

LESSON 2

How were
ancient kingdoms
organized?

Subject	History/Social Studies
Topic	How were ancient kingdoms organized?
Level	Lower secondary
Key idea	In ancient times, the structure of kingdoms was very different from today's countries, with no fixed borders. Rulers competed with each other to gain the loyalty of the villagers living in surrounding areas. They collected 'tribute' from the villagers in exchange for protection.
Key concepts	Allegiance / loyalty Kingdom Mandala Protection Punishment Ruler Tribute
No. of periods/lessons	1 period or 2 periods (1 period is approximately 50 minutes)
Facilities needed	Sources and handouts for distribution Cards to play the Mandala role play
Prerequisite knowledge	Students should gain prerequisite knowledge by completing Handout 1: Pre-reading and Source 2: Map of mandala kingdoms. This could be done for homework before the activities described below, or in a prior class period.

Learning objectives

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

KNOWLEDGE	SKILLS	ATTITUDES
<ol style="list-style-type: none"> 1. Explain the definition of mandala kingdoms and how mandala kingdoms were organized. 2. Describe how power was structured and how it shifted in ancient kingdoms without clearly defined borders. 3. Contrast mandala kingdoms to countries today. 	<ol style="list-style-type: none"> 1. Practise making educated guesses about cause and effect in history. 2. Engage in a cooperative role play. 	<ol style="list-style-type: none"> 1. Develop empathy for people living in ancient times. 2. Appreciate the perspectives of ancient people from different parts of the social hierarchy (rulers, villagers, soldiers, etc.).

Section	Lesson Development	Resources and Notes	Rationale
Introduction [5 minutes]	<p>1. Hook activity: Think-pair-share</p> <p>1.1 Students reflect on the following question: 'In ancient times, do you think the same countries existed that exist today? Why or why not?'</p> <p>1.2 Elicit answers. <i>For example, students may say that the same countries existed in ancient times, because their cultures are very old. Or, they may think different countries existed in the past because of wars and different rulers who came into power.</i></p>	<ul style="list-style-type: none"> Resources students bring in (assigned as homework) 	This activity gets students thinking about the topic of the lesson while activating their prior knowledge.
Development [25 minutes]	<p>2. Teacher talk (10 mins)</p> <ul style="list-style-type: none"> Show the students a map of Southeast Asia, and point to your country. Briefly explain when and how your country got the borders it has today. <i>For example, Myanmar gained independence from British colonization in 1948, and since then it has had the same basic shape on the map.</i> Even before the country had those borders, groups of people with cultures and languages similar to ours had lived in the area for a long time. However, they organized themselves differently than we do today. First, instead of countries, there were cities and villages. Sometimes these cities and villages were organized into kingdoms. Second, ancient people did not create fixed boundaries or official borders like we have today. Why might that be? <i>Elicit answers from students that highlight changes in technology and society. For example, students might say that in ancient times, people did not have GPS to know exactly where they were at all times; the boundaries might also shift because of wars or political alliances; transports and infrastructure were less structured and organized.</i> Third, ancient people did not identify themselves as citizens of a certain country. They may have identified themselves as residents of a certain city or village; as followers of a certain leader. Why might that be? <i>Elicit answers from students that highlight changes in technology and society. For example, people didn't go to schools that taught them they were all citizens of the same country.</i> 	<ul style="list-style-type: none"> Teacher's note 1: Mandala kingdom overview Source 1: Mandala model 	The teacher talk gives students the information they need to participate in The mandala kingdom role play.

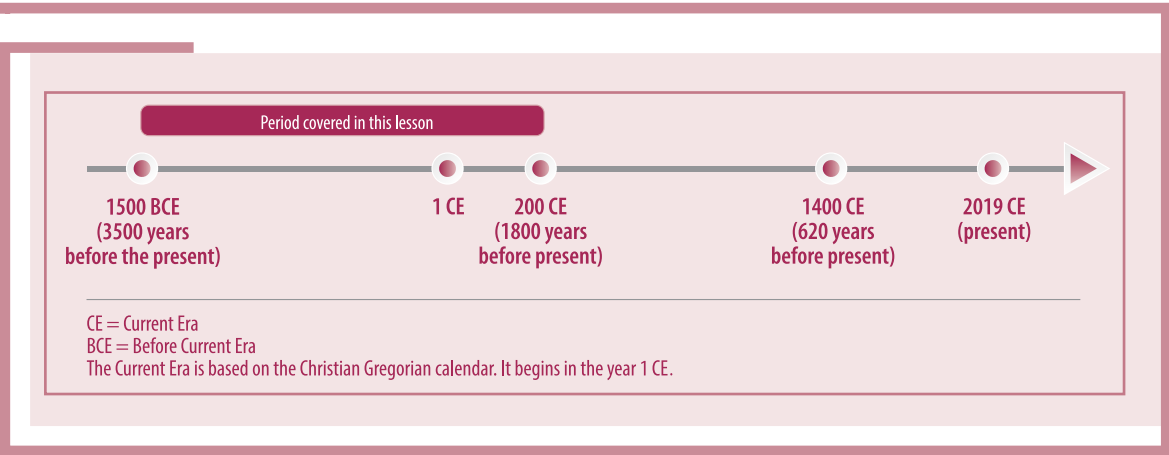
Section	Lesson Development	Resources and Notes	Rationale
	<ul style="list-style-type: none"> Finally, in ancient times, there were fewer people living in Southeast Asia than there are today. Most of the land was unoccupied. Rulers had to compete with each other to gain the loyalty of the villagers living in surrounding areas. They collected ‘tribute’ from the villagers, which they used to run their kingdom. In exchange for tribute, the rulers promised to protect the villagers (or punish them if they didn’t give tribute). What kind of tribute do you think the rulers collected? <i>Elicit answers from the students. For example, rice was a common form of tribute.</i> Historians compare many of the ancient Southeast Asian kingdoms to mandalas. (Show Source 1). In this power structure, the king or queen was at the centre, surrounded by ministers and soldiers, who were surrounded by officials, who were surrounded by villagers. The size and shape of the kingdom changed depending on how well the king or queen could convince people to pay tribute and be loyal to him or her. We will do a role play to help you understand how these kingdoms were organized. 		
	<p>3. Mandala kingdom role play (15 mins)</p> <p>3.1 Show students Handout 3. Instruct them that when they are drawing the kingdoms’ boundaries, they will overlap.</p> <p>3.2 Explain The mandala kingdom role play rules (Teacher’s note 2)</p> <p>3.3 Hand out a card to each student that you have cut up from Handout 2. Students should read their cards. Give each villager 3 rice cards. More villagers and rice cards may be necessary depending on the number of students in the class.</p> <p>3.4 (Optional) Distribute badges or items that distinguish students with different roles, so they will be able to tell each other apart – e.g., paper crowns for kings, cardboard swords for soldiers, etc.</p> <p>3.5 Also assign some students to be observers. Assign them to take notes on what they see taking place – how power is used, how different roles relate to each other and interact, etc.</p> <p>3.6 Students play the game for 15 minutes. Circulate to solve any problems or questions that come up.</p>	<ul style="list-style-type: none"> Teacher’s note 2: Mandala kingdom role play rules Handout 2: Mandala kingdom role play cards Handout 3: Mandala kingdom role play layout 	<p>The mandala kingdom role play provides an experiential basis for the information in the teacher talk and the Pre-reading.</p>

Section	Lesson Development	Resources and Notes	Rationale
Closure [15 minutes]	<p>4. Reflection</p> <p>4.1 Collect the materials and ask students to return to their seats.</p> <p>4.2 Students complete Handout 4.</p> <p>4.3 Count the rice collected by each king/queen and offer congratulations to the one who collected the most. Also offer congratulations to the one who collected the least – because the villagers in that kingdom would be better fed.</p> <p>4.4 Students share their answers to Handout 4 in a class discussion.</p> <p>Note: The recommendation is for this lesson to be done over two class periods and to dedicate more time to the role play and reflection, but the reflection could also be completed as homework.</p>	<ul style="list-style-type: none"> Handout 4: Mandala kingdom role play: Reflection 	The reflection allows students to synthesize the insights they've gained. Having them complete a worksheet individually also offers a smooth transition out of a lively activity.
<p>Assessment</p> <p>Teacher can use the students' responses from Handout 4 to see if they have met the objectives for the lesson. Teacher could also ask students to sketch a mandala kingdom, including king/queen, soldiers, ministers, officials, villagers, with arrows to show the movement of tribute, protection, and punishment.</p>			

Teacher's notes, sources and handouts

Glossary

- Colony:** Land conquered and ruled by another kingdom.
- Mandala:** A way of seeing a kingdom, at the centre is the king, in the next layer are officials and the third layer the common people.
- Treaty:** An agreement between two or more kingdoms.
- Tribute:** Rice, money or manpower collected from the people – or subjects – of a kingdom for the leader.

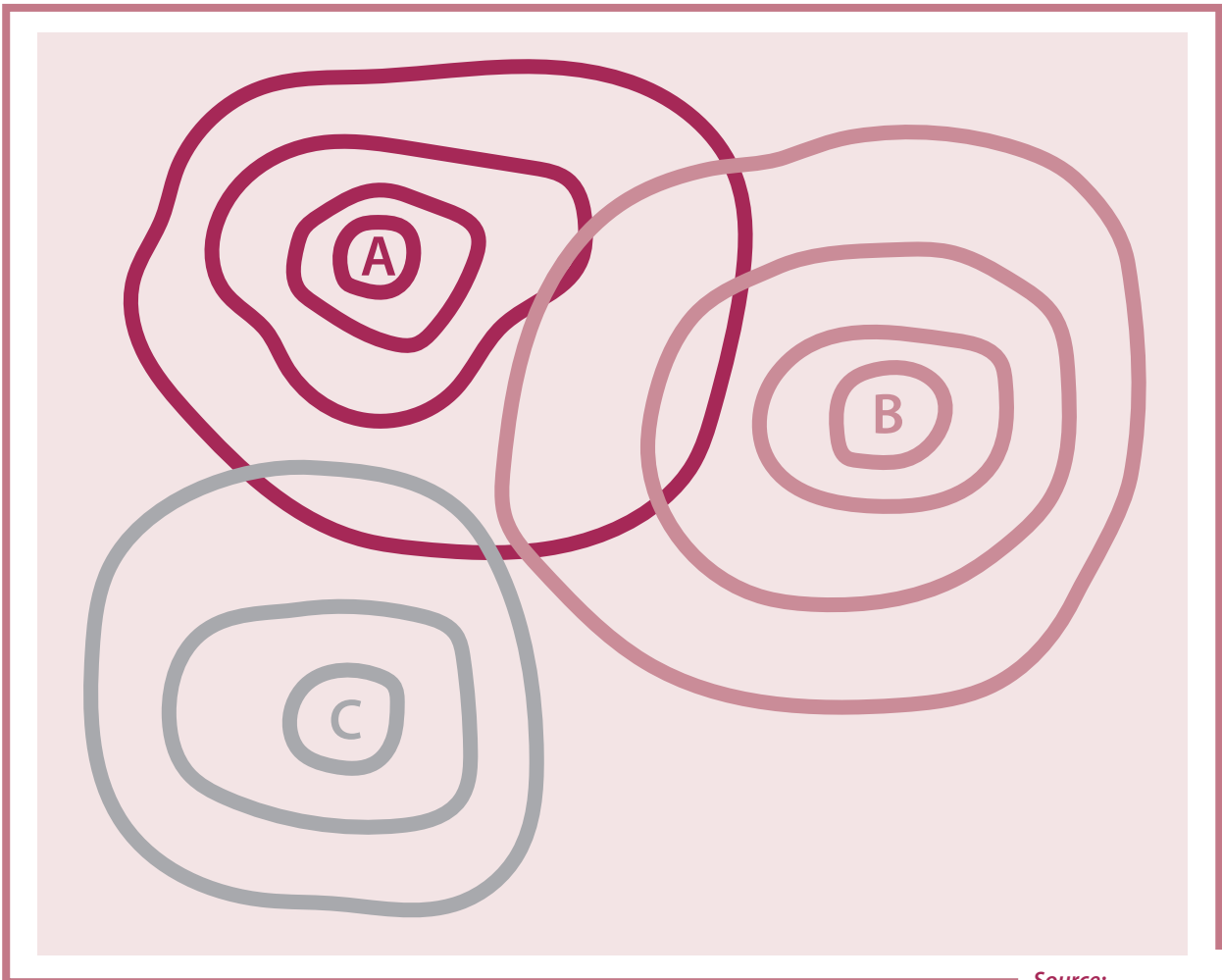


Teacher's note 1: Mandala kingdom overview

- Show the students a map of Southeast Asia, and point to your country. Briefly explain when and how your country got the borders it has today. *For example, Myanmar gained independence from British colonization in 1948, and since then it has had the same basic shape on the map.*
- Even before the country had those borders, groups of people with cultures and languages similar to ours had lived in the area for a long time. However, they organized themselves differently than we do today.
- First, instead of countries, there were cities and villages. Sometimes these cities and villages were organized into kingdoms.
- Second, ancient people did not create fixed boundaries or official borders like we have today. Why might that be? Elicit answers from students that highlight changes in technology and society. *For example, students might say that in ancient times, people did not have GPS to know exactly where they were at all times; the boundaries might also shift because of wars or political alliances.*
- Third, ancient people did not identify themselves as citizens of a certain country. They may have identified themselves as residents of a certain city or village; as followers of a certain leader. Why might that be? Elicit answers from students that highlight changes in technology and society. *For example, people didn't go to schools that taught them they were all citizens of the same country.*
- Finally, in ancient times, there were fewer people living in Southeast Asian than there are today. Most of the land was unoccupied. Rulers had to compete with each other to gain the loyalty of the villagers living in surrounding areas. They collected 'tribute' from the villagers, which they used to run their kingdom. In exchange for tribute, the rulers promised to protect the villagers (or punish them if they didn't give tribute). What kind of tribute do you think the rulers collected? Elicit answers from the students. *For example, rice was a common form of tribute.*
- Historians compare many of the ancient Southeast Asian kingdoms to mandalas. (Show Source 2: Mandala kingdom map). In this power structure, the king or queen was at the centre, surrounded by ministers and soldiers, who were surrounded by officials, who were surrounded by villagers. The size and shape of the kingdom changed depending on how well the king or queen could convince people to pay tribute and be loyal to him or her.
- We will do a role play to help you understand how these kingdoms were organized.

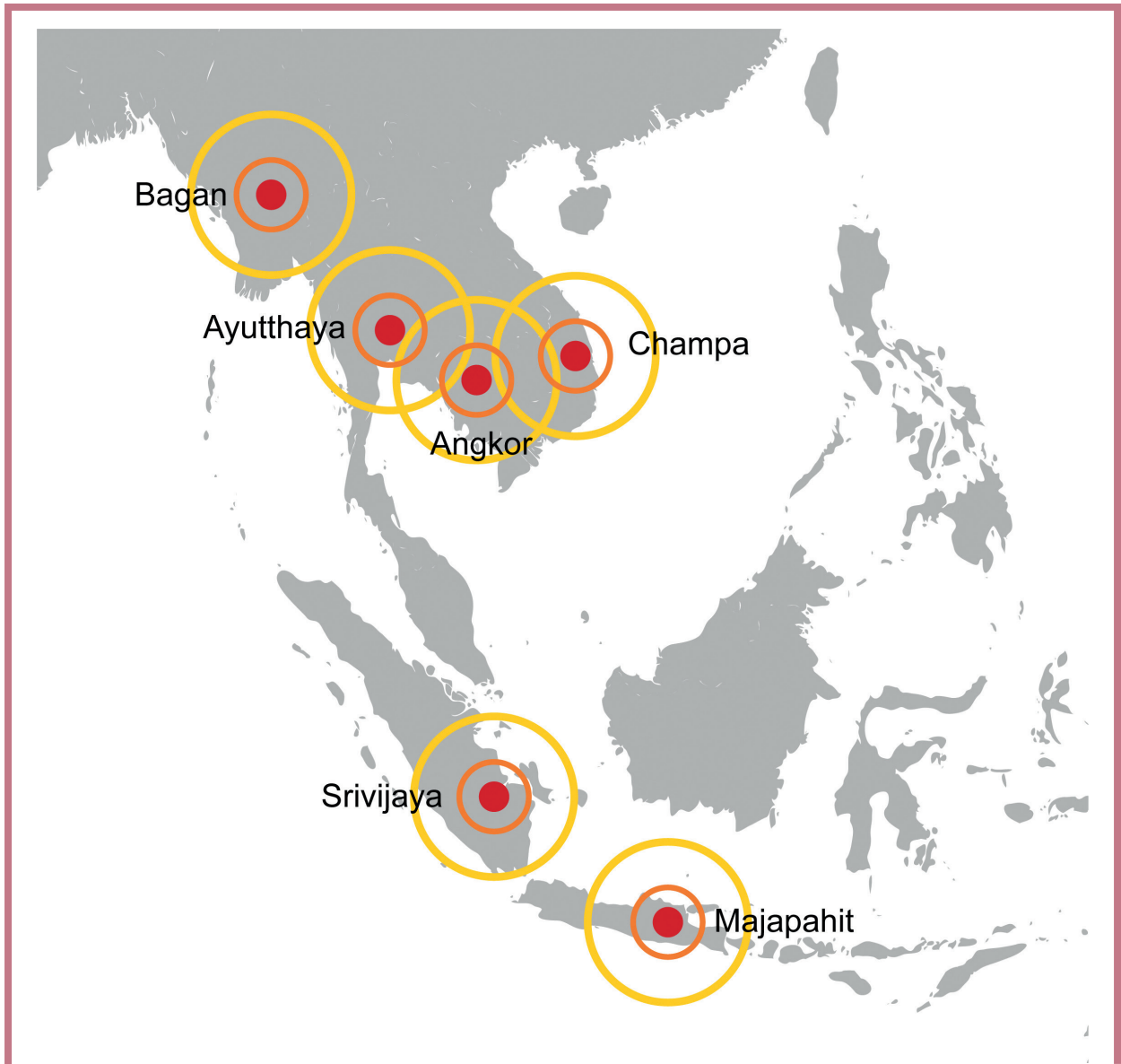
Teacher's note 2: Mandala kingdom role play rules

- 1.** The goal of each king/queen is to collect the most rice for themselves. But first, they must provide one bag of rice for each of their officials and ministers, and for their soldier. The amount of rice the king/queen has will be counted at the end of the role play.
- 2.** The king/queen can only speak to the ministers and the soldiers. The ministers can only speak to the king and the officials. The officials can only speak to the ministers and the villagers.
- 3.** The soldiers can only speak to the king/queen and the villagers. The soldiers can protect the villagers, or pretend to punish them. But the soldiers cannot move until they have eaten rice.
- 4.** The officials need to convince the villagers to hand over their rice. They can offer benefits (such as protection from soldiers), or they can threaten the villagers (the soldiers will punish them).
- 5.** The ministers need to convince the officials to collect rice from the villagers. But they may need to promise to let the officials keep some rice for themselves.
- 6.** The kings/queens need to convince the ministers to collect rice from the officials. But they may need to promise to let the ministers keep some rice for themselves.
- 7.** The villagers need to keep at least one bag of rice for themselves, but they can choose to give the other bags as tribute to one king/queen, or to both. They can only speak to each other, to the officials, and to the soldiers.
- 8.** All players should remain respectful and safe while acting out their roles. Players should only use words (e.g., 'I will punish you if you don't give me your rice!') instead of actions (e.g., hitting other students).

Source 1: Mandala model

Source:
UNESCO.

Source 2: Map of mandala kingdoms



Source:

Gunkarta. [en.wikipedia.org/wiki/Mandala_\(political_model\)](https://en.wikipedia.org/wiki/Mandala_(political_model))

Handout 1: Pre-reading

Today, countries in Southeast Asia have clearly defined borders determined by treaties and international law. In the nineteenth century, countries in Europe developed this political system and spread it around the world.

However, ancient kingdoms in Southeast Asia were not organized in this manner. Borders did not exist and people identified themselves as the follower of a local ruler, not the citizen of a country. In ancient times, the population of Southeast Asia was much smaller than it is today. The power of the ruler often did not extend beyond the capital city. Outside of the capital, officials such as local chiefs were in control. The chiefs pledged loyalty to the king or queen, but they were mainly independent from the control of the capital.

Based on the information above, historians have used the concept of mandala to describe ancient Southeast Asian kingdoms (Source 3: Map of mandala kingdoms). A mandala is like a series of circles with the king or queen located in the centre. A small kingdom might have a ruler in the centre and loyal chiefs in the next circle. The power of the king or queen became less strong the farther away from the centre, so villagers on the outskirts of the kingdom might not feel much loyalty to their ruler, or even know much about the rest of the kingdom. It was possible for the outermost circle of a mandala to overlap with the outermost circle of a neighbouring kingdom.

There was no defined size or composition in a mandala. In larger kingdoms, the circle might contain smaller kingdoms that paid tribute to the centre. A mandala could also expand and contract in size, depending on the rise and fall in the power of the ruler.

Some of the 'mandala kingdoms' that developed in Southeast Asia between the seventh and fourteenth centuries include:

- a. Ayutthaya, in what is now Thailand (fourteenth century).
- b. Angkor, in what is now Cambodia, and parts of Thailand and Lao PDR (ninth century).
- c. Bagan, in what is now Myanmar (tenth century).
- d. Srivijaya, in what is now Sumatra, Indonesia (seventh century).
- e. Majapahit, in what is now Java, Indonesia (thirteenth century).



Exercise: Make your own drawing of a mandala kingdom. Draw stick figures to show the place of the king or queen, the officials or local chiefs, and the villagers.

Reflection: Was your community ever part of one of the mandala kingdoms listed above? If yes, which one? If not, why not?

Vocabulary

Loyalty: strong feeling of support.

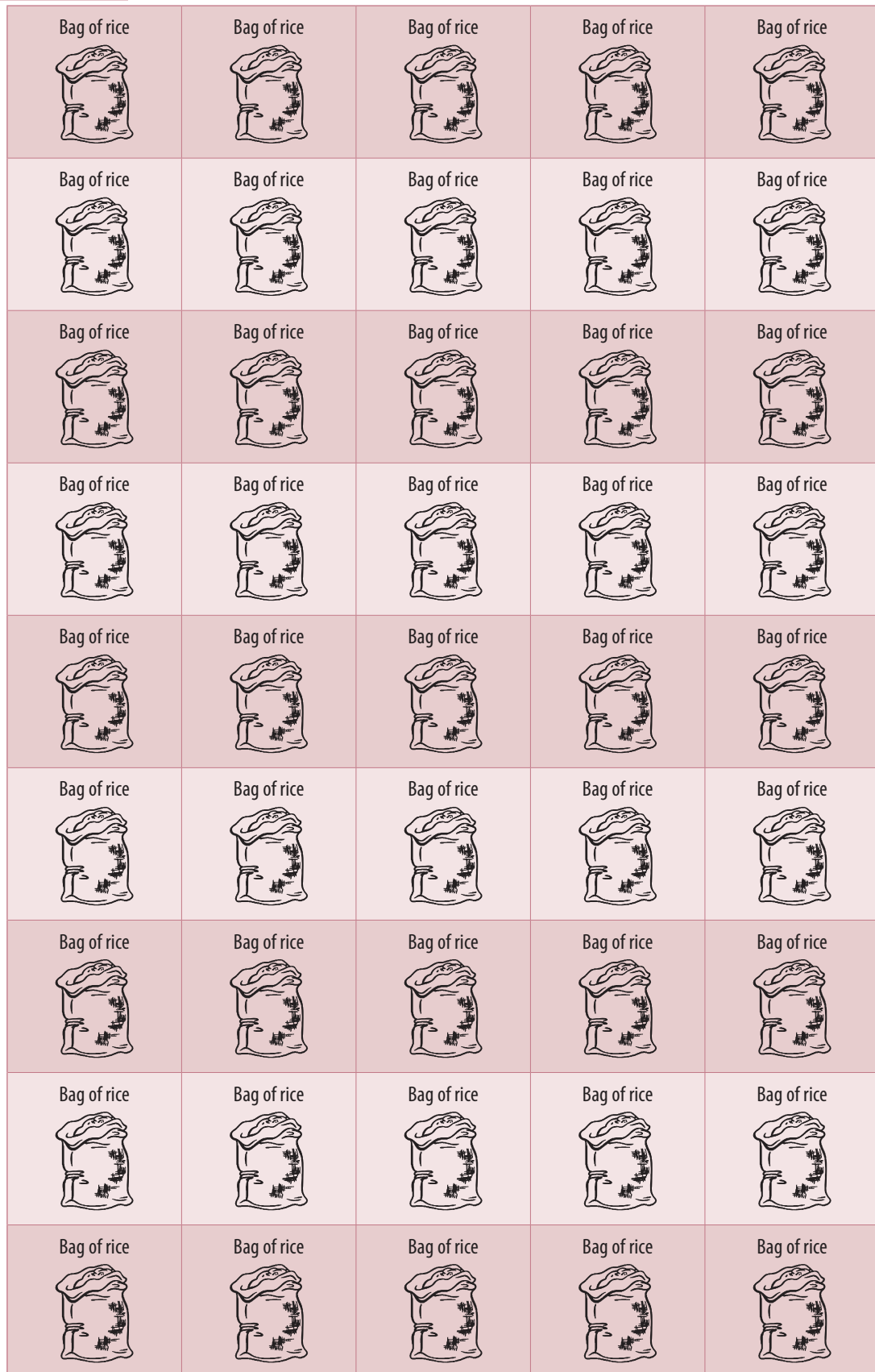
Pledge: to promise.

Mandala: circular diagram representing the Hindu-Buddhist universe. Here it refers to a way of seeing a kingdom, which has a king at the centre. The next layer are officials and the third layer are the common people.

Treaty: agreement between two or more kingdoms.

Tribute: tax, rice, money or manpower collected from the people – or subjects – of a kingdom for the leader.

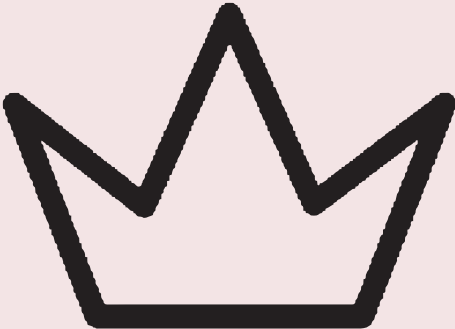
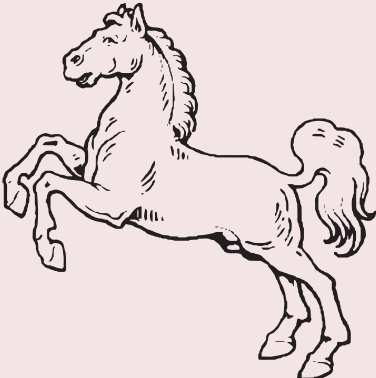

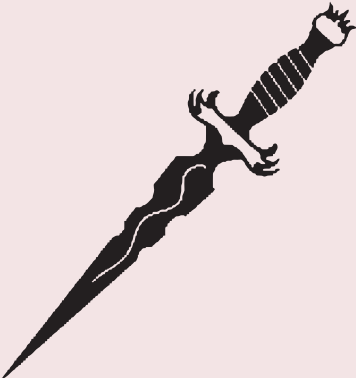


Handout 2: Mandala kingdom role play: Cards



<p>King/queen A</p> <p>Goal: Collect as many bag of rice as you can. But first, you must provide one bag of rice for each of your officials and ministers, and for your soldier.</p> <p>Rules: You may only speak to your ministers and your soldier.</p>	<p>King/queen B</p> <p>Goal: Collect as many bags of rice as you can. But first, you must provide one bag of rice for each of your officials and ministers, and for your soldier.</p> <p>Rules: You may only speak to your ministers and your soldier.</p>	<p>Minister A1</p> <p>Goal: Collect as many bags of rice as you can for your king, but be sure to get one for yourself.</p> <p>Rules: You may only speak to the king and to your officials.</p>
<p>Minister A2</p> <p>Goal: Collect as many bags of rice as you can for your king, but be sure to get one for yourself.</p> <p>Rules: You may only speak to the king and to your officials.</p>	<p>Minister B1</p> <p>Goal: Collect as many bags of rice as you can for your king, but be sure to get one for yourself.</p> <p>Rules: You may only speak to the king and to your officials.</p>	<p>Minister B2</p> <p>Goal: Collect as many bags of rice as you can for your king, but be sure to get one for yourself.</p> <p>Rules: You may only speak to the king and to your officials.</p>
<p>Official A1</p> <p>Goal: Collect as many bags of rice as you can for your ministers, but be sure to get one for yourself.</p> <p>Rules: You may only speak to your ministers and to the villagers.</p>	<p>Official A2</p> <p>Goal: Collect as many bags of rice as you can for your ministers, but be sure to get one for yourself.</p> <p>Rules: You may only speak to your ministers and to the villagers.</p>	<p>Official A3</p> <p>Goal: Collect as many bags of rice as you can for your ministers, but be sure to get one for yourself.</p> <p>Rules: You may only speak to your ministers and to the villagers.</p>
<p>Official A4</p> <p>Goal: Collect as many bags of rice as you can for your ministers, but be sure to get one for yourself.</p> <p>Rules: You may only speak to your ministers and to the villagers.</p>	<p>Official B1</p> <p>Goal: Collect as many bags of rice as you can for your ministers, but be sure to get one for yourself.</p> <p>Rules: You may only speak to your ministers and to the villagers.</p>	<p>Official B2</p> <p>Goal: Collect as many bags of rice as you can for your ministers, but be sure to get one for yourself.</p> <p>Rules: You may only speak to your ministers and to the villagers.</p>
<p>Official B3</p> <p>Goal: Collect as many bags of rice as you can for your ministers, but be sure to get one for yourself.</p> <p>Rules: You may only speak to your ministers and to the villagers.</p>	<p>Official B4</p> <p>Goal: Collect as many bags of rice as you can for your ministers, but be sure to get one for yourself.</p> <p>Rules: You may only speak to your ministers and to the villagers.</p>	<p>Soldier A</p> <p>Goal: Collect as many bags of rice as you can for your king.</p> <p>Rules: You may only speak to your king and to the villagers. You cannot move until you have eaten rice.</p>

<p>Soldier B</p> <p>Goal: Collect as many bags of rice as you can for your king.</p> <p>Rules: You may only speak to your king and to the villagers. You cannot move until you have eaten rice.</p>	<p>Villager 1</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>	<p>Villager 2</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>
<p>Villager 3</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>	<p>Villager 4</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>	<p>Villager 5</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>
<p>Villager 6</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>	<p>Villager 7</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>	<p>Villager 8</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>
<p>Villager 9</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>	<p>Villager 10</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>	<p>Villager 11</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>
<p>Villager 12</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>	<p>Villager 13</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>	<p>Villager 14</p> <p>Goal: Your goal is to keep as much rice as you can without getting punished by a soldier.</p> <p>Rules: You may only speak to the officials, to the soldiers, and to the other villagers.</p>

These tags or other items can help distinguish students with different roles.

<p>King/Queen</p> 	<p>Minister</p> 
<p>Official</p> 	<p>Soldier</p> 
<p>Villager</p> 	<p>Bag of rice</p> 

Handout 3: Mandala kingdom role play: Layout

At the start of the role play, the king/queen should be at the center, with the soldier and ministers nearby. The officials form a circle around this group of four. Villagers are placed randomly around and between Kingdom A and Kingdom B.

