japanese military fought against the British force and had a victory after a five month-battle.			
Although Myanmar expected the independence of the country, the Japanese military controlled Myanmar.			Here it is fine if the students understand
The teacher asks the students, "What do you think people in Myanmar felt this situation?"	15		that nothing was changed in the situation of Myanmar people, only ruler was
The students express their ideas about Myanmar people's feeling at that time.	15		changed from the British to the Japanese.

 The teacher concludes that there was nothing changed	5		
under the Japanese occupation and people in Myanmar still suffered from the Japanese oppression.			

5th to 7th Periods:

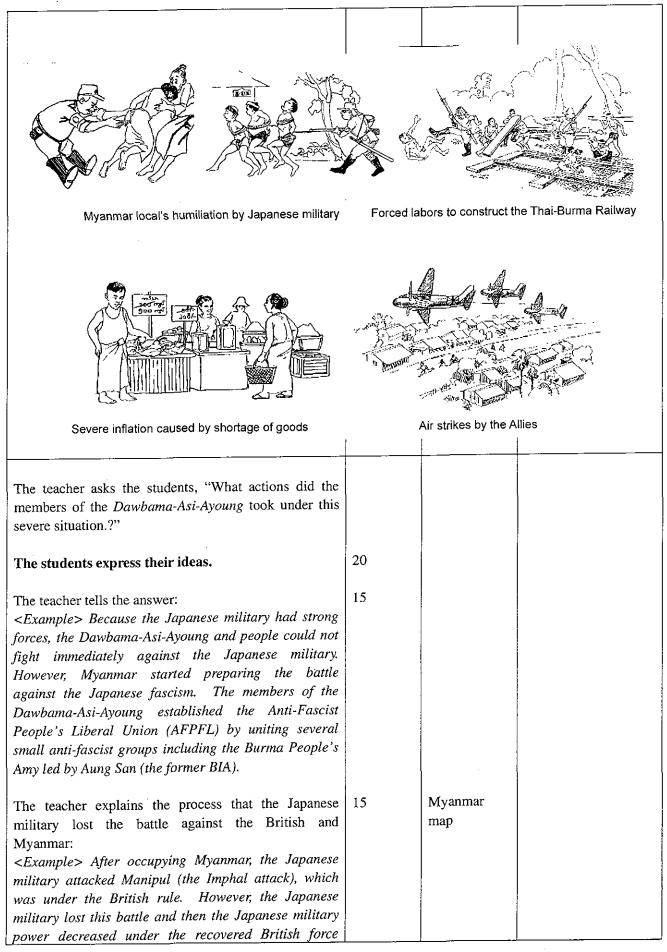
Specific Objectives	 (3) Children are able to explain that the situation under Japanese fascism was almost the same as that under British colonialism but became worth, by taking specific examples. (4) Through the story of Colonel Ba Htoo, children are able to explain that the <i>Dawbama-Asi-Ayoung</i> gradually developed strong characteristics of antifascism and was developed into the stronger political organization, <i>Pasa Para</i>, and that the <i>Pasa Para</i> bravely fought against Japanese fascism.
Teaching / Learning Materials	 Illustrations showing the difficult situations under the Japanese occupation: (1) A severe shortage of consumer goods and high inflation, (2) Frequent fear of the Allied air strikes, and (3) Forced labor, especially in the construction of the Thai-Burma Railway A map of Myanmar (preferably including the British-India) A picture of Ba Htoo An illustration of the battle Colonel Ba Htoo joined
Teaching / Learning	

Procedure

(5th and 6th Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher shows the students three illustrations and asks, "These illustrations show the situation of Myanmar during the Japanese occupation era. What situation does each illustration shows?" The students express their ideas.		Illustrations showing the difficult situations under the Japanese occupation	It is important for the teacher to let the students understand that the situation under the Japanese occupation damaged the Myanmar people and seemed to be worse than the situation under the British colonialism.
Various violent actions by Japanese military	legal confiscati	on by Japanese m	ilitary

CHAPTER 5: EMERGENCE OF NATIONALISM



with the Allied supports. At that time, the Anti- Fascist People's Liberal Union (AFPFL) decided to fight against the Japanese military force. The Japanese military completely lost this battle.		
The teacher tells that after the Japanese fascism left Myanmar, the British came again and resumed the British colonial rule.	1 1	

(7th Period)

(7 th Period)	· · · · · · · · · · · · · · · · · · ·	<u> </u>	I
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The teacher tells the students that there was a person named Ba Htoo, who played an active part during the period that Myanmar allied with Japan and fought against it.	5		
The teacher shows a picture of Ba Htoo and asks, "What impression do you have about him?"		Picture of Ba Htoo	
The students express their ideas.	5		
The teacher tells about a story of Ba Htoo based on the textbook.	10	Illustrations of the battle Colonel Ba	
 The students discuss the following topics: (1) How did Ba Htoo joined the army? (2) How did Colonel Ba Htoo fight against the Japanese fascism? (3) How was Colonel Ba Htoo honored? 	10	Htoo joined	The discussion can be conducted by group.
The students present their results of the discussion.	5		

Assessment

What are the key issues in this lesson?

- Myanmar's cooperation with the Japanese fascism
 - * The Dawbama-Asi-Ayoung
 - * The thirty patriotic fighters
 - * The Burma Independence Army (BIA)
- Anti-fascist movement * AFPFL

How do you assess the performance of children?

• Observing children's performance

In this lesson, a teacher can assess children's performance by using observation. The observation points are shown in the "Checklist of Children's Performance." The teacher can refer to this checklist during classes.

Essay assignment

In this lesson, there are many important issues. These issues are also complicated to understand. For children at Grade 4, it many be difficult to understand this part of the history clearly. What is more important is to understand the struggle of Myanmar between the British colonialism and the Japanese fascism, not to memorize many terms such as the Dawbama-Asi-Ayoung, BIA, etc. To check children's level of understanding, writing an essay is the most effective way.

A teacher should make it clear what should be the topic and what criteria essay should be assessed with. Sample essay questions and the criteria for assessment are shown below.

Sample Essay Questions and Their Criteria

Topic 1: When the British colonized Myanmar, Japan also sought it. However, Myanmar cooperated with Japan and 30 youths including Aung San went to Japan. Why did Myanmar cooperate with Japan at that time?

<Criteria> (1) Whether children understand Myanmar's thought at that time: they needed any supports to overcome the difficulties under the British colonialism?
(2) Whether children understand that Myanmar did not realize the real purpose of the Japanese approaching to Myanmar?

Topic 2: What was the situation under the Japanese fascism? Were there any differences from the British colonialism?

<Criteria> (1) Whether children understand the severe situation under the Japanese fascism with specific examples, such as shortage of commodity, uprising price of it, frequent attacks from the Allies, and forced labors.

(2) Whether children understand that the situation of Myanmar did not changed either under the British colonialism or under the Japanese fascism. For Myanmar people, the same conditions were brought.

Let's Get More Ideas

Members of "Thirty Comrades"

The "Thirty Comrades" was organized by the Japanese military, who recruited some Myanmar people, mainly the members of the Dawbama-Asi-Ayoung. The purpose of the comrades was to fight against the British colonialism and to make Myanmar free from the colonialist power. Agreeing with this purpose, Myanmar youth including Aung San, joined the Thirty However, the Japanese military had a Comrades. more important aim: occupation of Myanmar after the British colonialism leaves from the territory. At that time, the Thirty Comrades did not realize the Japanese real aim.

	Name	Comrade Name	Japanese Name
1	Thakin Aung San	Bo Teza	Omoda
2	Thaking Shu Maung	Bo Ne Win	Takasugi Susumu
3	Thakin San Hlaing	Bo Aung	Omura
4	Thakin Aung Than	Bo Setkya	Hirata
5	Thakin Hla Pe	Bo Letya	Tani
6	Ko Tun Shein	Bo Yan Naing	Yamashita
7	Ko Hla Maung	Bo Zeya	Kaga
8	Thakin Hla Myaing	Bo Yan Aung	Itoda
· 9	Ko Shwe	Bo Kyaw Zaw	Taniguchi
10	Ko Saung	Bo Htein Win	
11	Thakin Tun Shwe	Bo Lin Yon	Utsumi
12	Thakin Ba Gyan	Bo La Yaung	Baba
13	Thakin Aung Thein	Bo Ye Htut	Hayashi
14	Thakin Tin Aye	Bo Hpon Myint	Chinda
15	Thakin Soe	Bo Myint Aung	Kono
16	Thakin Tun Khin	Bo Myint Swe	Nakamura
17	Thakin San Mya	Bo Tauk Htein	Nakagawa
18	Ko Hla	Bo Min Yaung	Ito
19	Thakin Kyaw Sein	Bo Mo Nyo	
20	Thakin Tun Lwin	Bo Bala	Otani
21	Thakin Than Nyunt	Bo Zin Yaw	Okawa
22	Thakin Aye Maung	Bo Mo	Mizuno
23	Thakin Thit	Bo Saw Naung	Osawa
24	Thakin Ngwe	Bo Saw Aung	Katsura
25	Thakin Maung Maung	Bo Nyar Na	Tsuchiya
26	Thakin Khin Maung Oo	Во Тоуа	Monya
27	Ko Saw Lwin	Bo Min Gaung	Yamaoka
28	Thakin Than Tin	Bo Than Tin	
29	Thakin Than Tin 2	Bo Mya Din	Yamada
30	Thakin Tun Oke		Ishihara



Some of the "Thirty Comrades"

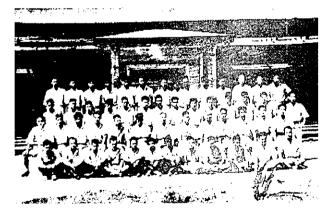
Back row from left: Bo Toya, Bo Min Gaung, Bo Lin Yone, Bo Zin Yaw, Bo Bala, Bo Ye Htut

Middle row from left: Bo Yan Naing, Bo Min Yaung, Bo Myint Aung, Bo Saw Naung, Bo Kyaw Zaw

Front row from left: Bo Zeya, Bo Aung, Nagai, Bo Teza, Bo Mogyo, Bo Ne Win, Bo La Yaung



The eleven members of the last batch of the Thirty Comrades seen at Hakone, Japan (1941)



The Thirty Comrades and Japanese Instructors seen in front of the Military Training Center (1941)

	Supplementary Study: U Shwe Zan Aung
Specific Objectives	Children are able to describe the social activities of U Shwe Zan Aung and his contribution to the country.
Lesson Planner	 1st and 2nd periods (*See examples of lesson plan) The social activities of U Shwe Zan Aung are the main topic. He was so keen on Buddhism and wrote many articles about the Buddhism doctrine embodiments. He also translated the Buddhism doctrines into English and published it. These works of him contributed to the introduction of the Buddhism to foreigners and the betterment of the religion. In 1932, he was awarded the Doctor of literature degree by the University of Yangon. A teacher should discuss with children these activities conducted by U Shwe Zan Aung and let them think about his contribution to the country.

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1st and 2nd Periods:

Specific Objectives	Children are able to describe the social activities of U Shwe Zan Aung and his contribution to the country.
Teaching / Learning Materials	A picture of U Shwe Zan Aung
Teaching / Learning Procedure	

(1st and 2nd Periods)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
A teacher explains that there are many people who contributed to the betterment of race and religion, and asks the students, "Who do you know contributed to the betterment of race and religion?"			
The teacher shows a picture of U Shwe Zan Aung and asks, "What impression do you have on him?" The students express their impression on him.	10	Picture of U Shwe Zan Aung	The teacher lets the students express freely.
The teacher explains the students U Shwe Zan Aung's	15		The teacher explains

Supplementary Study: U Shwe Zan Aung

activities and career. The teacher lets the students discuss the following		U Shwe Zan Aung's activities like telling a story.
 issues: "Why do you think U Shwe Zan Aung became interested in Buddhism?" "Why did U Shwe Zan Aung become a worldwide famous person?" "Why was U Shwe Zan Aung awarded the Doctor of Literature degree by the University of Yangon?" 		
The students think about these questions by group.	15	
The students have presentations of their ideas.	15	
The teacher gives comments to the each presentation.	5	

(Optional Activity)

U Shwe Zan Aung contributed to the betterment of the religion and his works were admired from allover the world. He was a person who succeeded in religious field. A teacher gives students an assignment to write an essay: The topic of the essay is "In what fields do you want to become outstanding?"