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The National Anthem of Sri Lanka

Sri Lanka Matha

Apa Sri Lanka Namo Namo Namo Matha

Sundara siri barinee, surendi athi sobamana Lanka

Dhanya dhanaya neka mal palaturu piri jaya bhoomiya ramya

Apa hata sepa siri setha sadana jeewanaye matha

Piliganu mena apa bhakthi pooja Namo Namo Matha

Apa Sri Lanka Namo Namo Namo Namo Matha

Oba we apa vidya

Obamaya apa sathya

Oba we apa shakthi

Apa hada thula bhakthi

Oba apa aloke

Apage anuprane

Oba apa jeevana we

Apa mukthiya oba we

Nava jeevana demine, nithina apa pubudukaran matha

Gnana veerya vadawamina regena yanu mana jaya bhoomi kara

Eka mavakage daru kela bevina

Yamu yamu vee nopama

Prema vada sema bheda durerada

Namo, Namo Matha

Apa Sri Lanka Namo Namo Namo Namo Matha

අධාාපන පුකාශන දෙපාර්තමේන්තුව විසින් සකස් කරන ලද වීඩියෝ ඊ -තක්සලාව වෙබ් අඩවිය හා යුටියුබ් වැනලය මගින් නැරඹිය හැකිය கல்வி வெளியீட்டுத் திணைக்களத்தினால் ஆக்கப்பட்ட வீடியோக்களை e-Thaksalawa இன் இணையத்தளம் மற்றும் youtube அலைவரிசைகளினூடாகப் பார்வையிட முடியும்.

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ජාතික අධතාපන ආයතනය



Please use this book, which you have received from the government, with care so that it can be used by another student next year.

	Name of the Student	Grade	Class Teacher's Signature
2026			
2027			
2028			
2029			

History

First Term

Module 1 and 2

Grade 6

Department of Social Sciences
Faculty of Languages, Humanities and Social Sciences
National Institute of Education
Sri Lanka

Web: www.nie.ac.lk

Printing and Distribution - Educational Publications Department

History - Grade 6

First Term:

Module - 01

Let us Discover History Module - 02

The Early Human

First Print: 2025

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Message from the Director General

The General Education Transformative Reform Effort in Sri Lanka aims to create a decisive pathway to meet the needs of every learner. The foundation of this reform lies in the modernization of curricula, teaching—learning methodologies, and assessment systems, with a strong emphasis on competency-based learning, critical thinking, creativity, 21st-century skills, technological orientation, and ethical citizenship.

The contribution of the Hon. Prime Minister; the Secretary to the Ministry of Education; Additional Secretaries; Subject Directors; the Commissioner General of Examinations and the staff; and the Commissioner General of the Educational Publications Department and the staff, who worked with exceptional dedication, has been immense in ensuring the quality of the curricula and related learning materials proposed for implementation from the year 2026 for Grades 1 and 6. These materials have been developed by the National Institute of Education through a collaborative dialogue with educationists, interdisciplinary experts, teachers, and various stakeholders.

I also gratefully acknowledge the exceptional commitment of the Council and the Academic Affairs Board of the National Institute of Education during this initiative. The entire staff of the National Institute of Education, who have contributed immensely in accomplishing this task, deserve the respect of the nation.

Prof. Manjula Vithanapathirana Director General National Institute of Education 11.08.2025

Message from the Commissioner General of Educational Publications

The world today is progressing at an exceptional pace, driven by innovation and transformation. In parallel, it is the paramount responsibility of everyone involved in the field of education to equip schoolchildren with the skills necessary to face the challenges of the modern world. Accordingly, it must be noted with pride that the opportunity to introduce the module-based learning approach aligned with the new curriculum to be implemented from the year 2026 is a significant achievement.

These specially designed learning aids for each subject aim to strengthen essential skills such as critical thinking, creative problem-solving for complex issues, analyzing information from multiple perspectives, and making logical decisions. I believe these resources will serve as a strong foundation for each subject.

I kindly request all of you to use these learning aids as a guiding light to help realize the noble dreams of a generation of students enriched with wisdom and virtue. I also extend my heartfelt gratitude to everyone who contributed immensely to the excellent task of compiling the modules and activity books.

D. A. Subhashini Dematagoda Commissioner General of Educational Publications Educational Publications Department, 11.08.2025

Foreword

Broad learning areas identified for the entire school curriculum reflect the nation's capacity to address the challenges of sustainable development in a rapidly changing national and global context. Furthermore, it is evident that the broader learning areas have been identified to meet the demands that keep on evolving over time. Similarly, while the subjects in the existing school curriculum are being modernized, new subjects are also introduced. Thus, the teaching–learning process must essentially evolve in line with these changes. The introduction of learning-based modules for each subject in the new curriculum, scheduled to be implemented from 2026, is a result of this evolution.

New curricula are scheduled to be introduced for Grades 1 and 6 in 2026, and thereafter in Grades 2 and 7, Grades 3 and 8, Grades 4 and 9, and Grade 5 in 2027, 2028, 2029, and 2030 respectively covering both primary and junior secondary stages.

From the Junior Secondary stage, the new modules incorporating modern learning centered pedagogy are developed, and therefore, teachers are expected to provide the necessary guidance to learners while creating an environment that fosters self-learning. These modules are intended to support the development of students' skills and to guide them in applying acquired knowledge and essential concepts. They will also help students learn and reinforce 21st-century skills such as literacy, interpersonal skills, critical thinking, and values.

Each module provides guidance on the use of new technologies. Furthermore, students will be provided with appropriate assessment tools to evaluate their performance and educational progress transparently. The modules are designed to support realistic learning by encouraging the practical application of new skills and knowledge.

In addition, the contribution of all staff members of the institution involved in the development of these modules, along with the support provided by teachers, teacher educators, directors, and professionals from various fields in both the public and private sectors should also be fondly remembered. Their efforts have significantly contributed to maintain quality of the modules.-

Since feedback on user experience and suggestions for further improvement are considered important, your feedback will be greatly acknowledged.

Dr. S.A.D. Samaraweera
Deputy Director General
Faculty of Languages, Humanities & Social Sciences, NIE
08.08.2025

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Introduction

History is about the past. Throughouthistory we study the success and failures of attements made by human beings within the purview of history to study about humans, about the society they lived in and their connections to the environment. History thus enables us to understand these developments and how they have shaped the present and how they impact the future.

D. H. Chandima Nishani Dharmapala Director Department of Social Sciences

Instructions for using the Module 1

For module 01 (Let us Discover history) time frame is 12 periods (10 hours) and 01 credit.

- 1. Individual and group activities should be done by the students themselves.
- 2. Follow the instructions before doing the activities.
- 3. Do the exercises according to the instructions and the guidence of the teacher.
- 4. Be prepared prior to the activities.
- 5. The marks allocated for the activities of the module will be through continuous assessments (70 marks)
- 6. Thirty (30) marks will be allocated for the assessment at the end of the module.

Instructions for using the Module 2

For module 02 (The Early Human) time frame is 12 periods (10 hours) and 01 credit.

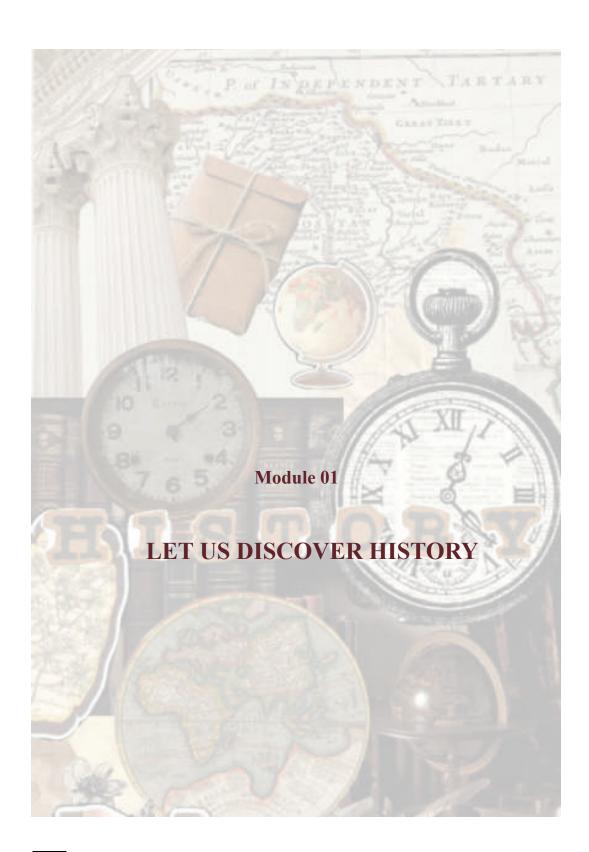
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Contents

		Page No
Mod	dule - 1	
01.	Let us Discover History	1 - 29
	Introduction	1 - 2
	1.1 - Let us identify history	3 - 8
	1.2 - Benefits of learning history	9 - 15
	1.3 - Obtaining information through sources	16 - 26
	1.4 - Let us construct our school history	27 - 29

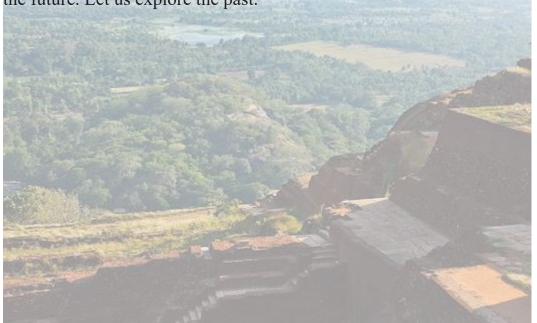
Module - 2

01.	The Early Human	30 - 79
	Introduction	31 - 32
	2.1 - Evolution of human	33 - 44
	- Main stages of the human evolution	45 - 55
	2.2 - Discoveries of humans	56 - 73
	2.3 - Modern man (Homo Sanien)	74 - 79



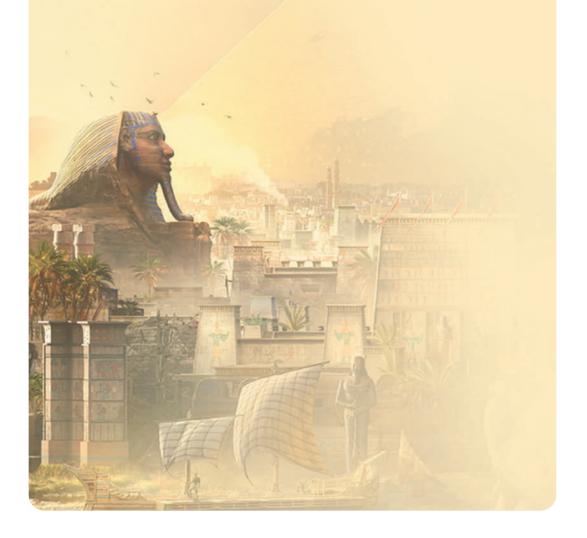
Let us Discover History

The meaning of the word 'history' is, "It happened in this manner". All that happened in the past is understood as history. Yet we do not study everything that had happened in the past. We learn only about past events that occured from the past to the present and those that have decisively impacted on the historical journey of man. Today we are at this developed stage as a result of the various efforts taken by the ancient man. Although, there had been instances of failures in the past, through those failures, solutions were found. By learning these facts we too can learn necessary lessons for the betterment of the present and the future. Let us explore the past.



By studying this module you will be able to,

- understand what history is,
- understand how historical periods are measured,
- know the benifits of learning history,
- understand how history can be learnt,
- find information via sources.





Activity - 1.1

Let us identify history

Expected Outcomes

• Explain what history is

Duration

• 03 periods

At the end of this activity I will be able to,

- state events that belong to history,
- understand what history is,
- describe how a historical period is measured.

Dear child. You are a student of Grade 6. How did your school life began?



Step 01 - Approach - 50 minutes - 04 marks

- Do you remember the very first day that you came to school?
- In school, who was the friend who spoke with you first?
- In your school life, who was your first teacher?

By recalling all these, present them to the class. Listen what your friends have to present. This way, you may remember more about your early life in school.

- Other than the first day of your school do you remember any other incidents that happened?
- Present such an incident to the class.

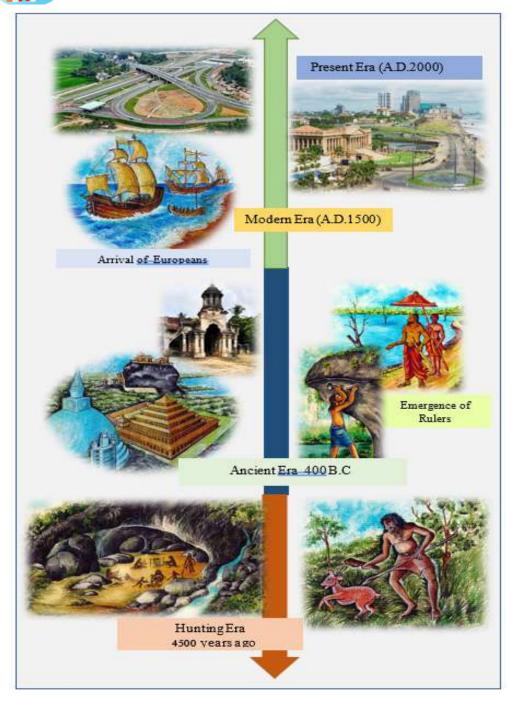
Dear student, up to now we discussed the history of your school life.

What is History?

History means what had happened in the past. History identifies as what man had done during those times. Thus, what man has done from early times to the present, is the historical journey of man. By referring to what happened in the past, historical information is collected.



Step 02 - Let us identify history - 50 minutes - 08 marks



Picture 1.1.1 Changes with time

- Have a close look at the picture 1.1.1 with your friend who is seated next to you.
- Note down two things that you and your friend noticed in the picture in your exercise book.

You need to understand that all these were created by man. Man created new things to satisfy his needs. In picture 1.1.1 activities of ancient men are depicted. Thus history is identified as what man has created from past to present. It is also identified as the story of man.



Step 03 - Measuring the historical periods - 25 minutes - 06 marks

• Read the given details well and answer the questions given below.

History can be defined also as a journey through time

You were born 12 years ago.

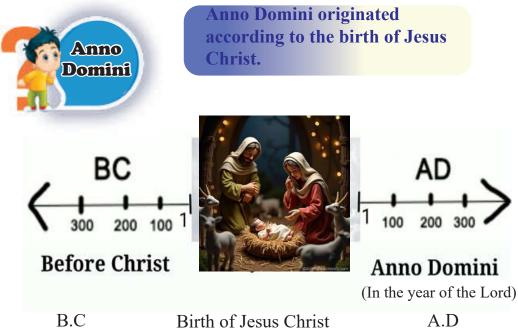
Six years ago you were admitted to Grade 01.

What is today's date? Write it on the board.

How did you decide today's date?

Dear children, what you mentioned is on the day of the month of in the year 202... A.D.

Most of the countries of the world including Sri Lanka use A.D. to measure time.



Picture 1.1.2 - Measuring the time according to A.D

According to this

The period prior to the birth of Christ is known as B.C.(Before Christ). The period after the birth of Christ is known as A.D. (Anno Domini).

Dear children, look at the picture 1.1.1 again. This picture shows, the most important events of our country according to different historical periods. Accordingly,

- B.C 4500 Hunting period (4500 years before the birth of Christ)
- B.C 400 Ancient period (400 years before the birth of Christ)
- A.D 1500 Modern period (1500 years after the birth of Christ)
- A.D 2000 Present period (2000 years after the birth of Christ)

Anno Domini is the globally accepted standard way of measuring time. Most of the countries including Sri Lanka use this method. Other than this way of measuring time, time is also measured based on various incidents such as the Buddha era, the Saka era, the Hijra era.

Write how long after the birth of Jesus Christ, the following events took place.

- 1. Your Birthday
- 2. The Founders day of your school
- 3. The day of independence of Sri Lanka



Step 04 - History means - 25 minutes - 04 marks

- Dear children, from what you have learnt so far, write what history means, in your exercise book.
- Discuss with your friend seated next to you for this activity.



Activity - 1.2

Benefits of learning history

Expected Outcomes

• Explain the value of learning history

Duration

• 03 periods

At the end of this activity I will be able to,

- describe the benefits of constructing history,
- identify valuable inheritances of the past,
- show good examples from the past that can be used in the present times.

Picture 1.2.1 and picture 1.2.2 show the gradual development of houses and motor cars from the past to the present.

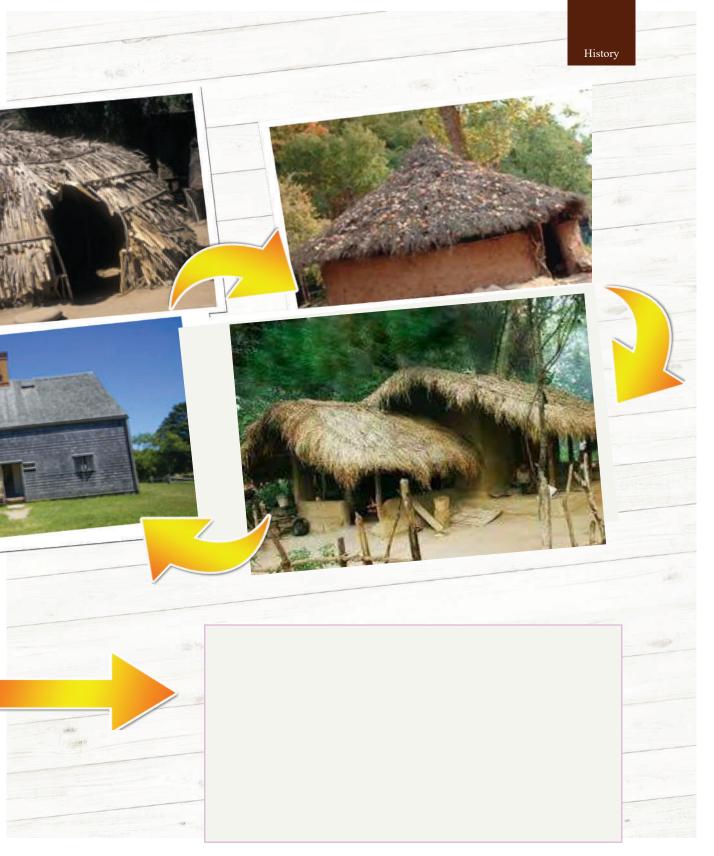
- Carefully observe those pictures and draw pictures of a future house and a future car that may get constructed.
- Do this as an individual activity.



Step 01 - Changes with the time - 100 minutes - 20 marks



1.2.1 Picture : The story of a house



The Future House



1.2.2 Picture: The story of the Motor Car



The motor car that would be constructed in the future



Step 02 - The use of learning history - 50 minutes - 06 marks

• Read the information given below and complete the task.

By doing the above activity, you would have got an idea about the house and the motor car in the future. As it is illustrated through pictures, it is easier to understand the origin, the development, the evolution as well as the present status. Thus, to understand the present and to visualise the future correctly, it is essential to have knowledge of the past. Therefore, the history subject allows you to learn from past experiences, and use that knowledge for a better understanding of the present and plan for the future.

By learning history, you gain knowledge about your motherland. History describes how our ancestors contributed to the development of the land and the nation, how they safeguarded its people, and the innovative creations and great qualities they left behind for future generations. By understanding this legacy, we can nuture individuals who value their heritage and love their country deeply. Citizens shaped by such knowledge are more likely to dedicate themselves wholeheartedly to the progress and betterment of their nation.

Throughout history, it is described how ancient leaders worked for the well - being of their people and for the prosperity of their kingdoms. As a result, citizens respected and showed loyalty to their leaders and they were committed to work for the development of the country. However, history also describes instances where rulers had acted against the principles of justice or the values of the kingdom, and where people have stood up and opposed their leadership. By studying history, future leaders can learn valuable lessons about how to lead a nation through a people - centered and responsible manner.

■ Write 3 b	enefits that car	n be gained by l	learning history.	
1				
2				
3				



Activity - 1.3

Obtaining information through sources

Expected Outcomes

• Identify sources and from them separate evidences that are helpful in studying history.

Duration

• 03 periods

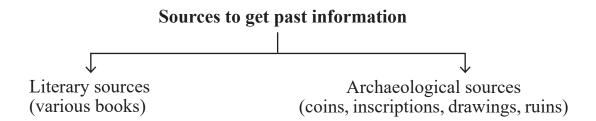
At the end of this activity, I will be able to,

- name the sources that help to study history,
- present the information obtained from a source.



Step 01 - Let us find sources to obtain past information - 50 minutes - 08 marks

• Read the information given below and answer the questions.



The sources that are used to get past information can be categorized mainly into two. Accordingly, various books written in the past are identified as literary sources.

During early periods the texts were written on Ola leaf manuscripts made out of palmyrah leaves. What was written in books in later periods are considered as literary sources. Out of all the literary works of Sri Lanka, the most important literary piece is the Mahavamsa. It was written in the 5th century A.D by Mahanama Thero.

Even after Mahanama Thero, the Mahavamsa was continuously written, through different periods. Even at present the Mahavamsa is being written. As such the Mahavamsa is helpful in constructing the continuous history, from the beginning of our civilization to the present. Sri Lanka is one of the countries that has written its history continuously. The first part of the Mahavamsa, written by Mahanama Thero has been named as a world heritage literary work. It is a matter of pride and honour for our country.

Archaeological sources are unearthed materials that belong to the past. The remainings from the past up to the present that humans had used as tools for their daily activities, their living places, buildings and cemetries are identified as archaeological sources. Such findings are part of archeological evidence. Therefore information we use to learn about our history are called sources.



Ola leaf manuscripts



An inscription (letters inscribed on granite)



No - 02 Shiva Devalaya Polonnaruwa



Thuparama Image House Polonnaruwa



Royal Palace of King Parakramabahu the Great Polonnaruwa



A Palace During Sankili Kingdom - Jaffna

Monuments of an ancient hospital of Mihinthalaya

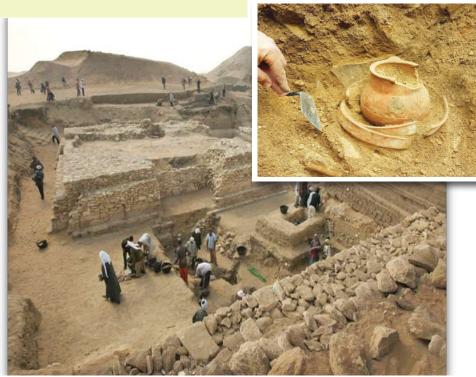


A number of the sources that give information about the past are shown in the above pictures. A large number of such sources are still remaining in our country. Sri Lanka falls among the countries that have a large number of sources that can provide information about the past. You are blessed to live in such a country.

Certain sources that can provide information, with time, have been buried under the earth. Such places are discoverd through excavations and provide information relating to ancient kingdoms, buildings and items that our ancestors used and their customs. These pictures show how excavations are done to discover sources buried under the earth that describe the past.



Ruins found in an excavation



An excavation

- Write two literary sources and two archaeological sources in you exercise book.
- Discuss your answers with the friend next to you.
- Obtain marks following your teacher's instructions.

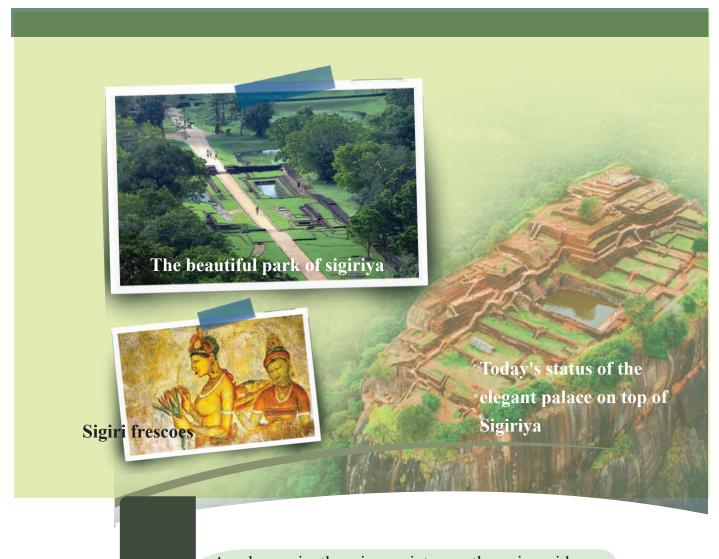


Step 02 - Receiving information through sources - 70 minutes - 12 marks



Dear children, let us find out how information can be obtained from a source. Read the following details and do the activity. The picture shows the Pahiyangala cave. There is information about human habitation in this cave over 40,000 years ago. Humans of that time used such caves for their living. Such caves can be used as a source to gather information about ancient settlements.

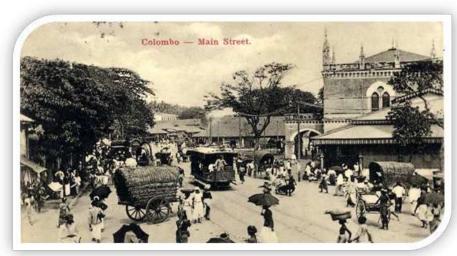
This picture shows the Parakrama Samudraya of Polonnaruwa. It is stated that it was constructed by king Parakramabahu the Great 1000 years ago. Due to it is massive scale, it is called samudraya. It supplies water for a large number of paddy fields. This construction is one of the best examples to show how our kings have contributed towards the economic upliftment of the country.





As shown in the given pictures, there is evidences that, on top of the Sigiri mountain, there had been an elegant palace, colourful paintings and a garden complex in the premises. According to the chronical Mahavamsa, the beautiful Sigiriya was built during the time of king Kashyapa the First. Thus, the ruins of buildings, the garden complex, paintings as well as books like the Mahavamsa are helpful sources to gather information about Sigiriya.

Take a close look at these three pictures of the Colombo city and state two features common to borth.



Picture 1 - Colombo city around 120 years ago



Picture 2 - Colombo city around 70 years ago





Picture 3 - Colombo city at present

According to these pictures, since early days the city of Colombo was crowded with people. Even at present, people come to the Colombo city to fulfill various needs. The main reason for the Colombo city to be crowded is because it is a large trade centre of our country. During ancient times, foreigners visited the city because of the Colombo harbor. It is believed that Colombo derived its name from the words *cola - amba - thota*. Thota means the port or the harbor. Thus, the given pictures confirm that the Colombo city was crowded since early days.

By now you would have learnt, how sources provide information. Based on what you have learnt, write down the information you can gather from the sources, given in the table below. Discuss with your friends and find the most appropriate answers.

Source	These pictures show	Information gathered
And the second s		



Step 03 - Finding out how the name originated-

	w your village/ town/ land	e received its name	ett er stand
 Discribe how 	you were able to find this	information	
• Discribe now	you were dole to find this	miormanon.	



Activity - 1.4

Let us construct our school history

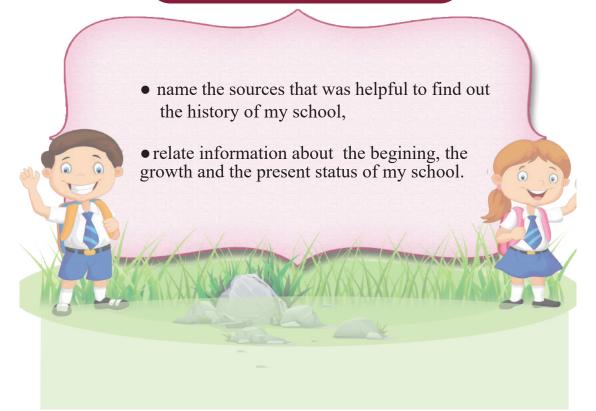
Expected Outcomes

• Construct the history of the school in a chronological order by referring to sources.

Duration

• 03 periods

At the end of this activity I will be able to,





Step 01 - Let us find out the history of our school - 100 minutes - 20 marks

- Explore the history of your school based on the information given in the following task sheet:
 - Reasons for starting the school.
 - People who contributed to start the school.
 - The very first building in the school and how the number of buildings have increased.
 - The first student and how the number of students have changed.
 - The first set of teachers and how the number of teachers have changed.
- Do this as a group activity (the teacher will group you).
- Write an article of 50 words for a wall paper on the topic " Our School" by using information you have collected based on the given facts.
- Make the article more attractive by adding relevant pictures and photographs.
- Present the activity to the class.
- All the members in the group should participate in the task to make it a success.



Step 02 - 50 minutes - 08 marks

- 1. Make a list of the sources, that helped with the construction of the school history.
- 2. Complete the table given below by referring to those sources.

Source	Information found
Example. 1. The first building of the school	This is as old as 80 years. Therefore our school had started 80 years ago.
2.	
3.	
4.	

Summary

History means finding out what men in the past had done. Information of the past can be found via sources. Books, articles written by man, utensils they used, cemeteries, buildings in the ancient times, are the various types of sources. By referring to these various sources, information about history can be found out. By studying this information we will be able to see the future through the past, learn lessons from the past and create a citizen who would respect his/her country.

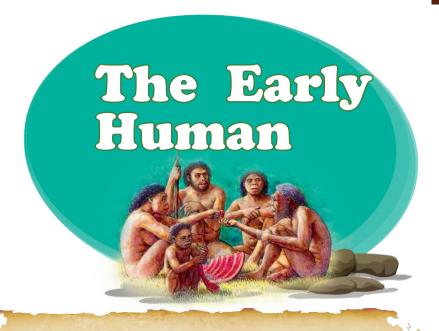


Module 02

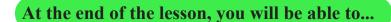
The Early Human

Origin of the Homo Sapiens from Australopithecus





Man differs from other animals because of a superior mind. As humans, both you and I have a great capacity to imagine as well as innovate things. Due to this today man is able to discover space as well. You must be curious to know the origin of this man who is doing such wonders. Let us find out the story of this man.



- present information of the human evolution using a source,
- describe specific abilities of humans one by one and how they have impacted on human activities,
- show how you as a citizen can contribute to the future by presenting your skills,
- state the types of humans living in different geographical zones and how environmental factors have impacted on their external differences,
- show that every man has evolved from the same root.



Activity - 2.1

Evolution of Human

Expected Outcomes

• Study information related to the human evolution through sources.

Duration

• 05 periods

At the end of this activity I will be able to,

- name the source that would help me learn the evolution of man,
- present information related to the human evolution using sources,
- arrange the order of the main stages of the evolution,
- come to know of information related to each and every human,
- identify the physical evolution of humans,
- state the differences that are visible in the external body of humans from one another.
- show how the development of the brain and the changes in the hands and feet have impacted various human abilities.

Approach





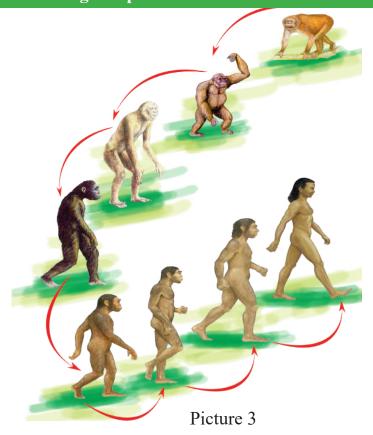
Dear children, look at these two pictures. While from picture 1 you can see the first woman in the world as found so far and from picture two a figure of a woman in the present time.

Picture 1

Picture 2

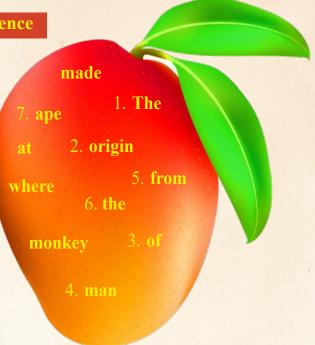
This is a result of the physical evolution that has taken place over hundreds of thousands of years ago. Let us find out from this lesson how such differences happen.

- Carefully observe the given picture below.
- In your exercise book, write one sentence about what you think about the given picture.



Let us look for the hidden sentence

- 01. A sentence is hidden in the given mango, which illustrates the idea of the above picture. Write the hidden sentence by referring to the order of the numbers in your exercise book.
- 02. Discuss with your teacher, comparing the idea expressed by you in your sentence with the hidden sentence.



As given below, according to the answer you have given draw the appropriate star mark in your exercise book.

Self Assesme	ent Opportunity
The sentence that I wrote matches well with the idea given in the hidden sentence	Very Good 🙀 🛊
Written sentence matches to a certain extent to the idea given in the hidden sentence	Good 🙀 🖈
Written sentence does not match with the idea given in the hidden sentence	Needs to improve 🜟



Step 02 - Let us identify the sources 50 minutes - 05 marks

Let us Find out how Human Evolved

Read the given information below and do the activity in page 40

How can we find out the human evolution?

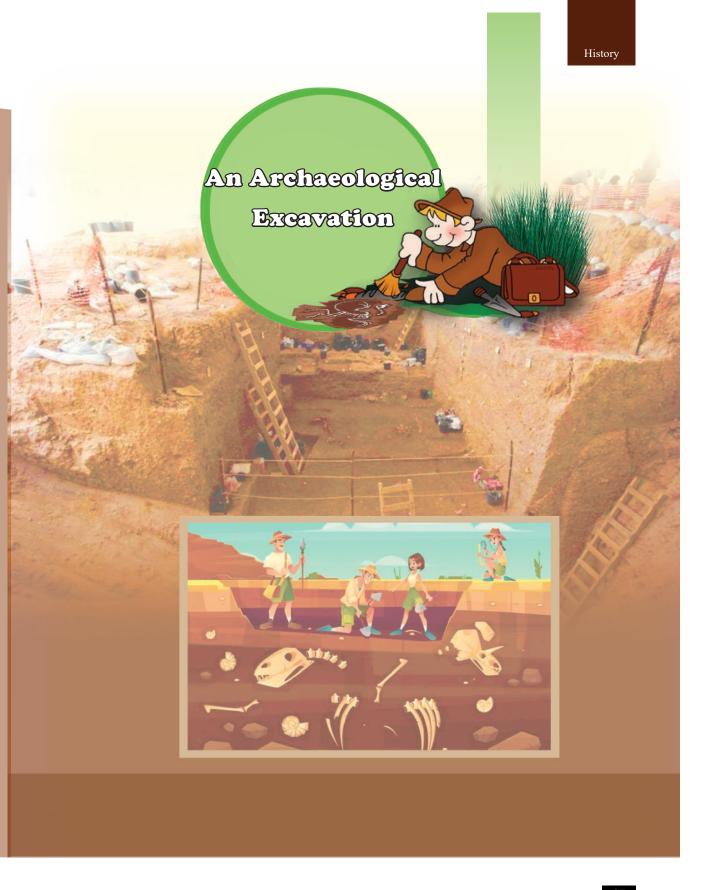
What are things that we can use for this purpose?

sources

Man originated hundreds of thousands of years ago. We are curious to know about the origin of man. Therefore scholars of many countries had conducted several research studies on the human evolution.

By identifing the areas where the ancient humans had lived many evidences had been discovered through Archeological Excavations. Among them following evidences are important.

- Bones of animal that lived millions of years ago and remains of variouse plants, and marks belonging to fossils.
- Skeletons of various humans.
- Out door areas and caves where humans lived.
- Different tools used by humans.
- Remains of animal bones of those times.
- Since writing had not developed during this period, information related to human evolution can be found out from books, maps, photographs and paintings done in later years based on the above mentioned evidences discovered through archaeological researches.



Fossil

- □ Fossils are the remains and marks of humans and animals lived in the past and plants.
- ☐ These include animal bones, stools, teeth, flakes of plants and seeds, animal foot prints or hand prints.
- ☐ Fossils are particles that do not decay easily.
- ☐ It takes millions of years for as a fossil to form.



Foot print of an Ape



Skeleton of a marine organism



Teeth of an earliest human



Skeleton of an extinct dinosaur



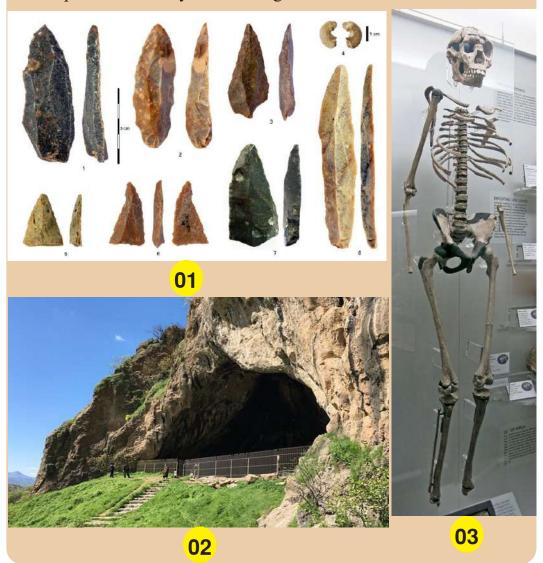
Skeleton of a fish

Tools

Tools are what were used to carry out various tasks easily. Tools were made out of stone, wood, clay or metal.



- Do this as an individual activity.
- Observe the pictures given below.
- These pictures are sources that provide information about human evolution.
- Name the source of pictures 1 to 5.
- Exchange your exercise book with your friend sitting close to you.
- Mark the answers as your teacher explains.
- You will get a total of 5 marks (01 mark for each correct answer).
- Complete the activity within the given time.





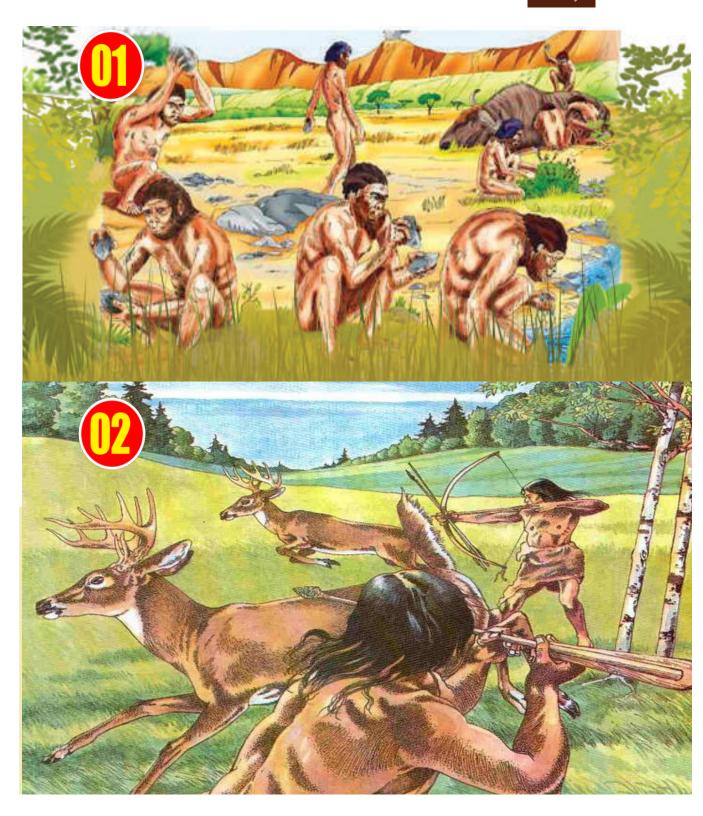


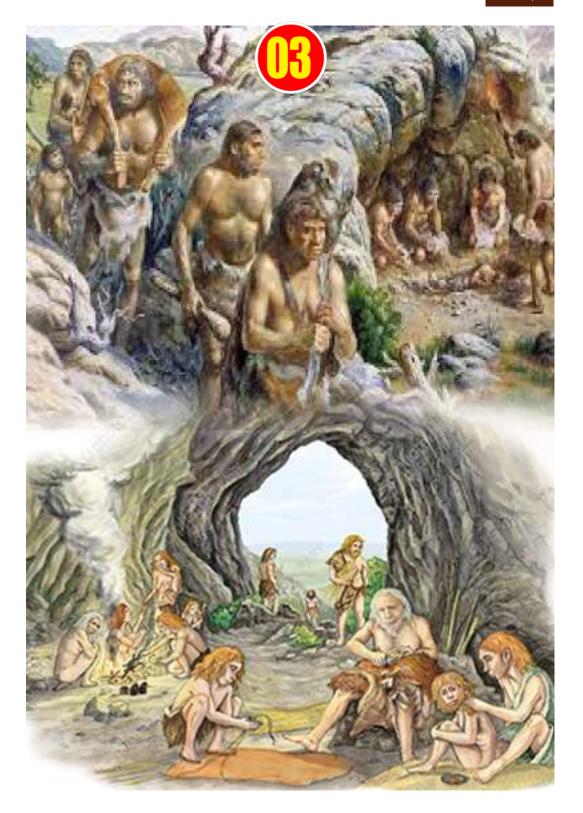


Step 03 - 50 minutes - 08 marks

Let us use sources

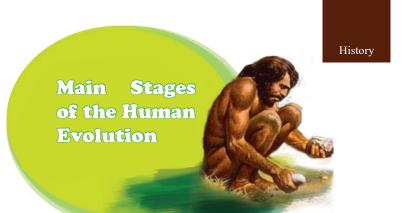
- Do this as a group activity.
- Get into groups in a suitable manner.
- Select leaders for groups.
- Pictures numbered 1 to 4 and a map are given below.
- Observe carefully the given pictures and the map and write two facts regarding the ancient human.
- Listen to yours teacher's explanations, look at your answers and mark them as correct or wrong.





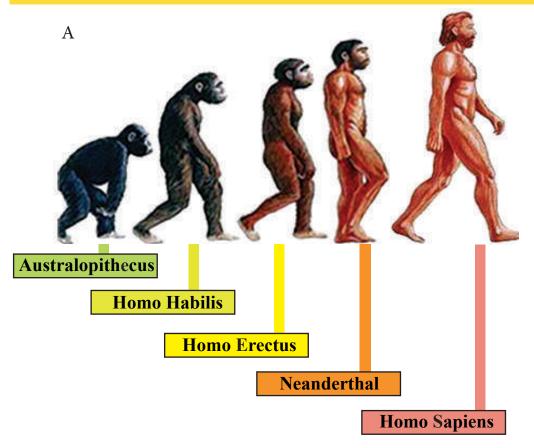


Excavated sites of the early human

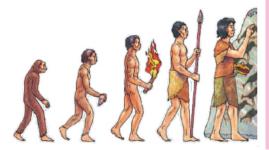


It has been discovered that the human evolution took place from a specific type of an ape that lived in Africa. Its origin had commenced 3 million years ago.

- The main stages of human evolution, according to evidence found, are presented in the diagram below under A.
- Study the diagram and the details given below (you get 50 minutes. You will also get time for each activity under different steps).
- Do the activities given under steps 4,5,6 and 7 (you can also learn more from Grade 6 "Further Learning Module" on History).



Evolution



Evolution is the process of change in animals and plants, throughout millions of years. The picture shows the evolution of modern man from the ape (Astrolopithecus) to the present.



Australopithecus

It is considered that Australopithecus is the first living being who showed human features in human evolution. He had lived around 3 million years ago. The first fossil found of this human is named "Luci" and considered a woman.





- This human could walk using feet,
- mainly ate plants and seeds,
- used natural round shaped stones, logs, batons and animal bones that were in the environment, as tools.

This is the oldest foot print that has been discoverd so far in the world that belongs to one of the Astrolopithecus. Since this foot print was found in Leatoli it is known as the Leatoli foot print. Even today we can see this foot print because, it was a foot print made while walking on the ashes of a volcanic eruption that had later got hardened.







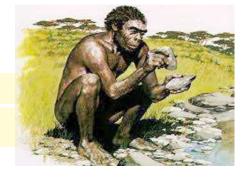






Homo Habilis had lived around 2 million years ago and is considered as the 2nd stage of the human evolution. He is called the 'Handy Man' because of his ability to make tools for the first time.

- Was the first to make stone tools
- Ate both plants and flesh



Homo Erectus

This is the 3rd stage of the human evolution. The name Homo Erectus came with the meaning of standing staight for the first time. Since evidence about this particular type of man was found from Java island, he came to be known as "Java man" and also as the 'Peking' man as he was found in Peking in China. Since his crafting skills were developed he has carried out new discoveries.





- Used fire for the first time.
- Was a strong carnivorous.
- Made stone tools for hunting.
- They were able to cover their bodies with leaves or with animal skin.



Neanderthal

Human that stayed in the Neander Valley

This is the 4th stage of the human evolution. Since evidence of this human was first found at Neander valley of Germany he is called Neanderthal. This human is mostly spread over in Europe.

- Caves were used as their habitats.
- Adapted to the cold climatic environment.
- Used clothes that were made out of animal skin and fur.
- Buried the dead.
- Lived as organized groups.
- Used fire and hunted animals.
- Wore jewellery and beautified the body by colouring them (body art).

Homo Sapiens

Wise man

He is called the modern man. This man evolved around 500,000 years ago.



His brain is bigger than the other humans. Therefore more than other humans, specific abilities were developed in Homo Sapiens. They are spread out in Europe and in Asia.

They were capable of,

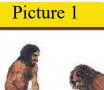
- making different types of tools,
- using caves and tents for living,
- using a language to communicate,
- following rituals and beliefs,
- drawing paintings using colours,
- burying the dead,
- hunting animals and using fire.



Step 04 - 10 minutes - 05 marks

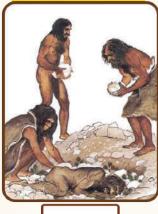
01. Pictures given below indicate the different stages of the human evolution.

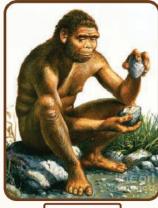
Give the correct order of the human evolution by inserting the appropriate numbers in the boxes below the picture.



Picture2

Picture 3

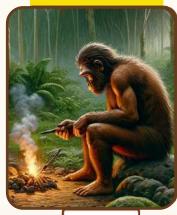


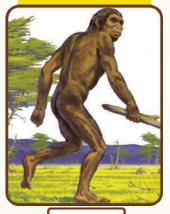




Picture 4

Picture 5



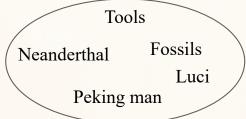




Step 05 - 10 minutes 05 marks

Do the activity given below by reading the given details.

02. Fill in the blanks by choosing the correct word from the circle and completing the sentences bellow.



- (i) The first fossil found of Austrolopithecus is called
- (ii) Human activities became easier due to the made.
- (iii) Homo Erectus is called too.
- (iv) survived in the cold climatic environment.
- (v) are formed by the slow decay of particles of fauna (animals) and flora (plants).



Step - 06 - 10 minutes - 05 marks

03.	Mark the following statements as "true" or "false" by using the symbols (\checkmark) and (x) respectively. If it is true mark (\checkmark) and if it is false mark as (x)
(i)	Homo Habilis is called Handy Man.
(ii)	Austrolopithecus can walk using their feet.
(iii)	Fire was first used during Neanderthals' time.
(iv)	Homo Erectus used a language to communicate.
(v)	Evidence was found that Homo Sapien lived in Java Islands.



From the commencement of human evolution, variuos physical differences had occurred. Some of these differences varied from one human to another. Such physical differences can be seen in the face, hands, legs, the size of the brain as well as in the height of the body.

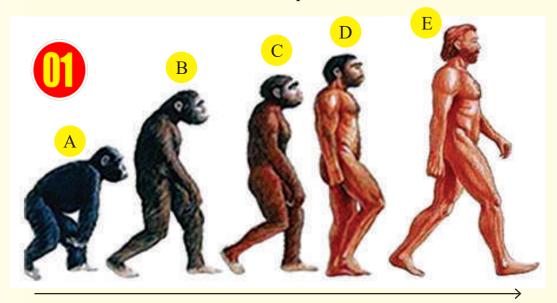
Attention

For the activity in step 07, on the day given by your teacher you will need to bring a foot print and a hand print of yours, on a piece of paper. (Apply a colour on your palm and on your foot, and press on a piece of paper and let them dry)

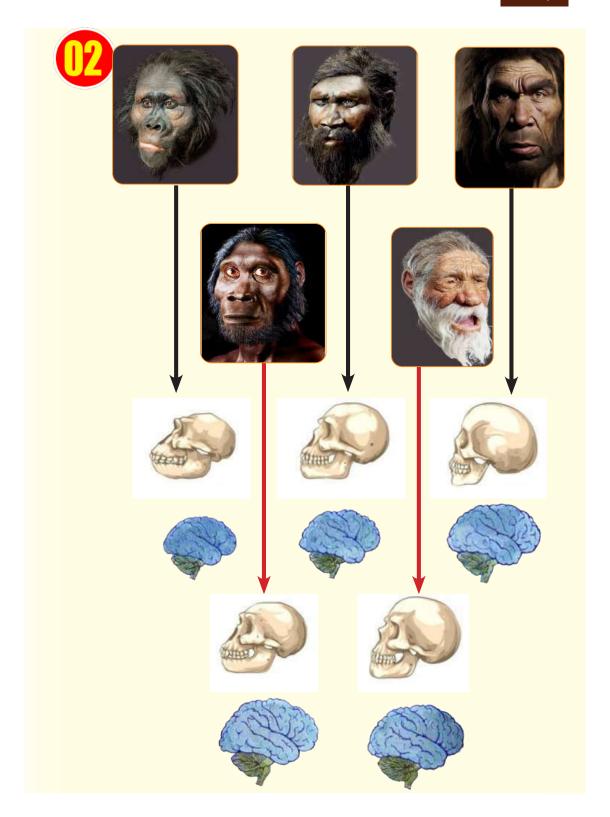


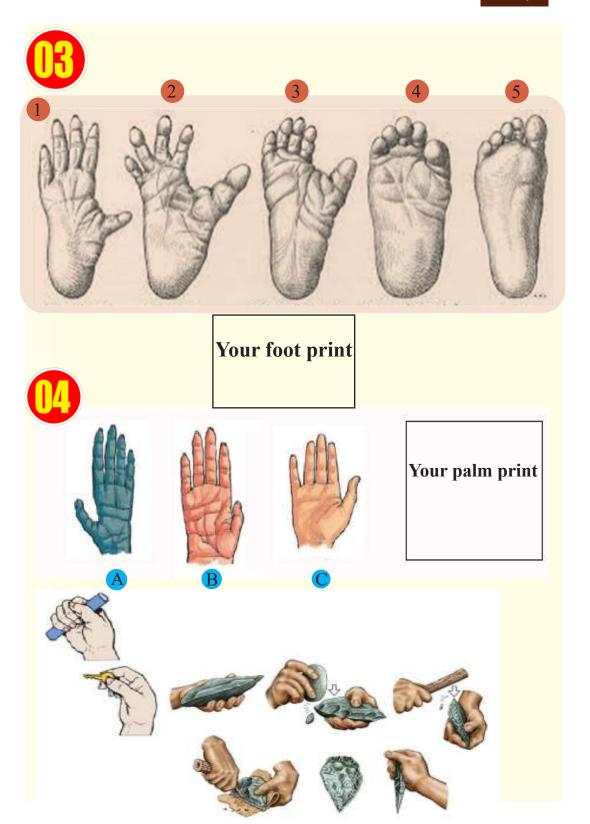
Step 07 - Let us find out similarities and differences of the human - 50 minutes - 12 marks

- Do this activity with your friends.
- Select a leader for your team.
- Observe carefully Picture 1. Write two differences that can be observed.
- Observe carefully Picture 2. Write two differences that can be observed.
- Observe carefully the hands and feet shown in Pictures 3 and 4, and identify the hands and feet that are similar to yours and name them.
- Write two differences that can be seen in each picture numbered 3 and 4.
- Discuss in your group the advantages that have occurred due to the changes in the brain, hands and feet, and give a speech in front of the class.
- Demonstrate three activities that you can do with your fingers.
- Discuss with the teacher after the presentations.



Commencement of human evolution and its development





Discoveries of humans

Expected Outcomes

• Examine the discoveries of the early humans and their impact on social progress

Duration

• 05 periods

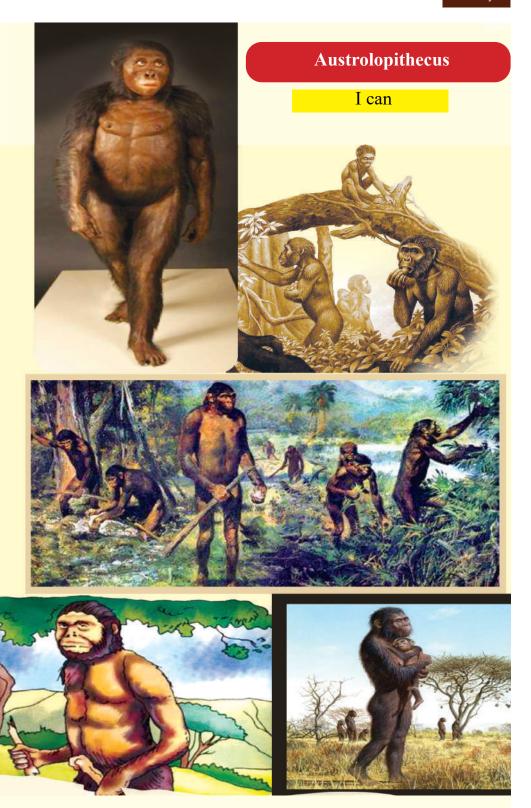
At the end of this activity I will be able to,

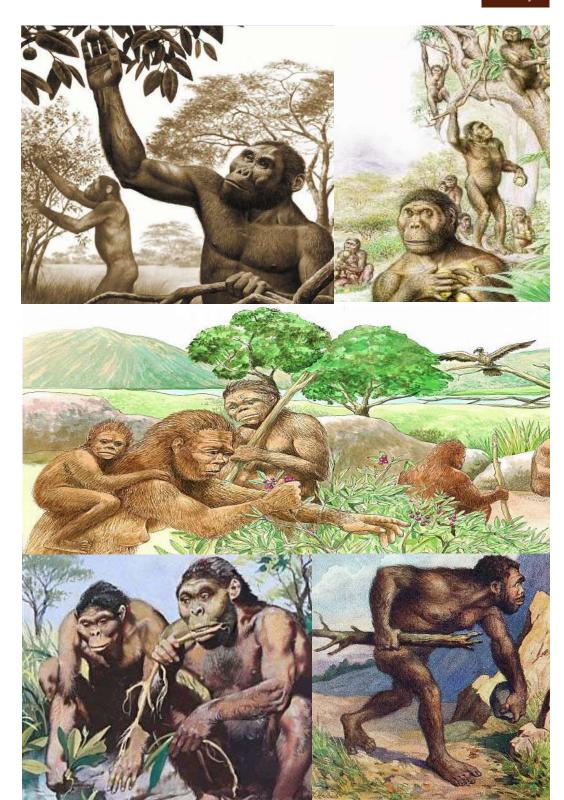
- identify the specific talents of each and every human,
- present information related to the new discoveries of humans,
- explain with examples, how human beings overcame the challenges they came across in day to day activities,
 - identify my own skills and talents and present how I can contribute to the development of the country.
 - based on my own experiences, show how human activities and discoveries are used to fulfil needs and for communication purposes.



Step 01 - Let us identify special abilities of humans - 50 minutes - 09 marks

- Do as a group activity.
- Select a group of students to represent different types of humans (both girls and boys).
- Observe the pictures of humans given below and identify their specific abilities.
- Students in group representing different humans should come in front of the class and inquire from friends in other groups what each human can do.
- The nominated friend needs to answer.
- If the answer is incorrect name another friend to answer.
- Show picture 01 bellow for the correct answer and picture 02 for the wrong one.



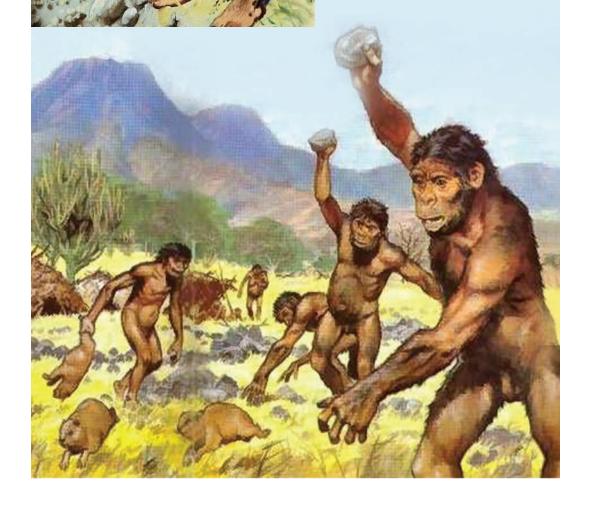


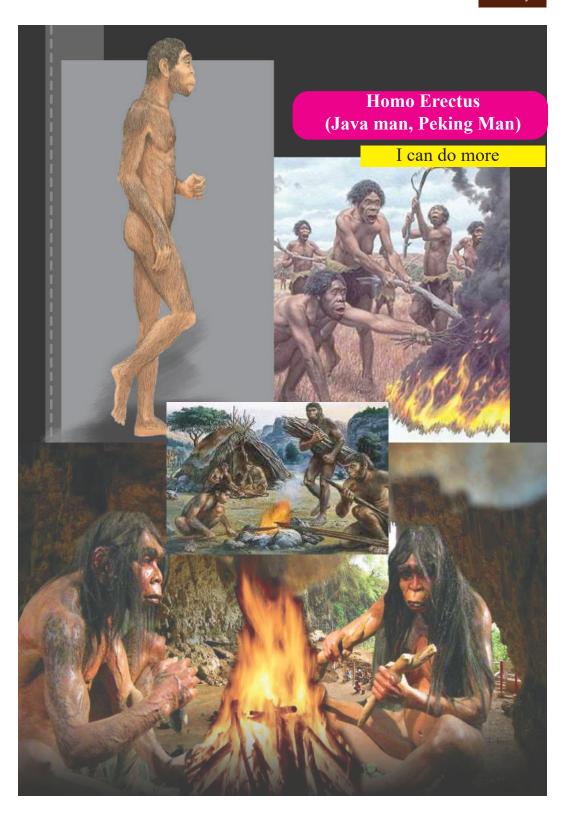


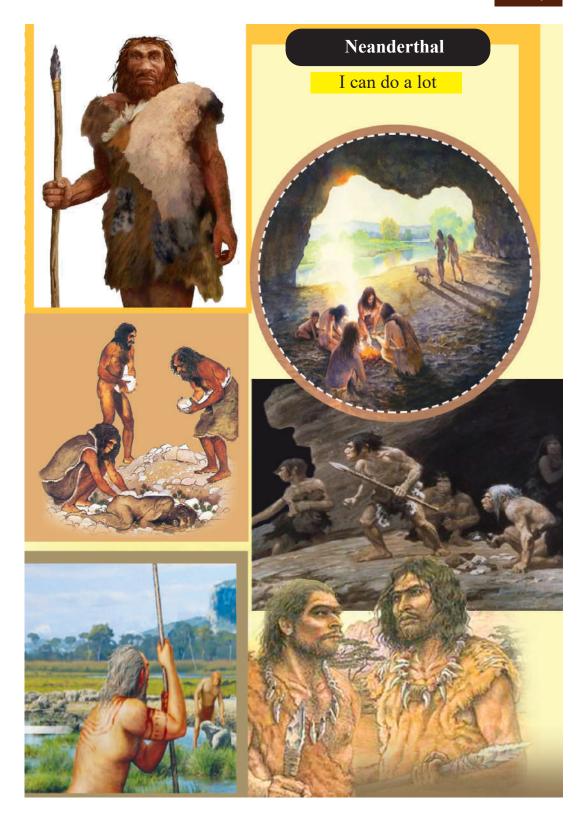
Homo Habilis (Handy Man)

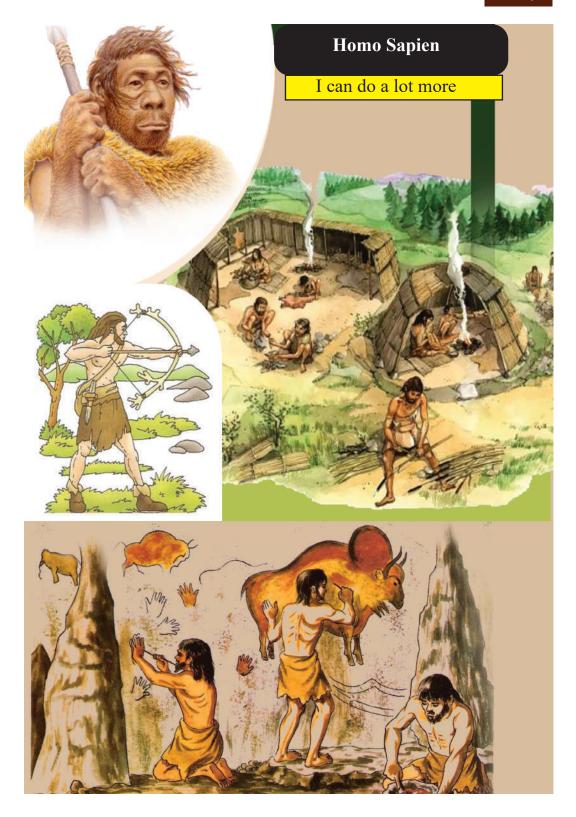
I too can













Step 02 - What I can do - 50 minutes - 12 marks



- Dear children, think of your capabilities and talents.
- Write in your exercise book, 2 talents that you have and your ambition.
- Make a speech to the class, about what you would do for the future development of the country by using your taleants.



Step 03 - Various human activities - 50 minutes - 12 marks

1. Approach ▶

People use fire for many purposes.

People make different tools (utensils) to make work easy.

• Read the above statements carefully.

Based on those statements answer the questions given below in your exercise book.

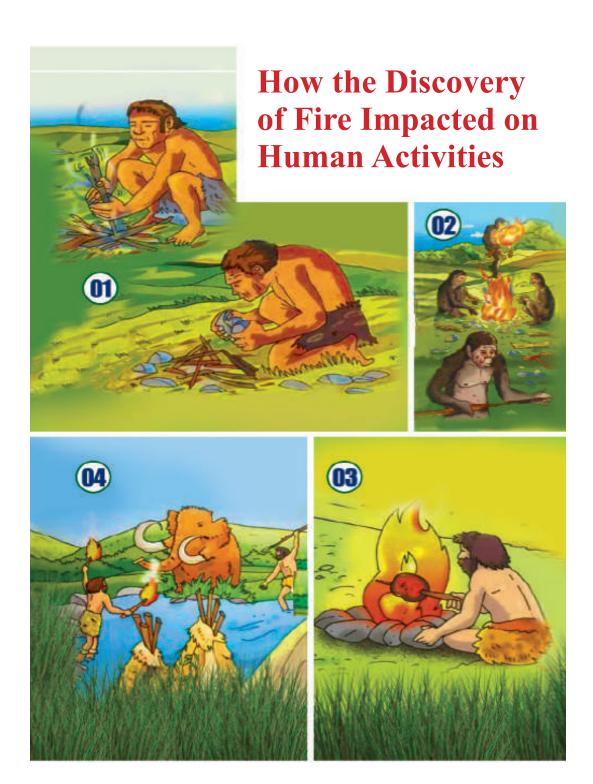
- 1. Write 2 instruments where fire is used in day to day activities.
- 2. Name 4 instruments (tools) used for different tasks.
- 3. Write one task for which these instruments (tools) were used to perform tasks.
- Share your book with your friend.
- Discuss your answers with the teacher.

Give your friend the opportunity to assess you	
All the answers are correct	Very Good 🙀 🖈 📩
Most of the answers are correct	Good 🚖 🚖
Only one answer is correct	Needs to improve

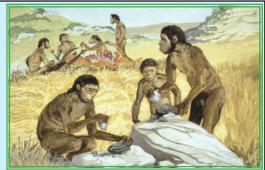
- 02. Let us develop a story based on pictures.
 - Making tools
 - Using fire

By now you have learned that hundreds and thousands of years ago these things had happened.

- 1. Activities connected to discoveries of the early man is illustrated in pages 66 and 67. Do the following activity in reference to this.
- 2. Carefully studying the given pictures, develop a story in relation to the pictures. Present your story to the class.
- 3. Later on, discuss this with your teacher.
- 4. You will receive 12 marks for this activity.

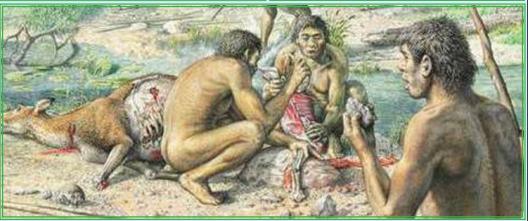


How the Development of Tools Impacted on Human Activities















Step 04 - 50 minutes - 07 marks

Do the following activity by observing the given cave paintings.

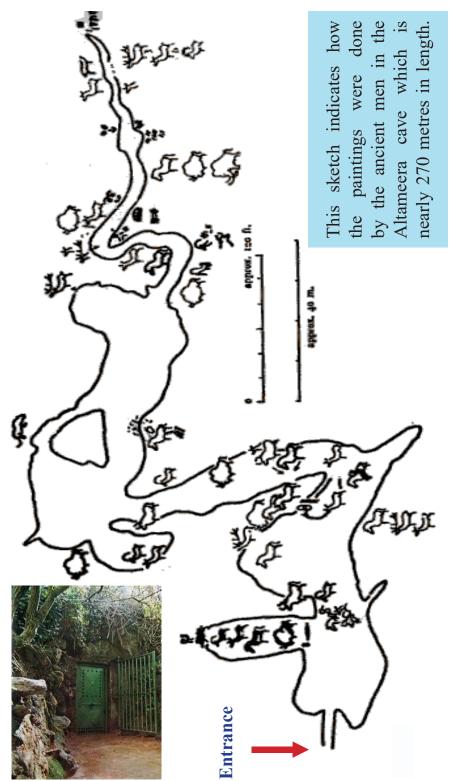


This is an imaginary illustration of how the ancient humans painted caves.

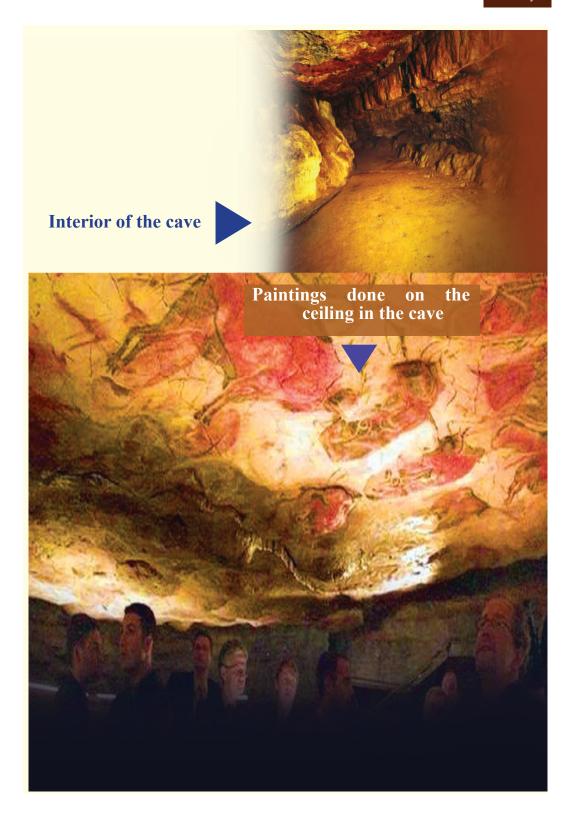
Prawing was one of the greatest talents of the ancient human. Around 35,000 years ago they had drawn pictures in caves. Such drawings are called cave paintings. These drawings depict their day to day activities. The oldest cave paintings are paintings of Altameera of Spain. Red and black are the colours mostly used in these paintings. A large number of paintings can be seen on the stone wall of the cave and on the ceiling.



Explore through internet, cave paintings.



Sketch of Altameera cave







Though a large number of paintings are of bisons, paintings of deer and horses too can be seen. The colours red and brown have been used to colour these paintings.



- Draw a picture that interested you by choosing one from the cave paintings done by ancient men living in caves.
- Follow your teacher's instructions.



Step 05 - Let us draw pictures - 50 minutes - 10 marks

People use various methods to express and exchange ideas.

In this lesson, you have already learned that expressing and exchanging ideas had commenced hundred and thousand years ago. Do this activity based on the knowledge you have gained.

You would have seen various paintings drawn in different places in the past as well as in the present.

- Do this activity with your friends.
- Write 3 examples of such paintings and places where they are.
- Engage in a discussion with your teacher by presenting ideas on the pictures you had mentioned.
- Find a suitable topic for you to draw by discussing with your friends and following teacher's instructions.

- Draw the picture for the selected topic and colour it.
- Do not mention the topic of your picture on the drawing.
- Exhibit all the pictures.
- Inquire from your friends what your drawing is about.
- Discuss with the teacher regarding your creation.
- Mention 3 other ways that you can use to express and exchange ideas other than paintings.

Attention:

Read carefully the given details in step 02 activity 2.3. When the teacher sets a day, bring all essential materials to do a flip chart.



Activity - 2.3

Modern man (Homo Sapien)

Expected Outcomes

• Show how co - existence could be practiced by identifying that all human beings originated from the same root.

Duration

• 02 periods

At the end of this activity I will be able to,

- identify the various human races living in different geographical zones,
- mention the environmental factors that impact on external differences of men,
- understand that all people originated from the same root.



Step 01 - Different human types that live in the World- 10 minutes

Approach >

• Under "A" gives a few photographs of children belonging to different countries. Under "B" the countries they belong to are given. Match A and B write the correct countries in the correct order.



B - Sri Lanka, China, Africa, Germany

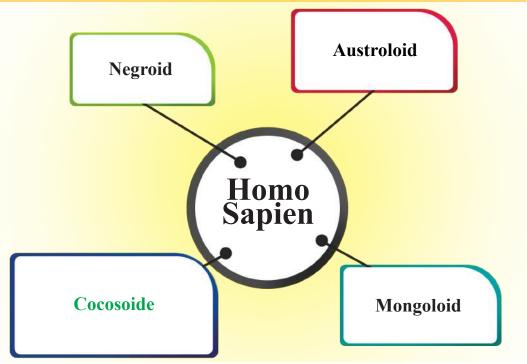
According to the answer you have given draw the appropriate star mark in your exercise book as given bellow.

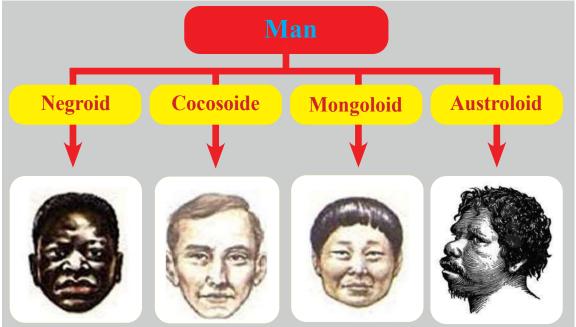
Self Assesment Opportunity	
All the answers are correct	Very Good 🗼 🖈
Most of the answers are correct	Good 🖈 🖈
Only one answer is correct	Needs to improve



Do the following activity by reading the given details.

The people of the world can be categorized into four main human types.





Cacosoide

- **6** Reddish or brownish skin.
- hair is brown in colour.
- tyes are either light blue or brown in colour.
- **♦** Have a long nose.
- This human type can be mostly seen in European countries.



ustroloid



Austroloid

- 🐤 Brown to dark brown skin.
- 🐤 Hair is brown.
- 🔪 Eyes are black or brown in colour.
- 🔪 Medium sized nose and lips.
- ➤ People belonging to this human type live in South Asian countries including Sri Lanka.

Mongoloid

- Skin is yellowish brown.
- Hair is either brown or dark brown.
- Have thin eyes and broad faces.
- have a small nose and thin lips.
- Live in countries such as China and Japan.





Negroid

- Skin colour is either deep black or deep brown.
- Hair is tightly curled.
- **★** Have a medium sized flat nose.
- Eyes are brown or deep black in colour.
- → Have large wide lips. People of this human type live in African countries.

Let us make a flip chart

The people living in the world belong to four main human categories

- Do this as a group exercise.
- Using pictures and information you have gathered, prepare a flip chart about each and every human type.
- Facts that should be included when doing the flip chart.
 - Maximum 08 pages.
 - The four human types living in the world.
 - The pictures of them.
 - The countries where people of those human types are living.
 - The features that can be seen in people belonging to each and every human type.
 - Environmental factors that have impacted on the differences in the external appearances of people.
- Bring items that are essential for the activity (white and coloured A4 paper, colour pencils, glue, scissors, pictures).
- Do the activity with the support of every member in the group.
- Prepare the flip chart under the guidance of the teacher.
- You will receive 10 marks for this activity.

Factors that affect the changes in the external appearance of people

Differences can be seen in the features of people living in the world. These differences are due to the impact of environmental and climatic factors such as,

- high temperature
- coldness
- moderate climate
- mountains
- deserts
- valleys

in places, countries and continents where people live. Though such differences are there, (as seen below), we are all the same - for all human beings have originated from the same root. So let us respect one another.

