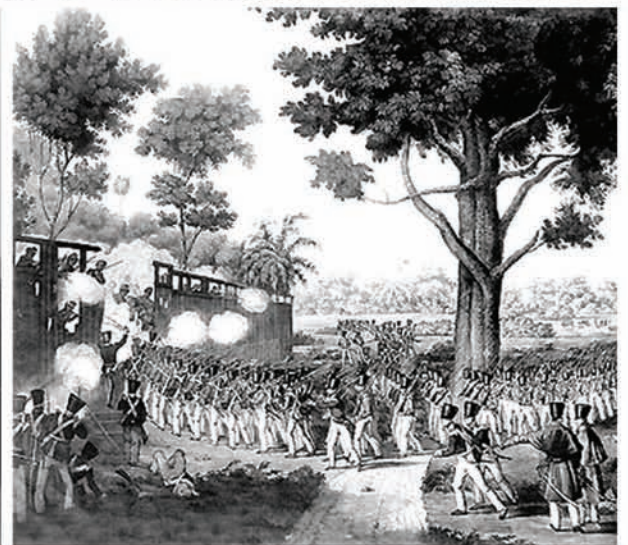


KINGDOMS, COLONIALISM AND INDEPENDENCE

MYANMAR HISTORY UNTIL 1948

TEACHER'S BOOK



**A social science module in simplified
English for Myanmar adults**

Kingdoms, Colonialism and Independence: Myanmar History until 1948

There are many histories of Myanmar. Every person from Myanmar, or who has been involved in Myanmar, has a perspective on events. Many published histories of Myanmar (and other places in the world) look at only one perspective, which provides only one point of view to historical events, people and situations. In this module, we try to show many different perspectives. However, we are aware that not all points of view can be represented. Firstly, there are as many perspectives as there are people! Secondly, it is very difficult to get source material, especially from pre-colonial times. If there are things in this module you or your students disagree with or feel are not represented, that's OK. Use this in your lessons to demonstrate different points of view. And tell us!

The goals of the module are to:

- Provide students with a history of Myanmar that includes all ethnic, religious, and political groups
- Provide students with a solid chronological understanding of the history of Myanmar
- Provide students with knowledge of the important events, discoveries, developments and changes, and famous personalities from the history of Myanmar
- Provide students with multiple perspectives on controversial events and convey that understanding these multiple perspectives is essential to understanding history
- Provide opportunities for students to be historians (to find, evaluate, and interpret sources; to think critically and form their own opinions about history)
- Encourage students to think about history in the context of their own lives and to understand they are a part of history
- Encourage a culture of tolerance and respect inside and outside of the classroom

Section I: Monarchs and Kingdoms (2500 BC—1885 AD)

What do you already know about the history of Myanmar?

OBJECTIVES AND KEY CONCEPTS:

The purpose of this lesson is to gauge the knowledge students already have about the history of Myanmar. When you understand what students know and what they don't know, you can adjust your teaching to fill in the gaps in their knowledge and go deeper into familiar topics. This lesson also gives students a chance to bring their knowledge into the classroom, which will help them feel they are playing an important role in their own learning.

group work

Students work in small groups to come up with around 5 items in each category.

Example answers:

Important Events: *Kings rule Myanmar, British colonise Myanmar, WWII and the Japanese occupation, Myanmar gets independence*

Discoveries, Developments, and Changes: *Development of health and education systems, change from socialist economy to market economy...*

Famous Personalities: *King Anawrhata, King Tabinshweti, Aung San, U Nu, Ne Win, Dr. San C. Po, Daw Khin Kyi...*

Ordinary People Like You: *birth, family events, move to another place, start school, join an organisation...*

Make a timeline on the board and have groups share some of the items they listed. Students copy the timeline in their books; at the end of the module, they will be able to see how much they have learned since the first day.

As timelines will be important in this module, you may want to review students' understanding of BC and AD (BCE and CE) and related topics.

discussion

This discussion gives students a chance to explain their interests. You can make notes about what topics the students are especially eager to study, and emphasise these topics. If possible you can look for supplementary materials or guest speakers about these topics.

History: Whose story?

OBJECTIVES AND KEY CONCEPTS:

- identify some controversial issues in Myanmar's history
- different perspectives about history; from student's families or from school
- why different perspectives exist; how there is no fixed version of history

exercises

A. Answers:

1. Your ancestors are your family members who lived long ago in ancient times.
2. Historians do research in order to find evidence that will give them information about things that happened long ago. Then, they can try to prove their ideas about history are correct.
3. History is controversial because people have different ideas about it. People do not always have the same perspective on history, because they have had different experiences or have learned different information.

B. Students decide which of these options is the main point of the text. Of these options, one is the main point, one is a supporting point, one is not part of the text, and one is a conclusion. If your students find this exercise easy, you might ask them to identify which is which.

Answers:

- A. *People have different ideas about the history of Myanmar* is the main point.
- B. *It's OK to disagree about what happened in Myanmar* is a conclusion
- C. *History is a very difficult subject because of all the different ideas* is not part of the text.
- D. *Many groups think they were the first people in Myanmar* is a supporting point.

C. Answers:

1. C. *are not sure what happened in Myanmar and disagree sometimes.*
2. A. *sometimes fought and sometimes worked together.*
3. C. *could have been any of several groups; historians are not sure.*

group work

This group work gives students a chance to bring up controversial issues that are important to them.

discussion

This discussion gives students a chance to think about why people have different ideas about history. They might say that people lived in different places, had different experiences, read different books, or heard different stories from their families.

Myths and legends

OBJECTIVES AND KEY CONCEPTS:

- myths and legends from different cultures
- relationship of myths and legends with ethnic identity
- importance of oral histories

exercises

A. Answers:

1. *Myths and legends are stories passed down from old people to young people. These stories are not always written down in books; sometimes they are spoken out loud as oral history. These stories have symbols in them that help people understand the past and remember who they are today.*
2. *If you run around in a circle, you will get dizzy.*
3. *If you have plentiful food, you will not feel hungry or awful.*
4. *The sands of the desert are light brown.*

B. Answers:

- | | |
|--|-----------------|
| 1. <i>Muang Mao, or dizzy land</i> | B. Shan |
| 2. <i>Thimzing, or great darkness</i> | A. Chin |
| 3. <i>Hongsa, or Golden Sheldrake bird</i> | D. Mon |
| 4. <i>Kawthoolei, or pleasant land</i> | C. Kayin |

C. Student shut their modules, and remember what the legends say about these things.

Answers:

- *The female Golden Sheldrake bird was standing on top of the male bird on a small rock. The Buddha said that this place will be a great city.*
- *The magic harp led the elephants to the place where the tilanka took the queen*
- *The Land of Flowing Sands is where Kayin people come from*
- *Dry wood and stones came to life, so people couldn't make fires*

group work

In pairs, students tell each other a myth or legend from either their culture or another culture that they know. Then each pair joins with another pair, so they are in groups of four. Did they tell the same stories, or different ones? If anyone has a different story, they explain it to the group. Groups explain their stories to the class (no need to retell the stories again, just summarise). How many stories are there in the class?

discussion

A. Do students think that all people believe that these things happened? Who tells these stories nowadays? Students discuss how these stories are used today.

You might like to point out that they are often told to children—why? Probably so children can get an idea of their cultural history and background and feel that they are part of a group.

B. Students discuss why myths and legends are important to people.

You might point out that legends give people a sense of group identity, people can feel that their culture is unique, different from others, important, and special. Myths help people understand their identity. They might say that passing down oral histories helps older people to communicate with younger people.

What life was like in ancient times

OBJECTIVES AND KEY CONCEPTS:

- ancient life; kingdoms, religions and lifestyles of ordinary people
- compare and contrast life in ancient times to life today, and how it was different

exercises

Answers:

1. When people move from one place to another, they migrate.
2. Village chiefs paid tribute to more powerful rulers.
3. Muhammad is the prophet of Islam.
4. If a king had enough power, he could build a large empire.
5. In Animism, people believe in nature spirits.
6. Christianity is the religion in which people believe in Jesus Christ.
7. In Buddhism, people try to reach enlightenment.
8. A mandala kingdom is one in where the ruler at the center is most powerful, and rulers in far away areas are less powerful.
9. Kings were at the top of the hierarchy in ancient Myanmar.
10. Empires expand when kings are powerful.

group work

Students work in groups, and make lists of things that these people would have done in ancient times.

Examples:

Kings: made empires, built palaces, had wars, built temples...

Princes and Chiefs: paid tribute to kings, ruled over their areas...

Ordinary people: grew rice, fished, migrated, fought in armies...

Make class lists on the board.

discussion

Get students' ideas on things that are the same and things that are different. Students might say things that are the same are that ordinary people still grow rice, fish, and fight in armies. They might say the things that are different are that there are no kings anymore, countries have more permanent borders, and chiefs do not have to pay tribute to the capital.

Ancient kingdoms

OBJECTIVES AND KEY CONCEPTS:

- basic information about important events from ancient times; who was around where, at what time, doing what
- how different groups influenced each other
- map skills; ethnicities and kingdoms
- analyse why each ethnic group might claim to have arrived first
- put events in chronological order

exercises**A. Answers:**

1. Different cultures influenced each other and shared their knowledge.
2. Trade between different areas brought new technology.
3. Empires declined after they got too big.
4. The British colonised Myanmar.
5. Princes rebel against kings when they want more power for themselves.
6. The region of Southeast Asia had many kingdoms and civilizations.
7. The Mon established a kingdom called Ramanyadesa.
8. The architecture in Rakhine areas was beautiful; there were many large buildings.

B. Students write the information about kingdoms and places on this timeline. You might want to copy it onto the board and elicit a few examples first.

Answers:

	<i>Gupta</i>	<i>Bagan</i>	<i>Mongols</i>		
	<i>Dhanyawadi</i>	<i>Nanchao</i>	<i>Sukothai</i>		
		<i>Muang Mao</i>	<i>Lanna</i>	<i>Mrauk-U</i>	
	<i>Thaton</i>	<i>Halin</i>	<i>Ramanyadesa</i>	<i>Hongsawaddy</i>	<i>Syriam</i>
<i>Beikthano</i>	<i>Thayetkhittaya</i>	<i>Sriksetra</i>	<i>Khmer Ava</i>	<i>Toungoo</i>	<i>Konbaung</i>
AD: 0	500	1000	1500		2000

C. Students match the ethnicities with kingdoms or cities.

Answers:

1. C. Burman
2. A. Mon
3. E. Rakhine
4. B. Shan
5. D. Pyu

D. Students match the numbers on the map with the location of each kingdom.

Answers:

a: 1 b: 8 c: 6 d: 9 e: 5 f: 3 g: 7 h: 4 i: 2

discussion

Discuss as a class how groups might have influenced each other.

Examples:

Good influences include sharing language, religion, art, knowledge, or goods.

Bad influences include oppression, forcing a group to lose their identity, or violence and war.

group work

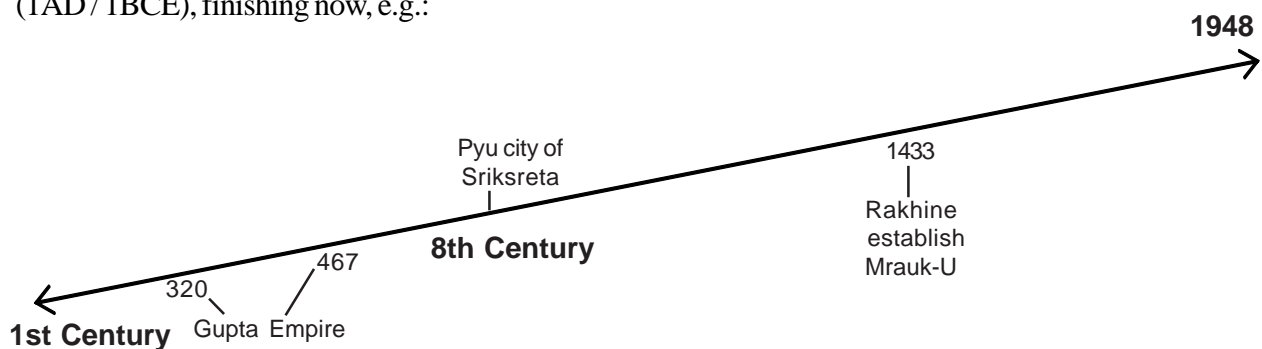
A. Students work in groups of four or five. They use the information on pages 9 and 10, and write about 5 questions (and answers) about this information, e.g.:

- Which ethnic group lived at Dhanyawadi? (*Rakhine*)
- When did Europeans first come to Myanmar? (*15th century*)

B. Everyone closes the modules. Groups read out their questions. Other groups discuss and decide on the correct answer, and write it down. After all groups have read out their questions, check the answers. Which group got the most correct answers?

homework

This timeline activity will continue throughout the module. Each student will need a large piece of paper—the larger the better. Students draw a timeline across the paper, starting from the first century (1AD / 1BCE), finishing now, e.g.:



Students write the events from pages 9 and 10 on a timeline, as in the example above. They should use a large piece of paper as they will add more and more to their timelines throughout the module. After they have done this, get students to keep their timelines in a safe place. You might ask them to leave them on the walls, if possible, or in a cupboard in the classroom.

Section II: Colonialism (1885—1948)

What is colonialism?

OBJECTIVES AND KEY CONCEPTS:

- define “colonialism”
- motivation of colonising powers
- economic and social impact of colonialism
- map skills: geography of the British Empire

exercises

A. Answers:

Europeans began to colonise other countries in the 16th century. Some tried to modernise these countries because they believed that the local people were not civilised. Missionaries tried to bring Christianity to people. The Europeans also used the land's natural resources to get raw materials to bring back to Europe. Sometimes the British mistreated the local people, and the local people did not accept them. Colonialism had economic, political, social, and religious effects.

B. Students fill in the chart with information about the reasons for colonialism--why the British wanted to colonise Myanmar and other countries in Asia and around the world.

Answers (from the text):

- Economic - *to get natural resources and raw materials*
- *to use local people as labour*
- Political - *to gain control of more places in the world*
- Social - *because they believed non-Europeans were not civilised*
- *they thought they were modernising education, health and political systems*
- Religious - *to bring Christianity to people*

Encourage students to add their own ideas to the chart.

group work

In groups, students look at the map and identify as many former British colonies as they can. (Countries that gained independence before 1900, such as the US, are not part of this exercise.)

A list of British colonies in 1900:

<i>Myanmar</i>	<i>India</i>	<i>Sri Lanka</i>	<i>Australia</i>
<i>New Zealand</i>	<i>Canada</i>	<i>Ghana</i>	<i>Cyprus</i>
<i>Somalia</i>	<i>Sudan</i>	<i>Rhodesia</i>	<i>Trinidad</i>
<i>Singapore</i>	<i>Malaysia</i>	<i>Guyana</i>	<i>Brunei</i>
<i>Malta</i>	<i>Hong Kong</i>	<i>Egypt</i>	<i>Gambia</i>
<i>Ireland</i>	<i>Kenya</i>	<i>Malawi</i>	<i>Mauritius</i>
<i>Nigeria</i>	<i>Sierra Leone</i>	<i>South Africa</i>	<i>Tobago</i>

discussion

As a class, discuss how colonialism affected the world. Try to get students to talk about their own ideas and feelings, rather than only the ideas in the texts, e.g., how did local people feel under colonialism?

homework

Students write the events from this section on their timelines.

The Anglo-Burmese wars

OBJECTIVES AND KEY CONCEPTS:

- disputes over territories in 1824-1826, 1852, and 1885
- local resistance to colonialism
- analyse the reasons why the British were able to win the wars
- look for bias in a text
- identify different perspectives

Extra Idea

Have you or your students heard the expression ‘neo-colonialism’? What does it mean?

Neo means ‘new’ so neo-colonialism means ‘new colonialism.’ The term is used to describe richer countries—sometimes the former colonising powers, sometimes newer powerful countries—behaving like colonisers.

Do your students think modern powerful countries behave like colonisers? What is similar, and what is different? Discuss this with your students. Some points to bring out or elicit:

- *These days, most countries do not occupy other countries with force, do not invade with armies. This still happens, but is much less common.*
- *Many large international companies get natural resources and raw materials from poorer countries and use local people as labor.*
- *International NGOs are working to ‘modernise’ education, health and political systems*
- *Missionaries are still working to spread Christianity*

This is a large, complex and controversial topic! If you are interested, these ideas are discussed in the study of *globalisation*.

exercises

A. Answers:

1. First, the British annexed Rakhine and Tenasserim.
2. The first Anglo-Burmese war started because the Myanmar chased some dacoits into territory the British had claimed.
3. The British were disrespectful of the Myanmar custom of taking off shoes when entering a building.
4. The British and Myanmar had fights over territory in Assam and Manipur.
5. The British and the Myanmar tried negotiation to solve their problems, but it did not work, so they fought wars.
6. The Myanmar had rebellions against the British, but the British took control of Myanmar anyway.
7. Always try to avoid bad things.

B. Students answer these questions. They should use their own words, rather than copy exactly from the texts, where possible. You might like to make students close their modules and answer the questions without looking at the text.

Answers:

1. The Myanmar chased some dacoits into British India.
2. The British took them to live in India.
3. They fought with each other, and different ethnic groups rebelled against them.
4. The British had more soldiers and better weapons, and the Konbaung kings had problems.

C. For this exercise, students try to guess/figure out whether the writer of the module thinks these things. If they think that any of these statements are the writer's opinion, they should produce evidence from the text to back up this.

Answers:

1. No
2. No
3. Yes, because the writer lists many problems (disputes about territory, conflicts about religious and social customs such as the shoe question) and talks about the Myanmar rebelling against the British.

group work

In groups, students have a role play about the shoe problem. Students work in groups of 6-10. One member of each group is the Myanmar king, others are British officials and Myanmar palace workers. Groups act out the scene when the British refuse to remove their shoes. They decide on a dialogue between these people, rehearse it and act it out for the class.

discussion

As a class, discuss the British and the Myanmar opinions and attitudes about the Anglo-Burmese wars. What do they think these opinions were? How would Myanmar and British people have talked about these events?

You might like to encourage the class to imagine British and Myanmar newspapers at that time. How would they report these wars? What would they say about them?

homework

A. Students imagine they are a British official who went to the palace and didn't remove his shoes. They write letters (perhaps to their friends in Britain) describing the situation.

B. Students write the events from this section on their timelines.

Colonial administration

OBJECTIVES AND KEY CONCEPTS:

- map skills: “Frontier Areas” and “Burma Proper”
- different administration of these areas
- different treatment of ethnic groups
- “divide and rule” policies
- long-term effects of these policies

A. Answers:

1. *The British used a divide and rule policy to keep the ethnic groups separate from each other.*
2. *When you buy something, you may have to pay taxes on it.*
3. *Burma Proper included lands in the flat part of Myanmar; but outside of the plains, the British set up the Frontier Areas, where hill people lived.*
4. *The British used direct rule when they wanted more power over an area, and they used indirect rule when they wanted to let the local leaders stay in power.*
5. *The British may not have fully understood what the consequences of their actions in Myanmar would be in the future.*
6. *Loyal people make very good friends, because you can depend on them when you need help.*
7. *The British colonial administration decided to separate the hills from the plains.*

B. Answers:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The British changed the region by 2. The British were similar to the Konbaung kings because they 3. “Divide and Rule” is a policy that 4. The British | <ol style="list-style-type: none"> <i>B. making permanent boundaries between Myanmar and other countries.</i> <i>A. let some local leaders stay in power.</i> <i>C. kept different ethnic groups separated.</i> <i>B. increased the divisions between ethnic groups in Myanmar.</i> |
|---|---|

C. Students identify whether their home town or village is in Burma Proper or in the Frontier Areas. They draw a star where their home town or village is located.

Extra Idea

If you find your students come from many different areas of Myanmar, pass around a map and ask each student to star where their home town or village is. Post this for the students to see.

discussion

As a class, discuss the results of this division. What do students think are the consequences of this policy for modern-day Myanmar? How do they think life would be different if the British had ruled all of Myanmar as one country? You might like to bring up or elicit these points:

- *Would ethnic groups get along better with each other?*
- *Would people speak the same language?*
- *Would ethnic groups have a different opinion of the British?*

homework

Students write the events from this section on their timelines.



Effects of colonisation

OBJECTIVES AND KEY CONCEPTS:

- development during the colonial era
- evaluate good and bad points of colonial era development
- analyse the effects of colonisation

exercises

A. Answers:

1. *The British built more infrastructure in the cities than they did in the Frontier Areas.*
2. *Viceroys, commissioners and governors ruled Myanmar for the British monarchy.*
3. *Missionaries converted many people who lived in the hills to Christianity.*
4. *The British made Myanmar a diarchy in 1935, but they still did not give the Myanmar much power.*
5. *Petroleum makes cars run.*
6. *If your parents give you things that their parents gave them, those things are hereditary.*

B. Students fill in the chart with information about the effects of colonialism—things that happened on Myanmar as a result of colonialism.

Answers (from the text):

Economic	<ul style="list-style-type: none">- <i>British introduced their own money</i>- <i>Farmers sold rice to the British, as they needed money to pay tax</i>- <i>British took raw materials to sell or take to Britain</i>
Political	<ul style="list-style-type: none">- <i>British exiled the Konbaung monarchy</i>- <i>British removed mothyugis and gave power to thugyis</i>- <i>Myanmar controlled by viceroys, commissioners and governors</i>- <i>Myanmar had British laws</i>- <i>British ruled from Yangon</i>
Social	<ul style="list-style-type: none">- <i>Cities were modernised, different lifestyles for city and country people</i>- <i>more hospitals and schools</i>- <i>schools taught British perspectives</i>- <i>many Chinese and Indian people came to Myanmar</i>
Religious	<ul style="list-style-type: none">- <i>British did not promote Buddhism</i>- <i>many hill people converted to Christianity</i>

Encourage students to also add their own ideas to the chart.

C. Students answer the questions. They should use their own words, rather than copy exactly from the texts, where possible. You might ask students to close their modules and answer the questions without looking at the text.

Answers:

1. *Myanmar used British money. Farmers sold rice to British, rather than using it themselves, as they had to pay taxes. The British took a lot of Myanmar's raw materials, to sell or take to Britain.*
2. *They became more powerful, replacing the myothugyis.*
3. *The British and the Myanmar shared power, but the British still made the important decisions.*
4. *They became more modern with improved infrastructure*
5. *Britain was good for Myanmar.*

group work

In groups, students make lists: the benefits of colonialism (good things) and the bad effects of colonialism. Groups present their lists to the class. Make a class list on the board.

homework

Students write the events from this section on their timelines.

Increasing ethnic diversity in Myanmar

OBJECTIVES AND KEY CONCEPTS:

- Chinese and Indian people coming to Myanmar; in urban business, as landowners
- the reaction of Myanmar people to Chinese and Indian immigration
- analyse the problems and consequences of Chinese and Indian immigration
- look at the effects on Myanmar's present citizenship laws

exercises

A. Fill in the gaps from the KEY WORDS box.

1. *Only people who can show that their families have lived in Myanmar since before 1824 can have citizenship.*
2. *The British brought Indians to Myanmar to work for the government as civil servants.*
3. *Myanmar people resented their Indian landlords, who owned their land, and the moneylenders, who lent them money. These Indians were called chettys.*
4. *Ethnic diversity increased in Myanmar in the 19th century.*
5. *Some groups intermarried, but others mostly married people from their own ethnic group.*
6. *Many people have been hurt and killed in riots that happened because of communal conflict.*

B. Answers:

- | | |
|--|---|
| 1. Indians who came to Myanmar became | D. all of the above. |
| 2. Communal riots usually happened when | C. there were difficult economic conditions and people were angry. |
| 3. Myanmar people resented Chinese and Indian people because | A. these groups sometimes had more money and power, and because the Myanmar did not want to lose their own culture. |

C. Students research and write a paragraph about the causes of anti-Chinese and/or anti-Indian riots in Myanmar. They could get information from people in their community who remember these riots and any other sources available to them. If students do not live near people who remember this or have other sources of information, skip this exercise.

discussion

Have a class discussion about the causes of bad feelings of Myanmar people toward Chinese and Indians during the colonial period and later. Do they agree with Myanmar's present citizenship law? How would they change this law?

homework

Students write the events from this section on their timelines.

Missionaries

OBJECTIVES AND KEY CONCEPTS:

- Christian missionaries among the Kayin, Kachin, Kayah, Chin, and hill people
- analyse positive and negative effects of missionaries
- separation of church and state

exercises

A. Answers:

1. There has been tension between Christians and people of other religions in Myanmar that has caused different groups to resent each other.
2. If people believe in the idea of separation of church and state, then they feel that the government should not take the side of one religion; they support secularism.
3. It is easiest for missionaries to convert marginalised people who are suffering, who need protection, or who are looking for salvation.
4. Baptist, Catholic, and Anglican are denominations of Christianity.
5. There was a Kayin prophecy that a white brother would come with a special book that would help the Kayin people.
6. Some Myanmar people opposed British rule.

B. Answers:

- | | |
|---|--|
| 1. The missionaries | B. tried to help people, but also caused tension. |
| 2. The missionaries were most successful at converting people who | C. were marginalised or had prophecies similar to Christian ideas. |
| 3. The missionaries helped converts by | D. all of the above. |

C. Students look through the text, decide whether these sentences are true or false (according to the text) or not stated (the text does not mention this point at all)

Answers:

1. true
2. false - they are more successful
3. true
4. doesn't say
5. true
6. doesn't say

discussion

Discuss the separation of church and state—whether the government should encourage and promote one religion. Do students like this idea? What are the consequences of it?

homework

Students write the events from this section on their timelines.

Anti-colonial activities

OBJECTIVES AND KEY CONCEPTS:

- resistance to colonialism: Saya San, U Ottama, U Wisara, and others
- analyse why people resisted colonialism
- reactions to anti-colonial activities
- differentiate between facts, opinions, and hypotheses
- consider different perspectives of colonialism

exercises

A. Answers:

1. *The Myanmar in the YMBA wanted independence from Britain.*
2. *Nationalism causes people to fight for their country.*
3. *During the colonial era, Myanmar was not a democracy; it was ruled by the British monarchy.*
4. *Participating in a strike by not working or going to a demonstration are both ways to let the government know about your ideas.*
5. *People who make good speeches can inspire others to do what they say.*
6. *Going on a hunger strike is not good for your health.*

B. Explain fact, opinion and hypothesis to the students:

fact - a thing that is true, that definitely happened

opinions - the writer's thoughts on events or people

hypothesis - something that might be true but is not proven. With a hypothesis, it is possible to get proof to either support or disprove it.

Answers:

1. *Hypothesis (we don't know what "most people" thought, but if we did some research, we could find out the majority idea on independence)*
2. *Fact (they were part of the GCBA, which organised pro-independence activities)*
3. *Opinion*
4. *Opinion*
5. *Hypothesis (the text doesn't say what history was taught in these schools, but we could do some research and find out)*
6. *Hypothesis (we don't know for sure what the exact causes were. It seems likely that economic conditions were a major factor but more research is needed to make this statement a fact. However, it is very, very likely to be true.)*

C. Students write paragraphs describing these people, organisations and events. They should use their own words, not copy the text. Encourage them to contribute their own knowledge or thoughts, as well as the information in the texts.

group work

Students get into groups of four or five, and chose one person or organisation from C. They compare their paragraphs about this person or organisation. Then they write a statement from this person or organisation about their aims, and the reasons for their actions. You might like to show this example to the class.

Example:

We, the Saya San rebellion, want independence for Burma. We do not want British colonial control over us, we want to rule ourselves. We are poor people, farmers and peasants. We cannot afford to pay taxes to the British. We will attack British buildings until we get independence. We are prepared to die for our beliefs. INDEPENDENCE FOR BURMA!

discussion

Discuss the British response to anti-colonial activities. Sometimes they gave Myanmar more independence, sometimes they reacted violently, and tried to stop all opposition. Students try to see the perspective of the British at the time. Why would they give the Myanmar more independence? Why would they suppress independence movements? If the students were British officials in the 1930s, what would they have done?

homework

Students write the events from this section on their timelines.

Myanmar nationalism and the Thakin Movement

OBJECTIVES AND KEY CONCEPTS:

- Important figures in the Myanmar nationalist movement: Aung San, U Nu, Thakin Kodaw Hmaing, and the Dobama Asiayone
- evaluate strengths and weaknesses of the nationalist movement
- identify main ideas in a text
- examine alternative tactics to involve more ethnic groups in the independence movement

exercises

A. Answers:

1. Myanmar nationalists started an organisation called the Dobama Asiayone and began calling each other “thakin” to show they were their own masters.
2. People in the Myanmar nationalist movement wanted to expel the British from Myanmar; they were determined to get independence.
3. If you want to express your feelings, you can write them down or tell your friends about them. They will be interested to know your opinion.
4. The DAA demanded independence from the British.

B. Answers:

1. E
2. A
3. B
4. C
5. D

C. Students answer these questions. They should use their own words where possible, rather than copy exactly from the texts. You might ask students to close their modules and answer the questions without looking at the text.

Answers:

1. *Because previously they had to call the British thakin - “master” - and they wanted to show they were their own masters.*
2. *Thakin Ba Thaung and Thakin Lay Maung.*
3. *Because of their political activities.*
4. *Many nationalities but it didn’t really include people from the Frontier Areas.*
5. *A lot of people in the Frontier Areas wanted their own independent nations. They did not feel connected to Myanmar and didn’t want to be part of a Myanmar nation.*

D. Students read through the text and identify the main point.

Answer: B

discussion

Discuss this issue with the students. How could the nationalist movement have gotten more support from people in Frontier Areas? What strategies could they have used to work together with Frontier Area people?

homework

Students write the events from this section on their timelines.

Bogyoke Aung San

OBJECTIVES AND KEY CONCEPTS:

- the biography, character and beliefs of General Aung San
- analyse the reasons why Aung San was such an important leader
- reference new information and prior knowledge

exercises

A. Answers:

1. People respected Bogyoke Aung San because he was good at making compromises and he could negotiate with all people.
2. Bogyoke Aung San was assassinated in 1947.
3. He wanted to convince the British to leave Myanmar.
4. He negotiated with British and ethnic leaders so Myanmar could get independence.
5. People who are direct will tell you their opinions.
6. You are related to your grandmother, grandfather, and cousins.

B. Students decide whether these statements are facts or opinions (no hypotheses in this exercise).

Answers:

1. F
2. O
3. O
4. F
5. F
6. O

C. Students look through the text and decide whether these sentences are true or false (according to the text) or not stated (the text does not mention this point at all.).

Answers:

1. T
2. F
3. NS
4. F
5. F
6. T

D. Students think of a list of things they learned about Bogyoke Aung San before studying this module. They write these in the *things you know* column. Then they look through the text for new information about Aung San, and write it in the *new information* column. Then they think of a list of things they would like to find out about him—perhaps more about his personal life? Which leaders he most admired? Why didn't he support independent nations for ethnic groups? What ethnic leaders really thought about him? They write these in the *things you want to know* column.

discussion

Have a class discussion about why leaders need to compromise. You might want to make these points:

If two sides want different things, it is not possible for both to get everything they want. Without compromise, one side will win and the other side will lose, which leads to bad feelings. If both sides compromise and agree to get some things they want but allow the other side to have some things they want, both sides can be satisfied.

homework

Students write the events from this section on their timelines.

Ethnic leaders in the colonial era

OBJECTIVES AND KEY CONCEPTS:

- important ethnic leaders during colonial times
- case study of Dr. San C. Po
- compare and contrast Aung San's ideas and San C. Po's ideas
- analyse different perspectives on independence
- review topics studied in Sections 1 and 2 of this module

A. Answers:

1. The House of Representatives had more power to make laws than the Legislative Council.
2. Members of the Karen National Association worked to oppose self-rule so the Kayin people would not come under the control of the Burmans.
3. Dialogue is one way to reconcile problems without fighting.
4. I will cook the rice; meanwhile, you should cook the curry.
5. The Shan Sawbwas formed a council, and the Kachin Duwas discussed the future of their people.
6. If you are concerned about a problem, you can talk to your friends about it and maybe they will help you.
7. Many Myanmar nationalists attended Yangon University.
8. If you are appointed chairperson of the council, then you will have an important job.
9. The indigenous people of an area know it very well.
10. The principal reason that Dr. San C. Po did not want self-rule was that he did not trust the Burmans.

B. Answers:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Dr. San C. Po did not want Myanmar to have self-rule because 2. Many people respect Dr. San C. Po because | <ol style="list-style-type: none"> <i>b. he worried the Burmans wouldn't treat the Kayins as equals.</i> <i>a. he wanted to solve problems peacefully by discussing them.</i> |
|---|---|

group work

In groups of four or five, students rephrase Dr. San C. Po's statement. They can do this in English or in their own language.

Example answer (English):

The country of Myanmar, which includes people from many different ethnic groups, will not be a stable country unless all ethnic groups have fair and equal treatment and the chance to participate in running the country.

Groups read their statements to the class and discuss which statement is the most accurate.

discussion

Discuss the difference and similarities between San C. Po and Aung San's ideas.

Suggestions:

Differences - *San C. Po didn't want the British to leave, Aung San did.*

San C. Po wanted an independent Kayin nation, while Aung San wanted a united Myanmar.

Similarities - *They tried to solve problems through dialogue*

They both wanted ethnic groups to participate in government

homework

A. Students imagine that they were around in the 1920s. They write a paragraph about their opinions of self rule, explaining their opinions.

B. Students write the events from this section on their timelines.

review

A. Students choose eight of these people, places, things or events and write a few sentences about them. They should use their own words, either in English or their own language, rather than copy the wording in the module. Encourage them to use as many of their own ideas as possible. If you like, make posters for each topic. Stick each paragraph on a piece of paper, in topics (e.g., make a poster about the Pyu and stick everyone's paragraph on the Pyu on this poster), so students can read everyone's poster.

B. In groups of four or five, students write quiz questions about the information in sections 1 and 2. Everyone closes their modules. Groups read out their questions. Other groups discuss and decide on the correct answer and write it down. After each group has read out their questions, check the answers. Which group got the most correct answers?

C. This exercise is only possible if your students live somewhere where there are older people who remember life under the British and are happy to talk to your students about it. First, they work in groups to write a list of questions they want to ask someone about life under the British. Then they interview an older person to find out as much as they can. After they have completed their interview, they present the results of their interview to the class.

Section III: World War II (1940—1945)

Overview of WW II

OBJECTIVES AND KEY CONCEPTS:

- Allies and Axis powers
- Fascism
- conflict between British and Japanese in Southeast Asia
- map skills: WW II in Asia and the Pacific

exercises

Answers:

1. Germany, Italy, and Japan all had fascist governments.
2. Japan invaded and occupied Myanmar in 1941.
3. England and France stopped following a policy of appeasement in 1939 when Germany attacked Poland.
4. Hitler committed genocide against Jewish civilians.
5. The Allied powers, including Britain, France, and the USA, made an alliance that said they would help each other in fighting against the Axis powers.
6. Japan, Germany, and Italy surrendered to the Allied powers in 1945.

discussion

Have a class discussion about the reasons the Allies opposed fascism. You might like to elicit or make these points:

- Ideological reasons - many people in Allied countries disliked fascism
- They did not want to be under the control of the Axis powers
- They had made agreements to defend countries the Axis powers attacked

homework

Elicit students' ideas on where they can find out this information: *encyclopaedias, history books, the internet, libraries, etc.*

Students try to find out which countries and areas were controlled by Germany, which by Italy and which by Japan in 1942. Check the answers in class.

If your class does not have access to appropriate resources, you can do this as a brainstorm instead: Write the three country names on the board and ask students to say which countries and areas they think were occupied by each, and write them on the board in the appropriate place. Then tell students the correct answers.

Answers:

Germany controlled: Finland, Poland, the Soviet Union, Norway, Denmark, the Netherlands, Belgium, Luxembourg, France, the Baltic States (Estonia, Latvia and Lithuania), Yugoslavia, Greece, and Czechoslovakia.

Italy controlled: Libya.

Japan controlled: China, Manchuria, the Philippines, Malaya, Myanmar, Indonesia, New Guinea, and many islands in the Pacific Ocean.

homework

Students write the events from this section on their timelines. Check if there is still space on their timelines. There is a lot more module to go, and if their timelines are already full, you may need to give them some more paper.

The 30 Comrades

OBJECTIVES AND KEY CONCEPTS:

- Aung San and the 30 Comrades' trip to Japan
- analyse the motivations of the Japanese government
- consider the perspective of the Myanmar nationalists
- research a biography

exercises

Answers:

1. *The Myanmar nationalists started an underground movement because they did not want the British to know what they were doing.*
2. *At the thwe thauk ceremony, the 30 Comrades promised each other to try to get independence from Britain.*
3. *The average of 5, 6, and 7 is 6.*
4. *If you promise your loyalty to your organisation, that means that you will do whatever you can to work for it.*
5. *Administrative training was just as important as military training, because the 30 Comrades needed to know how to run their country.*

group work

A. In groups of four or five, students imagine they are Myanmar nationalists in the late 1930s.

What would they have done? Would they have joined the 30 Comrades?

Was it a good idea to get help from the Japanese? Why or why not? Groups make lists of good and bad points of getting help from the Japanese.

Suggested answers:

***Good points** - Immediate help to get independence (they act quickly)*

Japanese are Asian, may be more culturally similar to Myanmar than Britain

***Bad Points** - Japanese have their own plans to control Asia*

Not sure if it is possible to trust the Japanese

Groups present their lists to the class.

B. Groups choose three of the 30 comrades and find out as much as they can about them.

How easy this will be depends on the resources available to students.

Encourage students to ask people who might remember the 30 Comrades.

If possible, get groups to make posters about their three Comrades and put them on the wall.

homework

Students write the events from this section on their timelines.

Japanese occupation

OBJECTIVES AND KEY CONCEPTS:

- Japanese occupation; life under the Japanese and atrocities committed by Japanese soldiers
- resistance: ethnic minority groups, the Anti-Fascist Organisation
- Dr. Ba Maw's leadership
- analyse the strategies of the anti-Japanese resistance

exercises

A. Answers:

1. The Chinese nationalist army was called the Kuomintang.
2. The Japanese soldiers committed terrible atrocities such as torture and rape against Myanmar civilians.
3. The British followed a scorched earth policy, so it was difficult for farmers to grow food for themselves during the war.
4. The Japanese let the Myanmar nationalists set up a puppet government, but it did not really have any power.
5. When armies retreat, sometimes they destroy everything so that the army that is coming will have a difficult time.
6. The BIA started resistance against the Japanese in 1945.
7. If you commit a crime, you might have to go to prison.

B. Answers:

1. The Myanmar people welcomed the Japanese at first because *b. they thought the Japanese would help them get independence from Britain.*
2. The Japanese *d. said Myanmar was independent but did not give the Myanmar political power.*
3. The BIA started resisting the Japanese because *a. the leaders realised the Japanese did not really want to give Myanmar Independence.*
4. Some ethnic minority people fought against the Japanese from the beginning of the occupation because *b. they were loyal to the British.*

discussion

Have a class discussion about the BIA's decision to rebel against the Japanese in 1945. Why do students think they rebelled at this time? Would earlier or later have been better?

homework

A. Students write the events from this section on their timelines.

B. This exercise is only possible if your students live where there are older people, who remember life under the Japanese and are happy to talk to your students about it. First, they work in groups to write a list of questions they want to ask someone about life under the Japanese. Then they interview an older person and find out as much as they can. After they have completed their interview, they present the results of their interview to the class.

Extra Idea

If you know an older person who has a lot of ideas and things to say about life under the Japanese, invite them to talk to your students.

The Burma Road

OBJECTIVES AND KEY CONCEPTS:

- the Burma Road and the Ledo Road
- consider perspectives of the people who built the Burma Road
- map skills: Japanese supply lines from Kunming to Yangon
- analyse the reasons for international awareness of the Burma Road

exercises

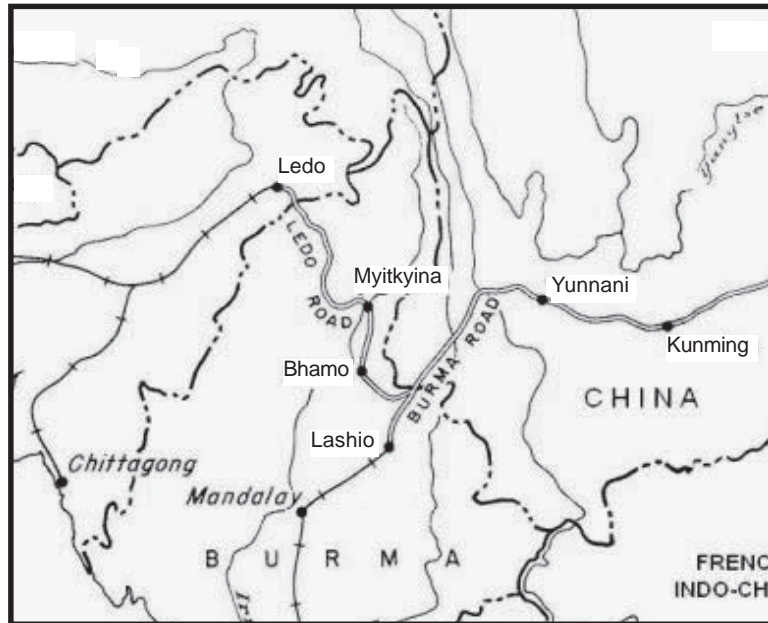
Answers:

1. If you don't want someone's plan to succeed, you can try to sabotage it.
2. The Minami Kikan collected information about what was happening inside Myanmar during WW II.
3. The Burma Road was an important way to transport supplies.

group work

A. In groups, students draw the Burma Road and the Ledo Road on the map. The information they need to do this is in the text.

Answer:



B. Students look back at the excerpt from *The Burma Road*. This describes the experience of the workers building the Ledo Road. In their groups, students write more of this description—they continue writing the story. Groups present their writing to the class.

Extra Idea

Do a Collaborative Chain Story. The class takes turns to add a sentence to the story—student 1 continues the story from the final sentence of the text. Student 2 says what happens next, etc., etc.

discussion

The Burma Road is very famous in the US, especially to people who were alive during WW II. Many Americans who know nothing about Myanmar know about the Burma Road. Discuss the reasons for this with the class. Do they think the Burma Road story can help Americans understand the situation in Myanmar? You might like to elicit or make these points:

- *The Burma Road story is mostly about Americans, so American know about it.*
- *The Burma Road story focuses more on Americans and Allies trying to win World War II. It doesn't involve Myanmar people or the Myanmar situation much.*
- *However, the Burma Road story is very important in the history of Myanmar, as it was important in who controlled Myanmar. When the Ledo Road was built, the British were able to regain control over Myanmar.*

homework

Students write the events from this section on their timelines.

Problems between the Burmese Independence Army (BIA) and ethnic minorities during World War II

OBJECTIVES AND KEY CONCEPTS:

- the BIA; its founding and goals
- BIA actions in Myanmar (including atrocities committed by BIA soldiers and retaliations by ethnic groups)
- analyse relations between ethnic groups and the BIA
- discuss alternative trust-building strategies between these groups

exercises

Answers:

A.

1. During World War II, communal violence happened between Burmans and Kayins.
2. A mob of thakins killed Saw Pe Tha.
3. The BIA gathered recruits as they traveled through the country.
4. Some Kayin villages were looted by armed gangs.
5. If someone does something bad to you, you might want to get revenge.
6. BIA troops needed more weapons.
7. There were problems between the BIA and ethnic minorities in several places in Myanmar, but in particular in Kayin areas.

B.

Students look at the photo of the Kachin and US soldiers during World War II. In groups, pairs or individually, they decide what is happening in this photograph. What is the relationship between these people? Are they friends or enemies?

Suggestion: *We don't know exactly what is happening in this photo as we couldn't find an explanation of it. It is probably Kachin villagers helping US troops build the Ledo Road.*

group work

In groups, students read the statement by Saw Tha Din. Write an answer to him. Brainstorm a list of strategies the central (Burman-majority) government would need to do, so the Kayin and other ethnic minority people can trust them, in the years immediately following WW II.

homework

Students write the events from this section on their timelines.

Section IV: The Struggle for Independence (1945—1948)

The Anti-Fascist People's Freedom League (AFPFL) and Aung San's negotiations with Clement Attlee

OBJECTIVES AND KEY CONCEPTS:

- the Anti-Fascist Peoples Freedom League (AFPFL)
- Aung San's negotiations with Attlee
- reaction from ethnic minority groups and other politicians
- analyze whether Aung San represented Myanmar well

exercises

Answers:

1. If you want to discredit someone, you can say something bad about that person.
2. Some ethnic minority leaders wanted Myanmar to become a dominion of Britain.
3. The question of ethnic minority rights was urgent to the ethnic minorities, but not as much to the Myanmar nationalists.
4. Not getting what you want can be frustrating.
5. If you want to achieve your aims, you must work hard.
6. The transfer of power was not easy to negotiate because not all British officials wanted to work with the AFPFL.

group work

In groups, students read the message from the Council of Federated Shan States. This message insists that there should be representatives from the Frontier Areas at the Aung San-Attlee negotiations. The British did not reply to this message, so there was no representation from the Frontier Areas present. Groups imagine what might have happened if they had been present, and think of a list of points Frontier Area people would have wanted to include in the agreement.

Extra Idea

Write a response from the British to the telegram. How do you think the British would have replied to the Shan leaders at that time?

homework

Students write the events from this section on their timelines.

The Panglong Agreement

OBJECTIVES AND KEY CONCEPTS:

- the Panglong Conference and Panglong Agreement
- identify participants and non-participants
- analyse the wording and concepts used in the Panglong Agreement
- evaluate the importance of the Panglong Agreement

exercises

A. Answers:

1. *Some ethnic minority groups wanted self-determination and autonomy from Myanmar so they could make decisions about their own areas.*
2. *Intermediaries helped negotiations by talking to several groups at the Panglong Conference.*
3. *In the Panglong Agreement, autonomy was accepted for the Frontier Areas in principle, but it was not clear what the reality would be.*
4. *The Panglong Agreement promised all people hereditary rights.*
5. *The Kachins wanted to safeguard their culture so that their fundamental religion and beliefs would not be lost.*
6. *The leaders from the Frontier Areas were not sure if the AFPFL genuinely viewed them as equals.*
7. *If someone is upset, you can reassure him or her that everything will be OK.*

B. Students look through the text and decide whether these sentences are true or false (according to the text) or not stated (the text does not mention this point at all)

Answers:

1. *F (They met at the Panglong Conference)*
2. *T*
3. *T*
4. *F*
5. *T*
6. *NS (They didn't attend, but there is no information about whether they wanted to)*
7. *T*
8. *T*

group work

In groups of four or five, students look at the wording of the Panglong Agreement. With the terms “full autonomy in internal administration” and “the rights and privileges which are practiced as fundamental in democratic countries,” make a list of rights and privileges they think the agreement means. What things were the Frontier people allowed to decide? What rights were they allowed to have?

Groups present their ideas to the class.

homework

A. Students write the events from this section on their timelines.

B. Students write a paragraph on the relevance of the Panglong agreement to the situation in Myanmar today. Why, or why not, do students think it is important? They could write this either in English or their own language.

The British role in negotiating Myanmar independence with ethnic minority people

OBJECTIVES AND KEY CONCEPTS:

- the changing attitudes of the British towards Myanmar independence
- the Frontier Areas Commission of Enquiry (FACE)
- consider the perspective of the British, the AFPFL and ethnic groups

exercises

A. Answers:

1. Britain's ultimate goal in the late 1940s was to have Burma Proper and the Frontier Areas become one country.
2. The British did not think it was realistic for ethnic minority groups to get their own states.
3. The British changed their premise about Myanmar's unity in the late 1940s.
4. Ethnic leaders testified in front of the FACE. Their testimonies were about their plans for the future.
5. After World War II, the British were recovering from the problems they had during the war.
6. For the British, problems in India overshadowed problems in Myanmar.
7. The British decided to say that the Frontier Areas were not independent, but were merely a part of Myanmar.
8. What is your approach to the problems in Myanmar?
9. Most parents would never abandon their children.

B. Answer:

D

C. Students answer these questions. They should use their own words, rather than copy exactly from the texts, where possible. You might ask students to close their modules and answer the questions without looking at the text.

Example answers:

1. Around the late 1940s
2. People were recovering from WW II
3. He thought the Frontier Areas and Burma Proper should be one country
4. They started the FACE commission and talked to different ethnic groups about what they wanted.
5. Some leaders did not want to discuss their issues with the British, there were different opinions within these groups, and some leaders did not speak on behalf of the majority.

group work

In groups, students list the good and points about the British role in negotiating with Myanmar's ethnic groups. There are no right or wrong answers to this exercise, it depends on students' opinions.

Suggestions:

- Good points-* they started a commission
they went to the Frontier Areas to talk to different groups
- Bad points-* they had already decided on their plans before talking to the ethnic groups
they didn't take action on behalf of the ethnic groups
they were in a hurry to get out, so didn't take much care

discussion

Students imagine they are British officials in 1947. What would they have done? How could they have improved the situation? Have a class discussion.

homework

Students write the events from this section on their timelines.

1947 constitution

OBJECTIVES AND KEY CONCEPTS:

- the 1947 Constitution, process and problems
- consider how the 1947 Constitution could be improved
- differentiate between facts, opinions, and hypotheses
- analyse the constitution's statements on religion

exercises

A. Answers:

1. Delegates from various groups participated in writing the Constitution.
2. Not all of the delegates were satisfied with the 1947 Constitution, because they felt it did not settle important issues.
3. The State recognised that people in Myanmar profess belief in different religions.
4. The British administration set a precedent for treating different groups in the Frontier Areas under different rules.
5. The Constitution promised the Shan and Kayah states the right to secede after ten years.
6. The Constitution was inconsistent because it did not treat all groups equally.
7. Leaders from many communities made up the Constituent Assembly.
8. At the Constitutional Convention, leaders wrote the 1947 Constitution.
9. The main idea of the Constitution was adopted.

B. Answers:

1. NS
2. T
3. F
4. F
5. NS
6. T

C. Students decide whether these statements are facts or opinions (no hypotheses in this exercise).

Answers:

1. Fact
2. Fact
3. Opinion
4. Opinion (They prepared for armed struggle. Whether they had to or not is an opinion)
5. Fact
6. Opinion

group work

In groups of four or five, students make lists of the good and bad points of the 1947 constitution.

There are no right or wrong answers here; for example some students might think the right to secede is a good point, other might think it is a bad point.

discussion

Have a class discussion on the religious clause in the constitution. Was this clause a good way to solve religious differences in Myanmar? Basically the clause says the Buddhism is special, because it is the majority religion, but that Islam, Christianity, Hinduism and animism are also practiced. Do students think this is fair?

homework

Students write the events from this section on their timelines.

The assassination of Aung San and his cabinet

OBJECTIVES AND KEY CONCEPTS:

- the assassination of Aung San and his cabinet
- causes and effects of the assassination
- imagine an alternative future

exercises

Answers:

1. *People think of Bogyoke Aung San as a martyr because he died struggling for Myanmar's independence.*
2. *U Saw was executed for assassinating Bogyoke Aung San.*
3. *International leaders sent their condolences because they were sorry for the people in Myanmar.*
4. *July 19th commemorates the people who died on that day.*

group work

In groups, students imagine what would have happened if Aung San had not been killed. How would Myanmar be different? What things would be the same? Groups discuss this idea and tell the class what they think.

homework

Students write the events from this section on their timelines.