

LESSON 3

Highlands and
agriculture:
The case of
the Kingdom of
Lanna

Subject	History/Social Studies
Topic	Highlands and agriculture: The case of the Kingdom of Lanna (thirteenth to eighteenth centuries)
Level	Lower secondary
Key idea	Across time, people respond to the varied natural environment of a region in multiple ways that shape their worldviews and ways of life.
Key concepts	Environment, highlands, lowlands, coastlands People, worldviews, way of life Commonalities and diversities
No. of periods/lessons	1 period (1 period is approximately 50 minutes)
Facilities needed	A/V equipment and Internet access to play the video clips (or hard copy with similar content) Sources and handouts for distribution
Prerequisite knowledge	No prerequisite knowledge required

Learning objectives

By the end of the lesson, the students will be able to:

KNOWLEDGE	SKILLS	ATTITUDES
<ol style="list-style-type: none"> 1. Define what highlands are and identify key attributes of highlands. 2. Describe the way locations in highlands have shaped agricultural activities in these areas. 	<ol style="list-style-type: none"> 1. Analyse photos to draw out the attributes of a place or community. 2. Replicate a role to provide a feasible solution to a proposed problem. 	<ol style="list-style-type: none"> 1. Demonstrate awareness of how people respond in multiple ways to the environment, and how this can influence their way of life. 2. Cooperate in groups to complete task assigned.

Section	Lesson Development	Resources	Rationale
Introduction [5 minutes]	<p>Teacher adopts a deductive approach to concept development. This lesson focuses on highlands in the region.</p> <p>Note: If Lesson 1 and/or Lesson 5 from Unit 1 have already been taught, then this introduction can be shortened.</p> <p>1. Introduction to topic</p> <p>1.1 Provide definition of highlands (a high mountainous or elevated land).</p> <p>1.2 Show pictures of highlands, including pictures of highlands in different countries in Southeast Asia to bring across the concept of sharedness. Through questioning, elicit from the students that there are similarities among highlands in different parts of Southeast Asia.</p> <p>1.3 During the process, ask students what they see to identify attributes of highlands.</p> <p>1.4 Next, show a set of pictures of highlands, lowlands and coastlands (Source 1). Ask the students to identify highlands and point out the attributes that led them to classify the image as showing a highland.</p> <p>1.5 Show images of communities in highlands in different countries (Source 2). Through questioning, elicit from students the commonalities and diversities among these communities.</p>	<ul style="list-style-type: none"> • Source 1: Images of lowlands, highlands and coastlands • Source 2: Images of communities in highlands 	<p>The lesson starts with the development of the concept around which all lessons in Unit 1 are built on. Since students might not be familiar with varied geographical landscapes of the region, a deductive approach to concept development is adopted. Such an approach will allow students to learn more about the attributes of a particular concept.</p>
Development [40 minutes]	<p>2. Hook activity / simulation: Rice planting</p> <p>2.1 Pose the following problem to the groups:</p> <ul style="list-style-type: none"> • Imagine yourself as a part of a village community living in the highlands. • Your village population is consistently growing. • You need to feed the village and rice is the staple food. • The rice that you grow for the village is not enough but growing rice on a slope is difficult. • You need to grow more rice, so how would you solve this problem? <p>2.2 Groups discuss and present their respective solutions to the class.</p>		<p>The activity prompts student to analyse the challenges encountered by the people living in different environments (lowland and highland). It highlights the different agricultural strategies set up by the people in each environment to overcome those challenges and at the same time achieve the optimum harvest from the space they have to meet the needs of local communities.</p>

Section	Lesson Development	Resources	Rationale
	<p>3. Teacher talk</p> <ul style="list-style-type: none"> • Students will do a case study of one of these places, the Kingdom of Lanna. • Show pictures of the Kingdom of Lanna (Source 3). • The Kingdom of Lanna was located in the northern highlands of modern-day Thailand. Through migration and cultural interactions, Lanna absorbed the influences and traditions of the highland kingdoms. • Historians date the kingdom as existing between the thirteenth and eighteenth centuries. The capital city of Chiang Mai was founded in 1296. • The period between 1441 and 1526 is considered the Golden Age of Lanna. It was a time of economic and political stability. The quality of life was high. Lanna people were skilled artisans and developed fine artistic and cultural expressions. Paintings are still visible in the temples. • By the late sixteenth century however, the Siamese territories in the South and the Burmese territories in the West expanded and eventually integrated the Lanna territories. <p>Note: The case study of the Kingdom of Lanna can be replaced by one that is more familiar, such as local examples of rice terraces or highland agriculture.</p>	<ul style="list-style-type: none"> • Source 3: Images of the Kingdom of Lanna • Source 4: Short timeline of the Kingdom of Lanna • Source 5: Images of rice terraces in highlands in Southeast Asia • Source 6: Images of highland and lowland communities in Southeast Asia 	

Section	Lesson Development	Resources	Rationale
	<p>4. Image analysis</p> <p>4.1 Show images of rice terraces in the Kingdom of Lanna (Source 3).</p> <p>4.2 Ask the following questions:</p> <ul style="list-style-type: none"> • What do you see in the images? • What have local communities done to live in mountainous regions? <p>4.3 Show rice terraces in other parts of Southeast Asia (Source 5) and ask the students to guess the location of these places.</p> <p>4.4 To convey the concept of sharedness, point out that rice terraces are common in highlands in many parts of Southeast Asia and that these terraces show how people adapt their environment to fit their needs.</p> <p>4.5 Show images of communities who live in the mountainous areas (Source 6) and those who live in the lowlands.</p> <p>4.6 Have students identify these communities.</p> <p>4.7 Point out that mainly minority communities live in mountainous areas whilst majority populations tend to live in the lowlands.</p>		
<p>Closure [5 minutes]</p>	<p>5. Reflection</p> <p>5.1 Students fill in a 3-2-1 (Handout 1) as part of a formative assessment:</p> <ul style="list-style-type: none"> • 3 things that I have learned in the lesson • 2 questions that I have about the lesson • 1 thing that I would like to learn more about <p>5.2 Summarize the lesson:</p> <ul style="list-style-type: none"> • Highland peoples across the region adapt their environments in similar ways and share similar ways of life • Some differences do exist between highlands and lowlands. 	<ul style="list-style-type: none"> • Handout 1: Exit pass 	<p>The questions prompt students to think about different communities living in a shared environment.</p>

Sources and handouts

Glossary

- Highlands:** an area of high or mountainous land.
- Majority:** a group in society distinguished by ethnic, religious or social criteria, usually in larger number than other groups, dominant in political, financial or social power.
- Minority:** a group in society distinguished by ethnic, religious or social criteria, usually in smaller number and less dominant than other groups.
- Rice terraces:** on mountainous slopes, farmers build flat steps, called 'terraces', for farming. These terraces can be quite large or very narrow, and store rainwater needed to cultivate rice.
- Slope:** a part of the side of a hill or mountain with one end at a higher level than another.

Source 1: Images of highlands, lowlands, coastlands

Highlands: Batad, Philippines



Source:

Aranas, Uwe. commons.wikimedia.org/wiki/File:Banaue_Philippines_Batad-Rice-Terraces-04.jpg

Lowlands: Mekong Delta, Viet Nam



Source:

Garrett, Wilbur E. www.flickr.com/photos/13476480@N07/17850359166

Coastland: Bali, Indonesia

Source:

Fuhrmann, Martin. www.flickr.com/photos/martinfuhrmann/24068107063

Source 2: Images of communities in highlands

Mae Hong Son province, Thailand



Source:

commons.wikimedia.org/wiki/File:Hills_in_northern_Thailand.jpg

Doi Mae Salong or Santikhiri, Chiang Rai, Thailand



Source:

commons.wikimedia.org/wiki/File:Mae_salong_view_01.jpg

Phou Luang Tai, Lao PDR

Source:

Devitt, Jason. www.flickr.com/photos/devittj/100752319

Source 3: Images of the Kingdom of Lanna

Terraced rice field in Chiang Mai, Thailand



Source:

Wiratgasem, Chatrawee. www.shutterstock.com/image-photo/terraced-rice-field-chiangmai-thailand-209487340

Phra Singh Temple, Chiang Mai, Thailand



Source:

Roopyai, Panupong. commons.wikimedia.org/wiki/File:Phra-Singh_Temple_Chiang_Mai.jpg

Phra That Chae Haeng Temple, Nan Province, Thailand



Source:

LannaPhoto. commons.wikimedia.org/wiki/File:Phra_That_Chae_Haeng_Temple4.jpg

Source 4: A short timeline of the Kingdom of Lanna

The Kingdom of Lanna's history (1200s-1700s) is one that is closely connected to the histories of several kingdoms in mainland Southeast Asia, since the region that we associate today with Northern Thailand was located at a crossroads. Several cultures of upland and lowland Southeast Asia overlapped and were interconnected with the Kingdom of Lanna. They influenced but also absorbed the traditions of the highland kingdoms, while their peoples intermixed.

The Mon are and have long been a people with their own distinct culture, system of beliefs, traditions and language. They were an important source of influence for the Lanna Kingdom well through the 1200s. The Kingdom of Bagan, a lowland kingdom that sometimes claimed power over certain highland areas near Lanna, was also an important source of trade, Buddhism, law and labour.

By the 1250s, a new group of people, the Tai, moved into the Mon sphere of influence. Moving away from the Mongols, the Tai moved southward towards Yunnan and into the networks of other groups living in lower latitudes such as the Burmese and the Mon. Small Tai kingdoms or city-states representing many different Tai cultural groups were established. By the late thirteenth century (1275-1281), the Mon started to decline in influence and in 1281 the Kingdom of Lamphun, one of the major strongholds in the area, was captured by the Tai King Mang Rai, marking the beginning of the Lanna kingdom.

The Lanna Kingdom developed over the centuries. During this period a blending of Mon and Tai cultures occurred that was also influenced through interaction with kingdoms of Bagan and Bago in the 1290s. The capital city of Chiang Mai was founded in 1296. King Mang Rai attempted to unify the individual city-states and small kingdoms. Some of these smaller city-states allied themselves with Lanna, others aligned themselves with the Burmese kingdoms and still others felt closer to satellites of the Chinese.

The period between 1441 and 1526 is considered the Golden Age of Lanna, which lasted around 75 years. It was a time of economic and political stability, with a high quality of life. Artistic and cultural expression peaked, and the Kingdom's finest levels of craftsmanship can be seen during this period.

By the late sixteenth century however, the expansion of the Kingdom of Siam in the South and the Burmese to the West contributed to the weakening and fragmentation of the Lanna Kingdom. Eventually, the Kingdom of Siam integrated the territories associated with the Lanna Kingdom.

Source 5: Images of rice terraces in highlands in Southeast Asia

Bali, Indonesia



Source:

www.thingstodoinbali.com/blog/the-most-beautiful-rice-fields-in-bali

Ifugao province, Luzon Island, Philippines



Source:

Nunes, R.M. www.shutterstock.com/image-photo/aerial-view-batad-rice-terraces-ifugao-1470759851

Source 6: Images of highland and lowland communities in Southeast Asia

Rural landscape, Shan State, Myanmar



Source:

Doron, commons.wikimedia.org/wiki/File:ShanFields.jpg

Bogor City with Mount Salak at background, Indonesia



Source:

Raung, Argo, commons.wikimedia.org/wiki/File:Kota_Bogor_%26_Gunung_Salak.jpg

Banda Aceh, Indonesia



Source:

Marttinen, Arto. commons.wikimedia.org/wiki/File:Banda_Aceh,_Indonesia_-_view.jpg

Hoi An, Viet Nam



Source:

Lian, John. commons.wikimedia.org/wiki/File:Hoi%27an_by_the_river.jpg

Handout 1: Exit pass

Highlands Exit pass	
Name:	
3	New facts I learned today
2	Things I found interesting
1	Big question I still have in my mind